

# Referencing the Hungarian national qualifications framework (HuQF) to EQF

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 HUNGARY

## Timeline

2015 Legislative process 2016 Implementation 2017 Implementation  
2018 Implementation 2019 Implementation 2020 Completed

ID number 28282

## Background

The comprehensive national qualifications framework (NQF) for lifelong learning was adopted in July 2012 by a government decision and published in the Hungarian official journal.

## Description

The HuQF was referenced to the European qualifications framework (EQF) in February 2015. Consideration is being given to introducing qualifications acquired in non-formal learning contexts, as well as some remaining CVET qualifications, master craftsman, and postgraduate specialisation programmes. Strengthening the learning outcomes approach has been identified as a key area for further work.

### 2015 Legislative process

### 2016 Implementation

### 2017 Implementation

### 2018 Implementation

### 2019 Implementation

The new Act on VET LXXX of 2019 established the new register of vocational occupations (*szakmajegyzék*); as of September 2020, it replaced the former Hungarian qualifications register (HuQF). The qualifications included in the new register (their number has been reduced to 174 and their contents revised) are referenced to the eight levels of the Hungarian qualifications framework (Magyar Képesítési Keretrendszer - MKKR) and aligned to the EQF. Digital competence levels have been included for each qualification requirement.

### 2020 Completed

In 2020, both formal IVET qualifications (basic vocational occupations) included in the national register of vocational occupations (structure based on the Hungarian standard

classification of occupations) and adult training vocational qualifications were defined in line with the new sets of programme requirements (respectively, *Képzési és Kimeneti Követelmények* – KKK in IVET and vocational adult education and *Programkövetelmények* – PK in adult training) and indicated the HuQF levels, EQF levels and digital competence levels.

## Bodies responsible

- Ministry of Human Resources
- Ministry of Culture and Innovation
- National Office for Vocational Education and Training and Adult Learning (NOVETAL)
- Educational Authority

## Target group

### Learners

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Adult learners

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Modernising VET offer and delivery

Acquiring key competences

### Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

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

## Subsystem

IVET CVET

## Further reading

[Government Decree No 25/2016 on the establishment and update of the Hungarian qualifications register](#)

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[The VET Act LXXX of 2019 \(entering into force on 1 January 2020\)](#)

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

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[Register of vocational occupations \(szakmajegyzék\), Annex No 1 of the government Decree No 12/2020 on the implementation of the new VET Act LXXX](#)

## Related policy developments

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.

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### Type of development

Regulation/Legislation

### 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.

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### 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.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28282>