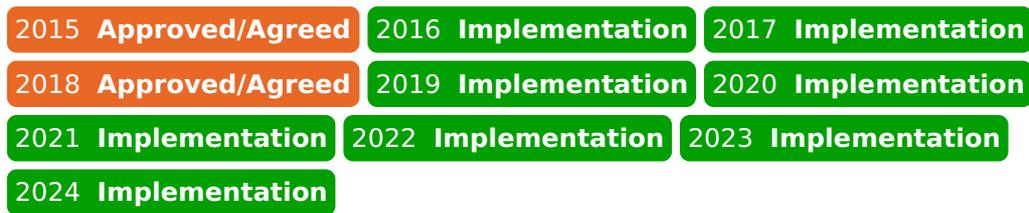


# The network of vocational training centres



## Timeline



**ID number 28275**

## Background

The education system has undergone substantial transformation in recent decades. In 2013, the State replaced local government (municipalities) in the governance of primary and secondary schools. The VET landscape was reformed in 2015. The administration of most VET schools (at the time there were more than 200 mixed-profile upper secondary schools combining general and vocational education) was transferred to the ministry in charge of VET (the Ministry of National Economy in 2015). From 2018, IVET and adult training were led by the Ministry of Innovation and Technology.

## Objectives

To improve quality and efficiency in a heavily fragmented institutional VET structure, the integration of VET schools into VET centres aims at offering greater autonomy in administrative and financial management and quality training better aligned with labour market needs.

## Description

Government Decree 120/2015 classified VET institutions into categories and allowed for the reorganisation of VET schools into 44 VET centres in the counties. A maximum of three centres can be set up in each county with a minimum number of 2 000 learners in each.

The centres serve as an intermediate level of administration between the schools and the National Office of VET and Adult Learning (NOVETAL), which exercises the governing body's powers and ensures the coordination and implementation of national VET and adult learning policies at State level.

Act CIV of 2018 included further modifications of the Act on VET, public education and tertiary education. Sections related to VET described primarily the organisational structure of VET centres and their related powers and responsibilities, introducing in particular the

role of chancellor in VET centres. The chancellor will be in charge mainly of economic, financial, legal and labour-related issues as well as for overall asset management.

#### **2015 Approved/Agreed**

#### **2016 Implementation**

#### **2017 Implementation**

#### **2018 Approved/Agreed**

#### **2019 Implementation**

Currently, there are 40 VET centres with altogether 372 member schools affiliated to them. An additional smaller VET centre is under creation in the northern part of Hungary close to Budapest in Esztergom city, to which will be affiliated VET schools previously belonging to the Tatabánya VET Centre. The reduction of the number of VET centres was the result of rationalisation and better centralisation to increase their efficiency:

- (a) Some VET centres are located in the same city, but providing different technical and service specialties (e.g. in Szombathely);
- (b) certain VET schools of the Budapest VET Centre specialise in tourism (four) and in human health care (four). VET provision has been made for the control and maintenance of other VET centres and of higher education. Half of the member schools in the related VET centre were affected by this measure: two schools specialising in tourism were taken over by the Budapest Economics VET Centre - BGSzC, and two VET schools in the same specialisation were taken over by the Komplex Budapest VET Centre;
- (c) four VET schools specialising in human health care were affiliated to Semmelweis University, a medical school in Budapest. Other health care VET schools were taken over in Pécs by Pécs University and others in Győr-Moson-Sopron region by Széchenyi István University in Győr

#### **2020 Implementation**

In 2020, altogether 41 VET centres were in operation with 371 affiliated member schools (VET institutions). Directors have a key role in the new system: according to the new regulation, the head of the institution is responsible for the professional instruction of the given VET institution, for managing the body of instructors and he/she is in charge of the financial matters for certain types of expenditures set by the VET centre. This means more professional freedom than ever for the VET institutions. VET centres are responsible for securing the professional background of the institution's management, fulfilling the activities related to investments and facility management and participate in determining the training structure by taking into consideration the needs of the labour market.

The implementing regulation consolidates the well-functioning dual management model in the VET centres that was introduced a year ago, which clearly separates the tasks and responsibilities of the directors, the director-general and the chancellor.

#### **2021 Implementation**

A vocational institution operating as part of a VET centre is an organisational unit of the centre with legal personality and own budget. In the past period, there has been intensive development of VET infrastructure and equipment both from EU and national resources, which is continuing in VET Centres and their member institutions.

A VET centre - with the permission of the Minister responsible for VET- can acquire 'shares' in a sectoral training centre (STC), particularly in a knowledge centre, where the VET centre in question exercises ownership rights on behalf of the State. At present 18 sectoral training centres are registered, four VET Centres are members in STC.

According to the Act LXXX of 2019 on VET, until 31 December 2025, a VET institution maintained by the State, particularly in possession with a cooperation agreement, may organise the vocational final examination regardless of whether the VET institution in question is certified as an accredited examination centre. Within the VET centre, accredited examination centres are currently being developed.

## 2022 Implementation

VET centres continue to play a key role, as every school year since their establishment has demonstrated the legitimacy and effectiveness of this institutional structure. VET institutions in a given region are able to participate much more effectively in developing a training structure tailored to local economic needs and in maintaining contacts with economic stakeholders, in a coordinated manner through VET centres. VET centres have strengthened their operational links with regional chambers of commerce and local business organisations to support career guidance and expand dual partnerships.

By 31 August 2022, the institutions of the VET centres have established their quality management system (QMS), which consists of a quality policy, a comprehensive self-assessment, and intervention and improvement activities based on these. This quality policy was to focus on improving the quality of VET. The QMS has been operational since 1 September 2022.

In 2022, the total number of Sectoral Training Centres registered by the Chamber of Commerce and Industry (MKIK) is 31, of which seven VET centres are registered in seven Sectoral Training Centres as legal entities.

In 2022, the total number of Sectoral Examination Centres is 63, of which 36 accredited examination centres are linked to VET centres. Based on the preliminary plans, all VET centres are expected to have accredited examination centres, so the development of additional ones is currently underway. This will create a national network providing examination facilities throughout the country.

The websites of the Hungarian VET centres and their institutions continue to operate under the umbrella of the Unified Digital Information System (EDIR). The system was created by IKK Innovative Training Support Centre Ltd. The aim of EDIR is to provide an innovative, uniform, high quality and user-friendly transformation of the websites of VET institutions belonging to VET centres. By the end of 2022, 38 VET Centres and 347 institutions joined EDIR.

In 2022, there were 41 VET centres and their 363 VET institutions under the responsibility of the Ministry of Culture and Innovation, and five VET centres and their 55 VET institutions under the responsibility of the Ministry of Agriculture.

## 2023 Implementation

VET Centres are in constant communication with companies, government agencies and local authorities to balance supply and demand for training. They also consult with local and regional chambers of commerce, industry associations, school district centres and primary schools in the planning of enrolment, resulting in a refined range of qualifications and vocational training courses.

VET Centres play a key role at the local level by addressing the needs of the economy, providing training, and supporting employment in their regions.

Key achievements:

Number of enterprises engaged:

- (a) 2022/23 school year: 9 932
- (b) 2023/24 school year: 12 190

Number of meetings with local stakeholders involved in VET:

- (a) 2022/23 school year: 3 675
- (b) 2023/24 school year: 4 827

Number of local cooperation initiatives:

- (a) 2022/23 school year: 6 350
- (b) 2023/24 school year: 7 627

To achieve the quality objectives, VET institutions prepare an annual work plan that takes into account labour market needs and dual partner satisfaction. Cooperation with the dual partners is a priority and specific action plans are drawn up.

They maintain relations with universities, with whom they work mainly on certified technician programmes and other cooperation.

In 2023, VET institutions carried out the first teacher evaluations based on a methodological proposal approved by the Minister responsible for VET.

## 2024 Implementation

By July 2024, the fact-based self-assessment of VET schools and their heads was completed. This provided school management and the governing VET centres (maintainers) with a comprehensive overview of their functioning and performance.

Based on the self-evaluation results, VET schools launched intervention and development activities as of 1 September 2024. Their effectiveness and efficiency will be continuously monitored.

As mandated by the VET 4.0 Action Plan, VET Centres are required to establish customer service systems by 2030 to provide counselling, enrolment services, and career guidance. Under this strategy, eight VET Centres—Debrecen, Győr, Karcag, Miskolc, Nyíregyháza, Székesfehérvár, Szolnok, and Vác—have already launched Info-points. These Info-points offer comprehensive career guidance and counselling to students and adults.

The establishment and operation of Info-points, along with the integration of skills forecasting data into their counselling services, remain a strategic commitment through 2030.

By the end of October 2024:

- a. all VET Centres had joined EDIR (EDIR is a digital platform that standardises the websites of VET Centres and their institutions for easier access to information and services);
- b. the total number of Sectoral Training Centres registered by the Chamber of Commerce and Industry (*MKIK*) reached 71, with 32 of these represented by VET Centres;
- c. a total of 42 accredited vocational examination centres were affiliated with VET Centres

## Bodies responsible

- Ministry of Culture and Innovation
- National Office for Vocational Education and Training and Adult Learning (NOVETAL)
- VET Centres

## Target group

Entities providing VET

VET providers (all kinds)

## 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

Reinforcing work-based learning, including apprenticeships

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

VET underpinned by a culture of quality assurance

## Subsystem

IVET CVET

## Further reading

[Cedefop ReferNet Hungary \(2015\), vocational schools under new administration from July 2015](#)

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[Government Decree 120/2015 \(V. 21.\)](#)

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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 \(published on 7 February 2020\)](#)

## Related policy developments

**2024 Implementation**

### The VET Innovation Council

The Ministry of Innovation and Technology, in charge of VET and adult training, established the VET Innovation Council (SZIT) in September 2018. Its aim is to provide a continuous forum between the government and the relevant stakeholders in the VET system.

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#### Type of development

Practical  
measure/Initiative

“ … ” **Cite as**

Cedefop, & ReferNet. (2025). The network of vocational training centres: Hungary. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28275>