
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE
HUNGARY

SYSTEM DESCRIPTION



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 - Vocational grammar school (theory-focused) programmes leading to EQF level 4, ISCED 344 (szakgimnázium középiskolai évfolyamok).
 - Post-secondary VET (vocational grammar school) programmes leading to EQF level 5, ISCED 454 (szakgimnázium szakképző évfolyamok).
 - Higher education VET programmes leading to EQF level 5, ISCED 554 (felsőoktatási szakképzés).
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

The main features of the Hungarian VET system are:

- participation in both upper-secondary VET tracks is decreasing;
- apprenticeship has been steadily increasing (25% of all IVET learners in 2017 had an apprenticeship contract);
- early leaving from education and training is a challenge, especially in VET; it coexists with low employment rates in the age span 15-24;
- the share of adults enrolling in VET offered in the school system to upskill is on the rise (1) .

Distinctive features (2) :

The national vocational qualifications register (NVQR), in place since 1993, comprises State-recognised (partial, full or add-on) vocational qualifications that can be acquired either in formal upper and post-secondary IVET or outside the formal education system. NVQR qualifications entitle holders to practise the occupation specified in the vocational and examination requirements set for a given qualification. The register has a modular, competence-based structure and is regularly updated in accordance with labour market needs. The revision process is run by the ministry responsible for VET (currently, the Ministry for Innovation and Technology) in coordination with the ministries responsible for the qualifications and the recently created sectoral skills councils (coordinated by the Chamber of Commerce and Industry, with the involvement of the Chamber of Agriculture in relevant sectors). It closely follows the economy.

Young people and adults need to pass the complex examination upon completion of VET programmes (3) in order to obtain an NVQR vocational qualification.

To improve quality and efficiency in a heavily fragmented institutional VET structure, 44 regional integrated VET centres were created in 2015 and have run under the responsibility of the ministry responsible for VET.

A shortage job list is issued each year on the basis of recommendations from the 'county development and training committees'; it is based on employment and employability data and labour market needs forecasts. Practice providers are offered incentives to encourage training in shortage jobs and learners receive grants. In school-based VET, learners enrolled in programmes to acquire a first qualification in shortage jobs may receive a scholarship, based on their performance.

[1] Thanks primarily to the opportunity to obtain a second vocational qualification free of charge since 2015. The share of adults enrolled in ISCED 353 skilled workers' training programmes increased from 10.7% in 2015 to 27.1% in 2017.

[3] Provided within or outside the school system.

CHAPTER 2.

Main challenges and policy responses

Despite a decrease since 2015, youth unemployment remains substantial and coexists with great skills shortages and mismatches. The demographic decline has negatively affected enrolment in VET, especially in skilled workers training programmes. Nearly one third of VET learners in ISCED 3 level programmes leave education without qualifications, mainly due to disadvantaged socioeconomic background and low basic skills.

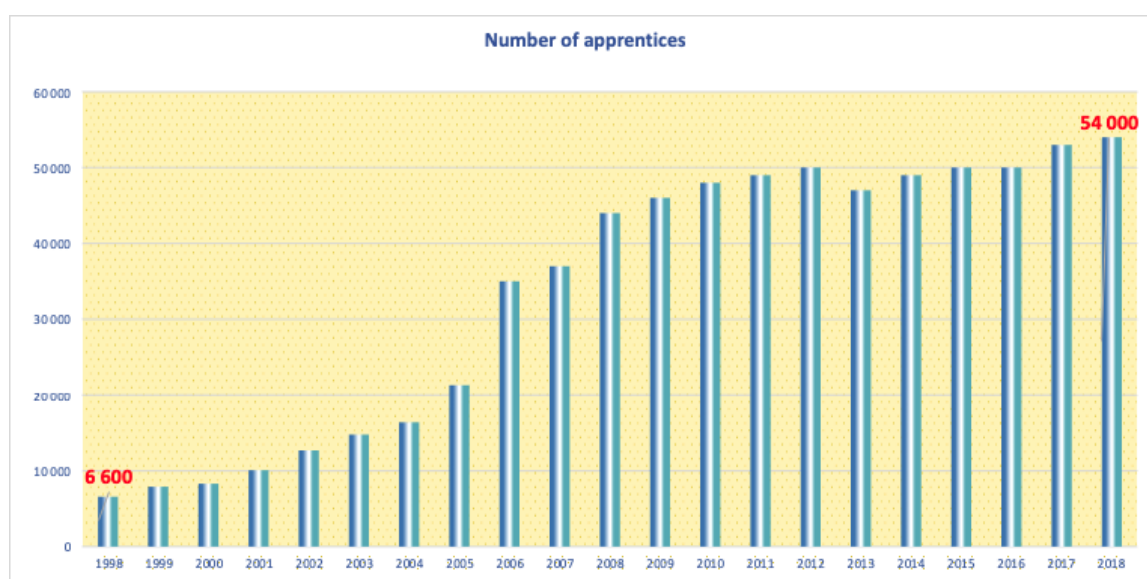
Changes in VET-related legislation in 2015 aimed to enhance the image, quality and attractiveness of vocational education and training in line with European policies and national priorities set for 2016-20.

Bridging programmes replaced the previous catching-up variants in 2013 and were reformed in 2015. They are available in both general and vocational streams, and allow underperformers (often learners from deprived backgrounds) to acquire the basic skills necessary to enrol in upper secondary education and training. In the vocational stream learners can achieve a partial NVQR (4) qualification before moving to upper secondary VET.

VET programmes updated in 2015 and offered as of 2016/17 aim to ease access to occupations in demand, balancing labour shortages and skills gaps. Upper secondary VET programmes offer a first vocational qualification while easing progression routes.

The quality and relevance of practical training is a priority. Dual training (apprenticeship training contract) is being promoted. The percentage of practical training in companies has increased considerably; minimum pedagogical knowledge has been made compulsory for in-company trainers. The chamber guarantee (2015) measure and the reform of upper secondary VET in recent years resulted in an increase in apprenticeships enrolments by 8%.

**Increase of the number of apprentices (except for the sector of agriculture)
between 1997/98 and 2017/18**



Source: Hungarian Chamber of Commerce and Industry, 2018.

Adult learning for all is being promoted. Acquiring a second NVQR qualification is free of charge (5) since 2015 (without any age limit); the measure opens up more than half of full or partial NVQR qualifications to older workers. The Chamber of Commerce has been developing standards for the majority of qualifications in skilled workers training since 2010. This responsibility is currently being reviewed in relation to the responsibilities of the newly created sectoral skills councils, coordinated by the chamber. Programmes supporting further education are designed to help the inclusion of the Roma in those areas where they are mostly affected.

Adapted from Spotlight on VET Hungary 2017 (6) :

[4] National vocational qualifications register; see also Section 1. Summary of main elements and distinctive features of VET.

[5] In adult education provided in VET schools.

CHAPTER 3.

External factors influencing VET

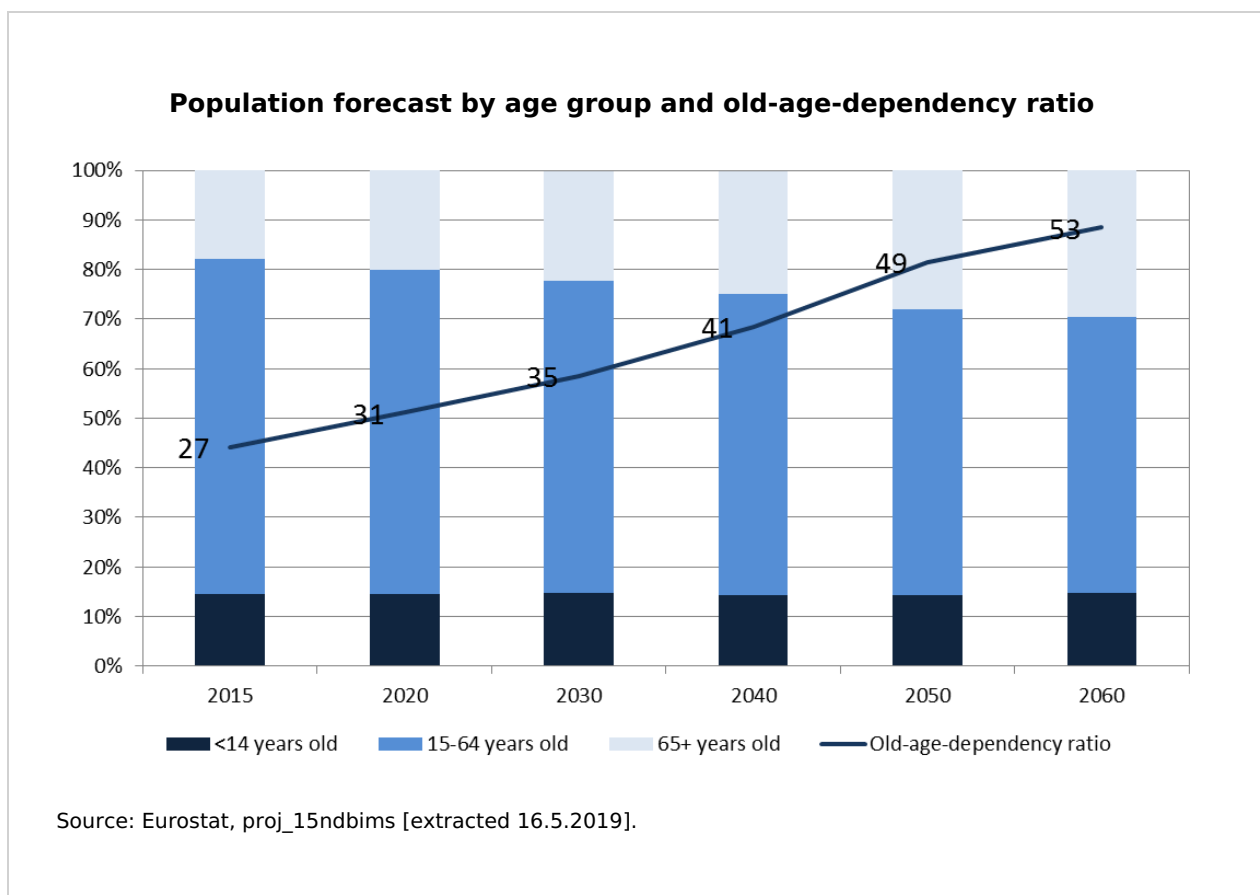
3.1 Demographics

Population in 2018: 9 778 371 (7)

Population in the last decades is decreasing due to low birth rates and relatively high mortality rates. It decreased by -1.3% since 2013 (8) .

The population in Hungary is decreasing and ageing.

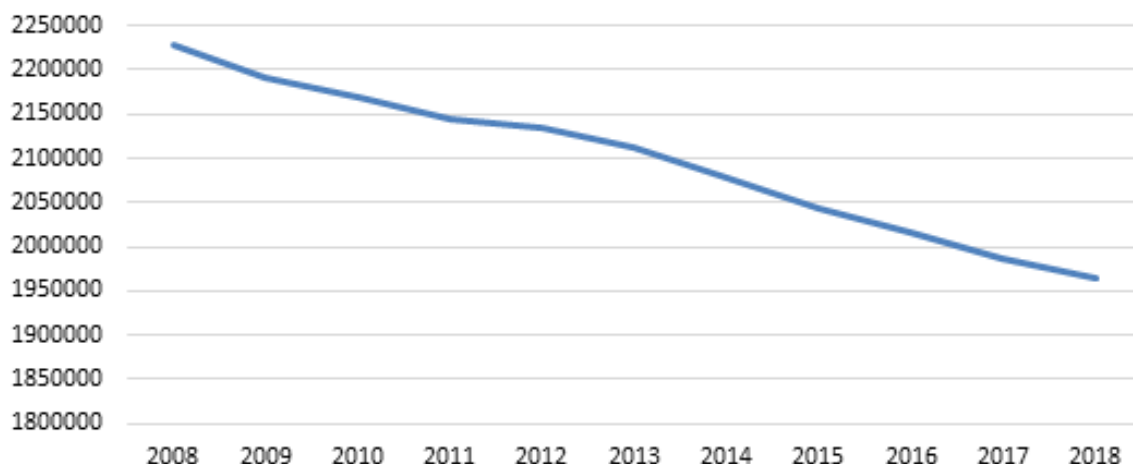
The old-age dependency ratio is expected to increase from 27 in 2015 to 53 in 2060 (9) .



According to national statistics (10) , the number of young people under 15 as well as in the age span 15-64 are falling, while the number of people aged 65+ is on the rise.

An increasing share of people over the age of 50 in the working-age population concurs with a declining number of school-age learners (see figure below). That indicates a further decrease of learners in initial vocational education and training (IVET) and an increasing demand for continuing vocational education and training (CVET) and other forms of adult learning.

Learners in initial education and training (aged 3-22) (I (11)), 2008-18



Source: Hungarian Central Statistics Office, Társadalmi Haladás Mutatószám rendszere (System of Indicators of Social Development) http://www.ksh.hu/thm/2/indi2_2_1.html

At the 2011 census, 98.4% of the people declared that they spoke Hungarian as their native language and 4.3% identified themselves as a member of one of the recognised minority groups (Roma, Germans, Croats, Slovaks, etc.).

The largest minority group are Roma (12) . Their share among school-aged children is significantly higher (13) than their share in the population and is on the rise. The vast majority of Roma learners continue their studies after completing primary school (integrated primary and lower secondary education) in VET at upper secondary level (14) , but almost half of them leave upper secondary education without any qualification. Less than a third of them obtain an NVQR (15) qualification and only about a quarter acquire the secondary school leaving certificate (16) .

The high drop-out rate among Roma learners can be explained mostly by their socially disadvantaged background and their competence deficiencies accumulated during their prior schooling. Roma learners and adults are therefore prioritised for receiving public scholarships and support in labour market programmes.

3.2 Economics

The economy is small and open. Small sized enterprises are 99.7% of all enterprises. The share of micro enterprises among them was 97.8% on 31 December 2017 (17) .

Only 0.3% of all enterprises are medium sized and 0.1% is large.

SMEs employed two thirds of the workforce (18) and produced 43% of gross value added (GVA) in 2016 (19) .

Economy is characterised by a shift to **services** that produced 64.8% of total gross value added (GVA) and employed 63% of the workforce in 2017.

Industry still had a share of 26.4% of GVA and employed nearly a quarter of the workforce (23%).

The **construction industry** and **agriculture** produced 4.8% and 3.9% of total gross value added and had shares of 6.8% and 5% of total employment, respectively (20) .

Main export industries are:

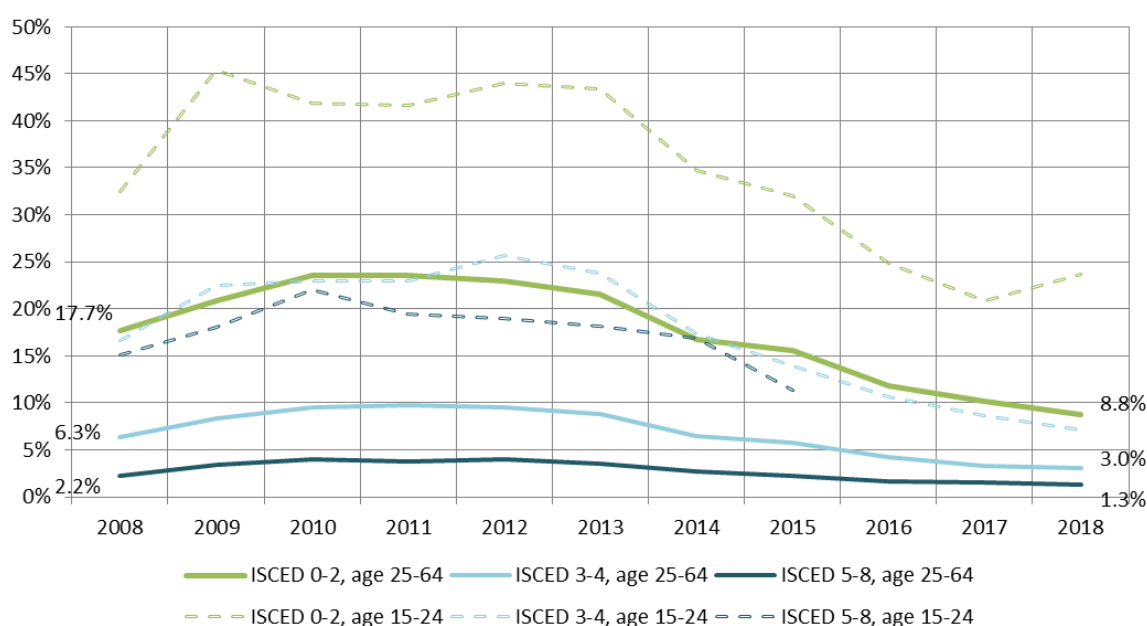
- automotive;
- electronics;
- pharmaceuticals and medical technology;
- ICT (telecommunications, IT outsourcing, IT services, software and hardware production);
- food processing industry;
- chemical industry;
- textiles and clothing industry.

3.3 Labour market

The labour market is highly regulated. A list with all regulated professions in Hungary is available at the European database of regulated professions (21) .

In 2018, the total unemployment (22) in Hungary was 3.2% (6% in the EU-28); it decreased by 3.7 percentage points since 2008 (23) .

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2008-18

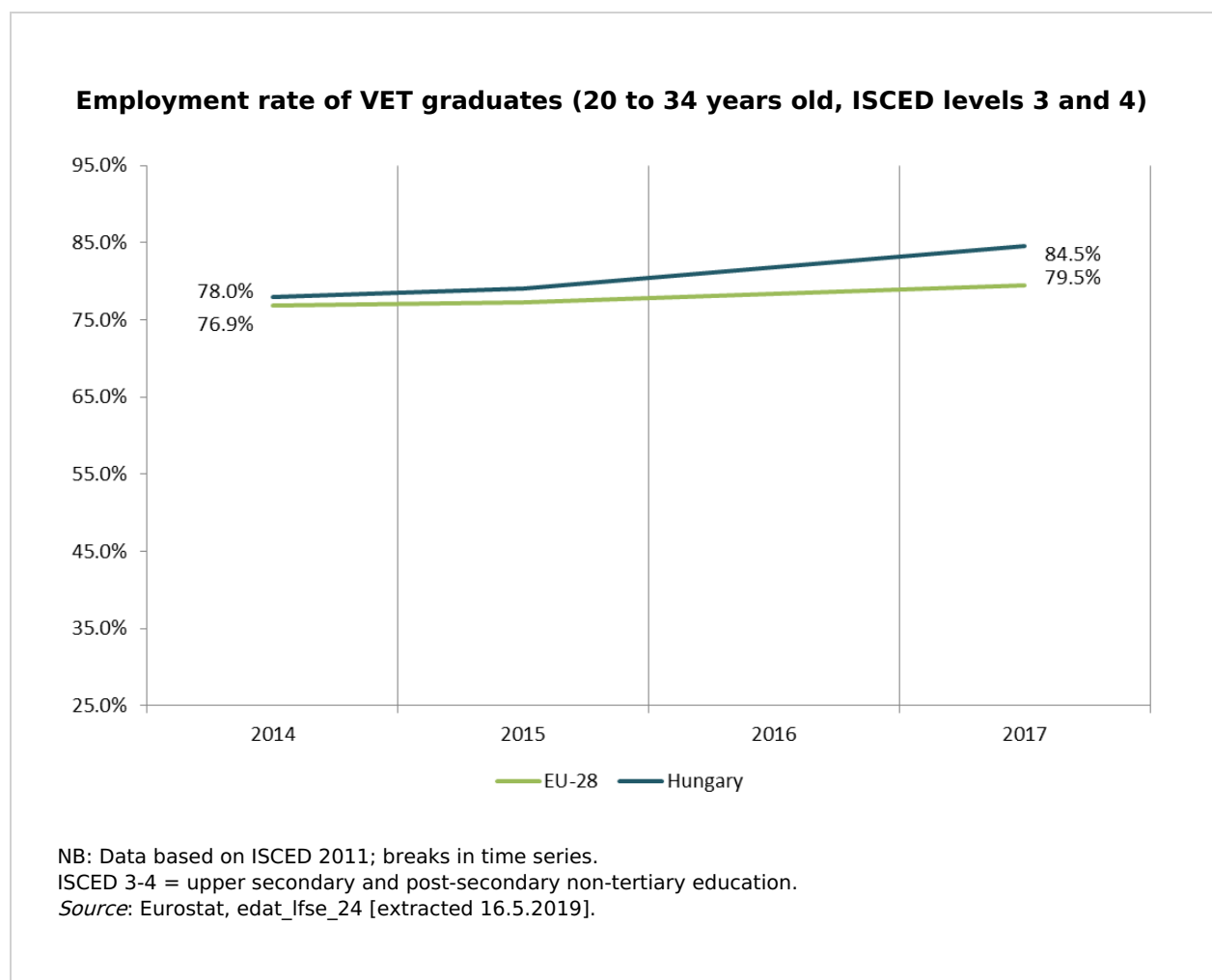


NB: Data based on ISCED 2011; breaks in time series; low reliability for ISCED 5-8, age 15-24.
 ISCED 0-2 = less than primary, primary and lower secondary education.
 ISCED 3-4 = upper secondary and post-secondary non-tertiary education. ISCED 5-8 = tertiary education.
 Source: Eurostat, Ifsa_urgaed [extracted 16.5.2019].

Unemployment has decreased in the last decade. The unemployment rate of unskilled workers,

although decreasing steadily since 2014, is considerably higher compared to the share of people with medium- and high-level qualifications.

Employment rate of 20 to 34-year-old VET graduates has increased from 78% in 2014 to 84.5% in 2017 (24) .



The employment rate of 20 to 34-year old VET graduates increased by 6.1 percentage points in 2014-18 and is higher compared to the increase in employment of all 20 to 34-year old graduates (+4.8%) in the same period in Hungary (25) .

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- [7] NB: Data for population as of 1 January. Eurostat table tps000001 [extracted 16.5.2019].
 - [8] NB: Data for population as of 1 January. Eurostat table tps000001 [extracted 16.5.2019].
 - [9] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
 - [11] Education is compulsory from age 3 to 16. Learners in higher education can obtain a master degree at age 22 at the earliest.
 - [12] 2% in the 2011 census; but their share in more recent research and surveys is much higher, around 9% and rising.

- [13] According to the 2011 census data, 43% of them are aged under 20. See http://www.ksh.hu/docs/hun/xftp/stattukor/nemzetiseg_demografia.pdf
- [14] Around 90% of Roma students continue studying at upper secondary level but around 90% of them study in VET. See https://www.mtaki.hu/wp-content/uploads/2017/11/14_Kertesi_Kezdi_TRIP2010.pdf
- [15] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [16] 8% in upper secondary general education programmes, 16% in VET programmes. Without this certificate, they may not continue studies at post-secondary/tertiary level. Source: Hajdú, T, Kertesi, G., Kézdi, G. (2014). Roma fiatalok a középiskolában. Beszámoló a TÁRKI Életpálya-felmérésének 2006 és 2012 közötti hullámaiból [Roma youth in secondary school: report about the waves of the TÁRKI career survey between 2006 and 2012]. In: *Társadalmi riport, 2014*. Budapest: TÁRKI, pp. 265-302. <http://old.tarki.hu/adatbank-h/kutjel/pdf/b334.pdf>
- [18] Hungarian SMEs employ 3.3 persons on average, below the EU average of 3.9 (SBA Fact Sheet, 2017, <https://ec.europa.eu/docsroom/documents/29489>).
- [21] 543 (2019 data); see also http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=regprofs&id_country=21&quid=1&mode=asc#bottom
- [22] Percentage of active population aged 25-74.
- [23] Eurostat table une_rt_a [extracted 20.5.2019].
- [24] Eurostat table edat_ifse_24 [extracted 16.5.2019].
- [25] NB: Break in series. Eurostat table edat_ifse_24 [extracted 16 5.2019].

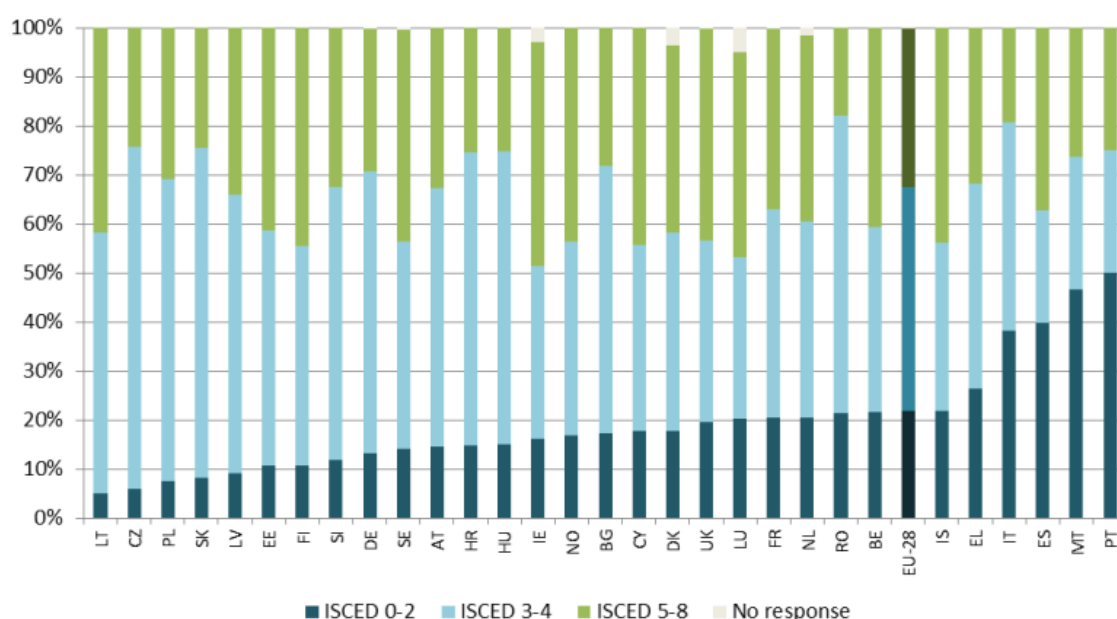
CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

In Hungary, most people in the age group 25-64 have a medium level qualification (59.8%, against 45.7% in the EU-28), placing Hungary fifth among all EU28+ countries with the highest share in this group in 2018. People with high level qualifications represent 25.1% of the total population aged 25 to 64, which is lower than the EU average (32.2%). The share of people with no or low level qualifications (15.1%) is below the EU-28 average (21.8%) in 2018.

Population (aged 25 to 64) by highest education level attained in 2018



NB: Data based on ISCED 2011; low reliability for 'no response' in Czechia, Iceland, Latvia and Poland.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa_pgaed [extracted 16.5.2019].

4.3 VET learners by level

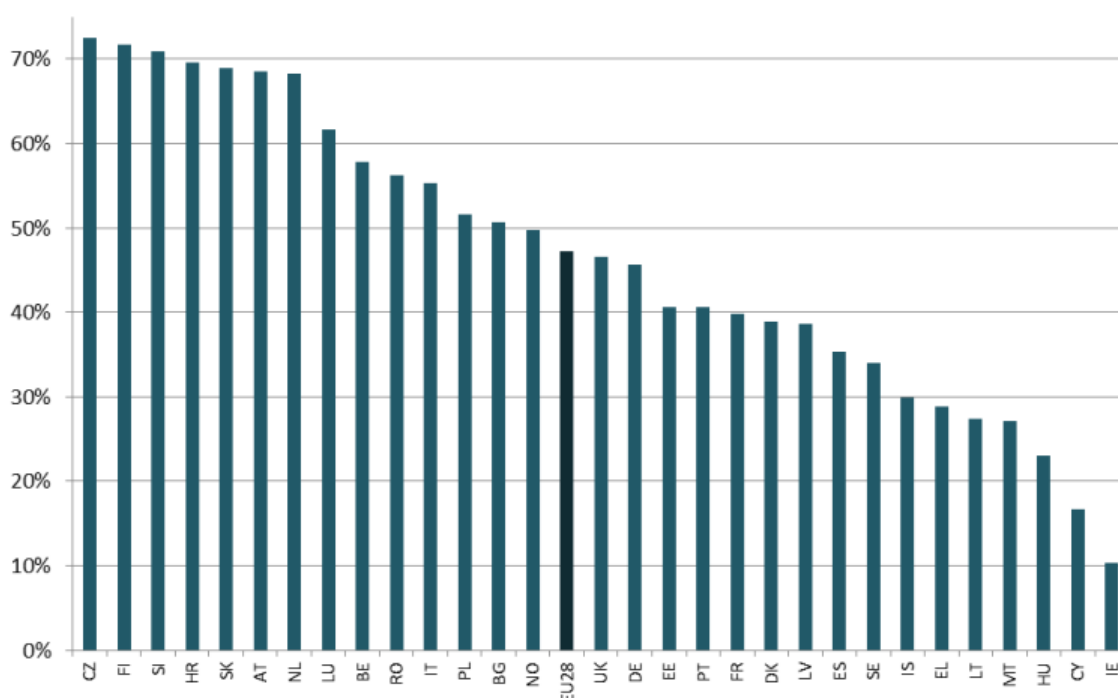
Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
0.2%	23%	100%

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 16.5.2019].

The share of learners in lower secondary VET decreased by -0.2 percentage points from 2013 to 2017. In the same period, the share of learners in upper secondary VET decreased by -3.5 percentage points.

Share of initial VET learners from total learners at upper-secondary level (ISCED level 3), 2017



NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs04 [extracted 16.5.2019].

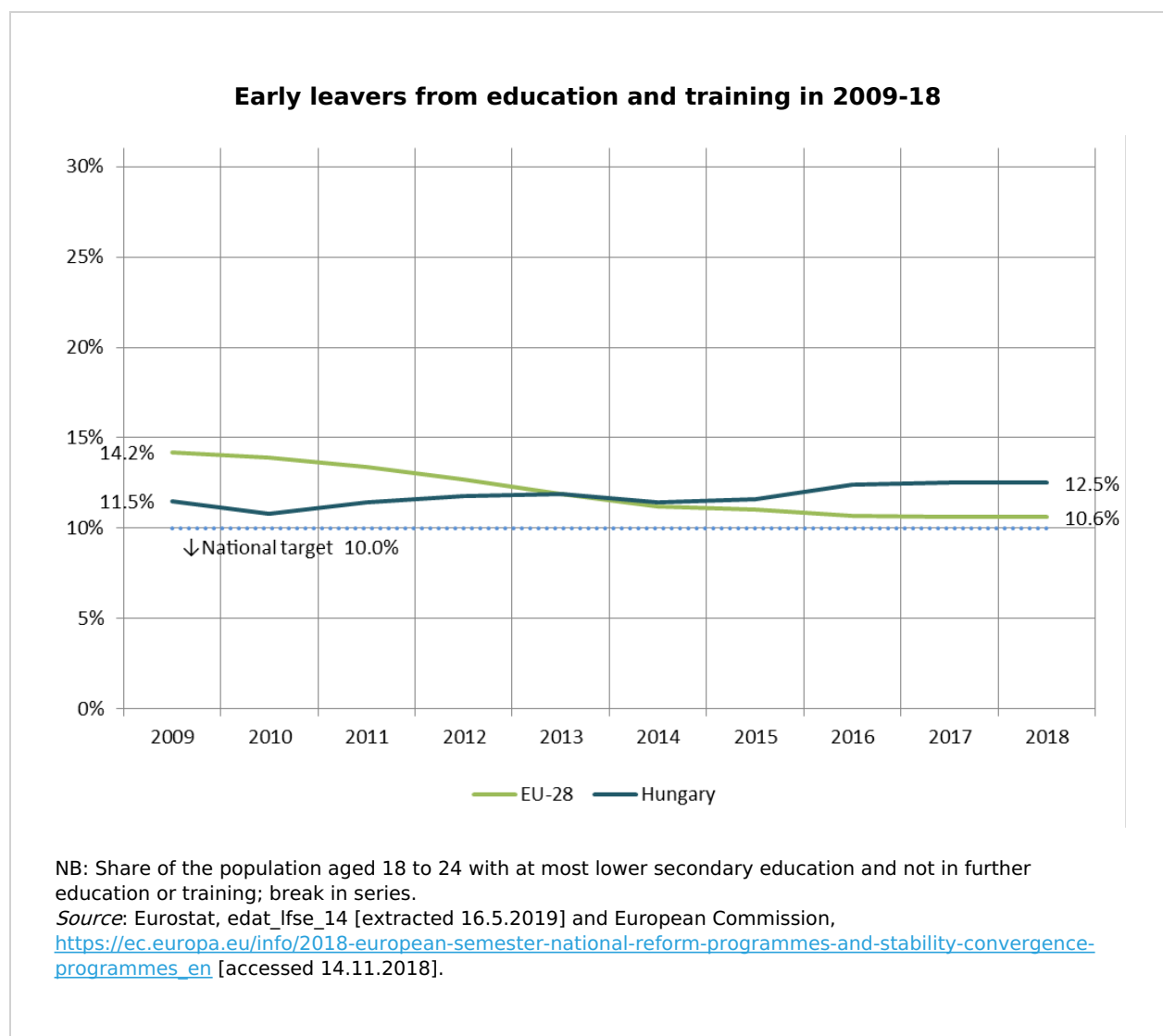
4.4 Female share

Traditionally, there are more males in VET (63.2%, or 66.1% in full time education in 2016/17), though the share of females is nearly 50% in programmes that span upper- and post-secondary education (49.8%, or 47.5% in full time education).

Males prefer IT, engineering, transport, electronics, manufacturing and construction, while females most often enrol in health and social care, economics and office management and services (tourism, catering, the beauty industry).

4.5 Early leavers from education and training

The share of early leavers from education and training has increased by 1 percentage point, from 11.5% in 2009 to 12.5% in 2018. It is above the national target for 2020 of not more than 10% and the EU-28 average of 10.6%.



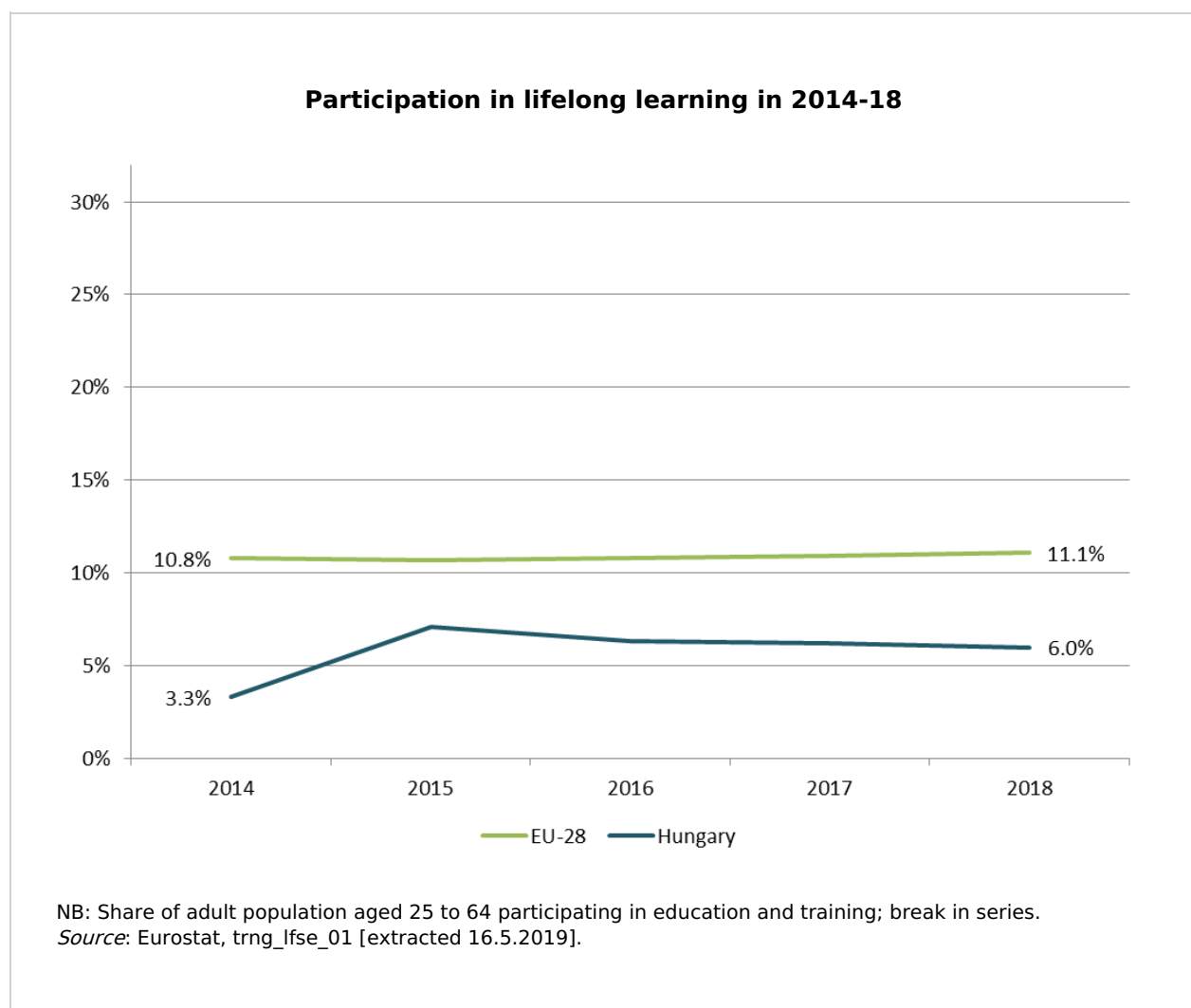
Reducing the high number of drop-outs from VET is a national challenge. Early leaving from education and training can be explained mainly by learners' disadvantaged socio-economic background and low basic skills (due to quality problems with primary school education provision) and the inability of VET schools to compensate these disadvantages (26) . A mid-term national strategy to prevent early leaving from education and training is in place (2014-20).

In 2014, learners in ISCED 353 level VET programmes (27) accounted for nearly half of all drop-outs whereas they represented only 21% of the whole school population. Nearly one-third of learners leave these programmes without a qualification (28) . The share of drop-outs from the other VET track (vocational grammar school ISCED 344 programmes combining general and vocational subjects at upper secondary level) is lower but remains high (29) .

More information on early leaving from E&T in Hungary (30) .

4.6 Participation in lifelong learning

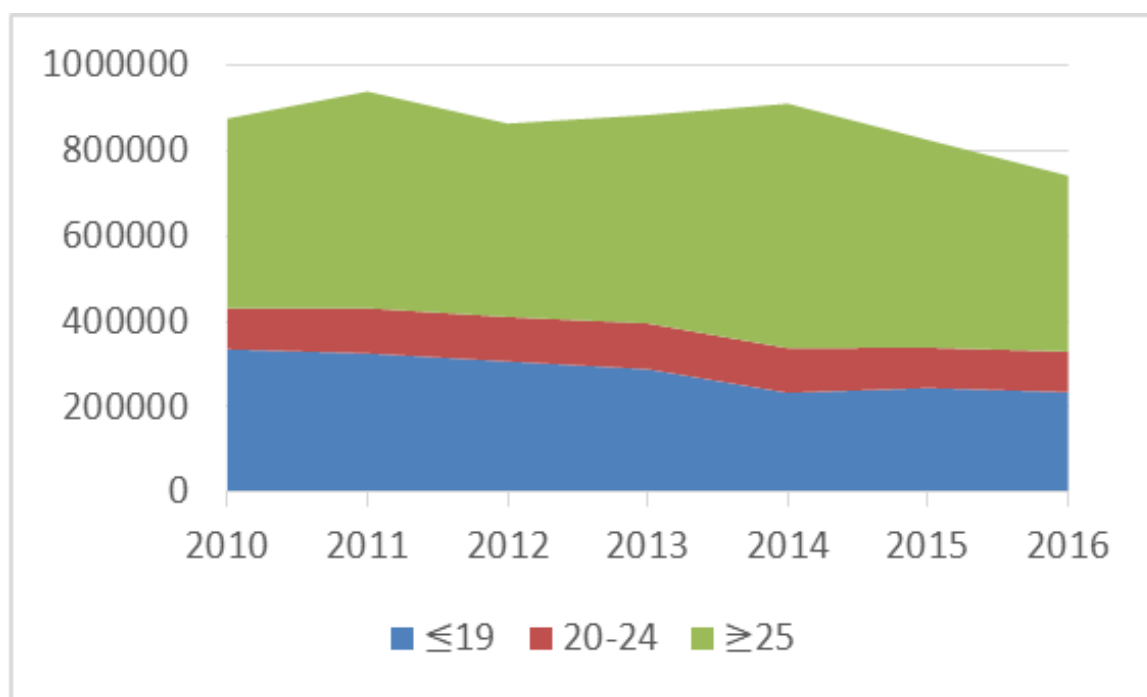
Adult participation in lifelong learning (aged 25-64) is being promoted in Hungary, with a special focus on early leavers and people without a VET qualification.



Participation in lifelong learning increased by 2.7 percentage points since 2014 (from 3.3% to 6.0% in 2018) and is lower than the EU-28 average (11.1% in 2018). However, this increase is due primarily to a break in the series of statistical data: in 2015, additional clarifications and reminders were added to the Hungarian survey for better coverage of compulsory training systems and introduction courses for those who started their job recently (31) .

4.7 VET learners by age

VET learners by age group (*) (2010-16)



NB: (*) In school-based VET programmes and in adult training; data about adult training excludes learners in the following programme categories: catching-up training of disadvantaged people, foreign language training, general adult training and preparatory training aimed at obtaining entry competences.

Source: Statistical yearbooks of public education (2011-18). Online OSAP 1665 statistics

<https://statiztika.mer.gov.hu> [accessed 18.6.2019].

- [26] As shown also by the PISA results, the impact of learners' socioeconomic background on education outcomes in Hungary is the strongest in the EU and the impact of school/programme type on outcomes is also very significant, reflecting early selection in secondary education. See also European Commission (2017). *Education and Training Monitor 2017: country analysis*. Luxembourg: Publications Office.
<https://publications.europa.eu/en/publication-detail/-/publication/6e709b4c-bac0-11e7-a7f8-01aa75ed71a1/language-en/format-PDF/source-search>
- [27] Three-year upper secondary VET programmes offering skilled workers training (ISCED 353/EQF level 4) not leading to the end of upper secondary school-leaving certificate.
- [28] To obtain a vocational qualification upon completion of upper and post-secondary VET programmes, learners have to take the practice-oriented complex examination which is based on the standards established for this qualification. Qualification standards are defined in the vocational and examination requirements regulated by degree for a given qualification.
- [29] It was 19% in grades 9-12 in 2013. The dropout rate in post-secondary ISCED 454 VET programmes was 16% in 2013. Source: Mártonfi, G. (2013). *Early leaving from VET - Hungary*. Cedefop ReferNet Thematic perspectives [unedited].
<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives/early-leaving-from-vet>

- [31] Eurostat file 'country specific breaks'. Available at https://ec.europa.eu/eurostat/statistics-explained/index.php/EU_labour_force_survey_%E2%80%93_data_and_publication#Comparability_over_time_and_across_countries [accessed 2.4.2019].

CHAPTER 5.

VET within education and training system

Initial education and training system comprises:

- pre-primary (ISCED level 0);
- integrated primary and lower secondary (ISCED levels 1 and 2);
- integrated lower and upper secondary general education (ISCED levels 2-3);
- general (ISCED level 2) and vocational bridging programmes (ISCED levels 2-3);
- upper secondary general, vocational or combined education (ISCED level 3);
- post-secondary non-tertiary VET (ISCED level 4);
- higher education VET (ISCED level 5);
- higher education (ISCED levels 6,7 and 8).

The term 'public education' (*köznevelés*) (32) refers to the right to education to all from pre-primary to post-secondary non-tertiary level, and includes general and vocational education programmes in kindergartens and schools (33) .

Compulsory schooling covers age three to 16. Education is free of charge up to the obtainment of the upper secondary school leaving certificate and/or two NVQR (34) vocational qualifications (35) .

Pre-primary education is provided in kindergarten (*óvoda*) from age three to six (36) . It is followed by an integrated primary and lower secondary eight-year programme (*általános iskola*; age 7-14) (37) . To move on to upper secondary education, learners must complete the programme and thus obtain the primary school certificate.

For learners at risk of dropping out from education, two bridging programmes are in place (38) :

- a one-year public education bridging programme (*köznevelési hídprogram*) for learners who finished lower secondary education but did not get admitted to upper secondary education, to prepare them for the entrance exam; and
- a two-year VET bridging programme (*szakképzési hídprogram*) for learners who completed at most two (out of four) years of lower secondary education by age 15.

Upper secondary general education is provided in the so-called *gimnázium* (age 14-18). To move on to higher level studies, learners must obtain the (upper) secondary school leaving certificate (*érettségi bizonyítvány*) at the secondary school leaving exam at the end of grade 12.

Higher education (39) includes academic programmes at EQF levels 6-8. Vocational programmes are offered in higher education at EQF level 5, but are not considered VET (40) .

Adult education programmes (*felnőttoktatás*) offer general and vocational education at all education levels in flexible learning forms (41) .

Government-regulated VET is offered:

- within the formal school system (participants have the status of student):
 - in VET schools, regulated by the 2011 public education act (42) and 2011 VET (43) act. Programmes are offered at EQF levels 2 to 5, either:

- i) in regular full-time education for school-age learners and young people up to age 25; or
 - ii) in flexible learning forms for those over the compulsory schooling age (16) and older adults in adult education (44) ;
- in higher education, regulated by the 2011 Higher education act (45) . Following the introduction of the 2011 VET act (46) , EQF level 5 higher education vocational programmes offered in HE are no longer considered part of VET;
 - outside the formal school system (adult training) regulated by the 2013 adult training act (47) and the 2011 VET act. Participants have a contractual relationship with the training provider.

National legislation thus distinguishes between **VET provided within the school system** (*iskolai rendszerű szakképzés*) and **VET provided outside the school system** (*iskolarendszeren kívüli szakképzés*), in **adult training**. VET qualifications included in the national vocational qualifications register (48) can be obtained in both sectors (and only these are provided within the school system, along with a formal education qualification upon completion of the programme that allows learners access to the next qualification level). Initial and continuing VET is also available in both, though full time VET provided within the school system is typically considered IVET.

Education provided within the formal school system is free of charge up to the obtainment of the upper secondary school leaving certificate (grade 12) and/or two NVQR (49) vocational qualifications (50) . Adult training courses are fee-paying but the training of vulnerable target groups (unemployed, Roma etc.) can be publicly funded.

Work-based practical training is a part of the curricula of all VET programmes leading to NVQR qualifications and can be provided either in a school workshop or at a company. Apprenticeship training is only available in VET provided within the school system.

The type of attendance (full-time, part-time, evening classes, distance learning) of VET programmes depends on the type of education a learner is enrolled in.

Regular full-time education is mandatory for learners in compulsory schooling (up to age 16), in both the general and vocational paths.

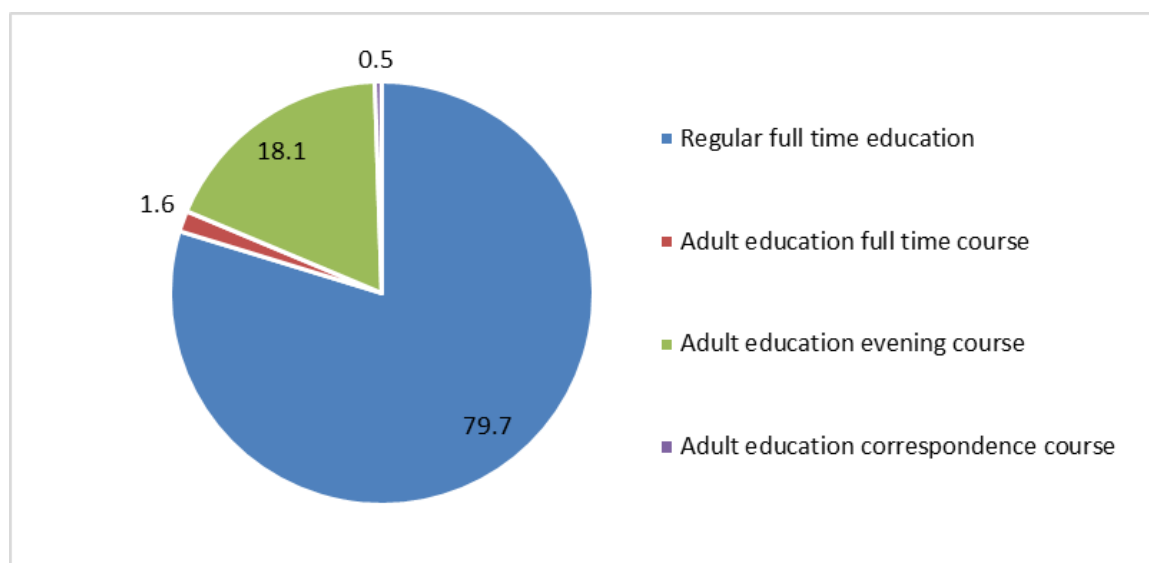
Adult education (*felnőttoktatás*) (learners over 16) provides general or vocational programmes within the school system at all levels (51) in the following learning options:

- full time (corresponding to 90% of regular full-time education programme hours);
- part time (evening classes, 50%);
- correspondence courses (10%); or
- in 'other' (e.g. distant learning) forms.

Adult education targets learners who did not obtain a formal school certificate of a certain level or a VET qualification during their compulsory schooling, or who want to attain a new qualification. Adult education courses do not differ from regular full-time courses in terms of objectives, admission criteria, structure, main characteristics of curricula, or the awarded State-recognised qualifications.

Learners in the age span 16-25 may either enrol in regular full-time school-based education or enrol in adult education.

**Share of learners in VET (provided within the school system) by learning form
(%), 2017**



Source: Educational Authority (Oktatási Hivatal): <http://www.oh.gov.hu/>, 2018.

Most people in adult education attend evening classes, only a few participate in distant learning or in any other special forms. The lower-qualified, older population are offered specifically designed programmes within adult training supported by the State.

Adult training (*felnőttképzés*) includes general, language or vocational programmes, provided outside the school system and covers many different types and forms of learning opportunities.

The scope of the adult training act of 2013 (52) covers:

- training leading to NVQR qualifications;
- training financed from public sources (the State budget or the training levy) (53) .

Outside the scope of the adult training act, other training programmes regulated by the State include:

- training towards licenses, diplomas, certificates etc. not listed in the national vocational qualifications register (NVQR), required to perform certain jobs or to fulfil certain positions (54) ; their content and objectives are defined by legislation;
- mandatory further training programmes for a given occupation (55) regulated by the responsible ministers.

The VET landscape shaped by the 2011 and 2015 (ongoing) VET reforms.

The content, funding and governance of VET were reformed in 2011 (56) with the Chamber of Commerce and Industry (57) gaining an even more important role in VET delivery. The 2015 reform focused on tackling early leaving, supporting VET and apprenticeships take up to provide skilled workforce (58) . Moreover, since 2016/17, the content and names of the different VET programmes were modified to raise the prestige and attractiveness of VET (59) . New legislation in December 2017 introduced apprenticeships earlier (in grades 11 and 12) in the upper-secondary years of the (longer) VET track (60) .

- [32] Regulated by the Act CXC of 2011 on public education.
- [33] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services.
- [34] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [35] Since 2015, the right to acquire a second VET qualification free of charge is without age limit, therefore older adults may enrol in adult education (within the formal school system, in VET schools) to upskill, at no expenses.
- [36] Attendance is compulsory from September that follows the completion of three years old to mandatory school entry age (though exemption from attendance can be applied for and permitted up until the completion of age 5).
- [37] Two integrated lower and upper secondary general education paths are also available: an eight-year programme (ages 10 to 18) and a six-year programme (ages 12 to 18). The entry requirements in these highly selective schools include a national entry exam in Hungarian and Mathematics, oral exams organised by the schools as well as very good grades in primary school. In school year 2016/17, 7% of learners in lower secondary education studied in these schools (the rest in grades 5-8 of primary school). Source: Ministry of Human Resources (2017). *Köznevelési Statisztikai Évkönyv 2016/2017 [Statistical yearbook of public education 2016/17]*. Budapest: EMMI. <https://www.kormany.hu/download/5/0a/81000/Köznevelés-statisztikai%20évkönyv-2016-új.pdf>
- [38] Since 2013, though reformed in 2015.
- [39] Regulated by the Act CCIV of 2011 on higher education.
- [40] These programmes are regulated by the higher education act and not the VET act (Act CLXXXVII of 2011 on vocational education and training).
- [41] In full- or part- time (evening, correspondence, distance learning and other) courses. See also Section 6. VET within the education and training system/ VET learning options.
- [42] Act CXC of 2011 on public education.
- [43] Act CLXXXVII of 2011 on vocational education and training.
- [44] Young people over the compulsory schooling age (16) and up to 25 may enrol in both learning forms, either in regular full-time schooling or in flexible learning courses offered in adult education. NB: School-based full-time adult education (representing 90% of regular full time schooling hours) or part-time adult education courses (evening, correspondence, distance learning and other).
- [45] Act CCIV of 2011 on higher education.
- [46] Act CLXXXVII of 2011 on vocational education and training.
- [47] Act LXXVII of 2013 on adult training (amended in 2015, 2016 and 2017).
- [48] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [50] For both school-age learners and adults enrolled in adult education programmes.
- [51] In both public education (which covers pre-primary to post-secondary) and higher education sectors.
- [52] And in contrast to previous legislation.
- [55] ECVET of policemen, civil servants, teachers, judges, etc.

- [56] The 2+2 model of VET programmes offering skilled workers' training was reduced to three-year dual VET ISCED 353 programmes; at the same time, an enhanced VET component was added to the first phase of the other long VET track spanning upper-secondary (four or five years, ISCED 344) and post-secondary (one or two year, ISCED 454) levels. VET qualifications offered in higher education were no longer included in the national vocational qualifications register (NVQR).
- [57] Magyar Kereskedelmi és Iparkamara (MKIK).
- [58] The Chamber of Commerce and Industry has been in charge of promoting and supervising apprenticeship training provision, the introduction of 'chamber guarantee' made apprenticeship the default form of practical training in VET provided within the school system. Another measure introduced was an opportunity to obtain a second NVQR qualification free of charge in VET in adult education (national vocational qualifications register, NVQR).
- [59] The secondary vocational school programmes, three-year VET ISCED 353 (dual) programmes offering skilled workers' training; the vocational grammar school programmes, delivered partly in upper secondary four (five, with preparatory language training) year ISCED 344 combined general education and VET and post-secondary one or two-year ISCED 454 VET programmes; and vocational school programmes for SEN learners.
- [60] The vocational grammar school track offers upper-secondary ISCED 344 combined general education and VET and post-secondary ISCED 454 VET programmes; see also the section on apprenticeships.

CHAPTER 6.

Apprenticeship

Dual VET and apprenticeships were enhanced especially in upper secondary VET since 2012 and have been coordinated by the Chamber of Commerce and Industry. The chamber's role in shaping VET was expanded by the introduction in 2015 of a chamber guarantee (61) for securing training places for VET learners. Policy priorities in vocational education and training focus on improving the quality of dual training and increasing the number of companies offering practical training (apprenticeship training contracts) (62) .

Provision of practical training

The share of theory and practice in vocational training is defined in the vocational and examination requirements of the pursued vocational qualification included in the national vocational qualifications register (NVQR). There are two possible legal forms of training at a workplace (in VET provided within the school system), the first one is privileged by the VET act:

- apprenticeship contract (*tanulószerződés*): the contract is made between the student and the company (63) ; apprentices receive monthly payment and are entitled to social insurance;
- cooperation agreement (*együttműködési megállapodás*): the contract is made between the school and the company and learners receive payment only for the three-to-five-week practice during the summer holiday.

Apprenticeships are supervised by the Hungarian Chamber of Commerce and Industry (MKIK), which is responsible for accrediting and registering training providers, supporting learners to find one and registering apprenticeship contracts (64) .

Since 2015, learners are only allowed to participate in practical training at the school workshop or at a company, based on a cooperation agreement if there is no company (apprenticeship) placement available to them, which has to be confirmed in writing by the Chamber (the Chamber's guarantee).

An apprenticeship contract can be signed from the beginning of the first VET year (65) . However, in the first year (grade 9) of secondary vocational school (ISCED 353) programmes and vocational school programmes for SEN learners practical training can only be organised within the school or at a company workshop dedicated exclusively to practical training (except for the summer practice).

Practical training (as from grade 9) (66) can be organised on the basis of a school-company agreement only in special circumstances:

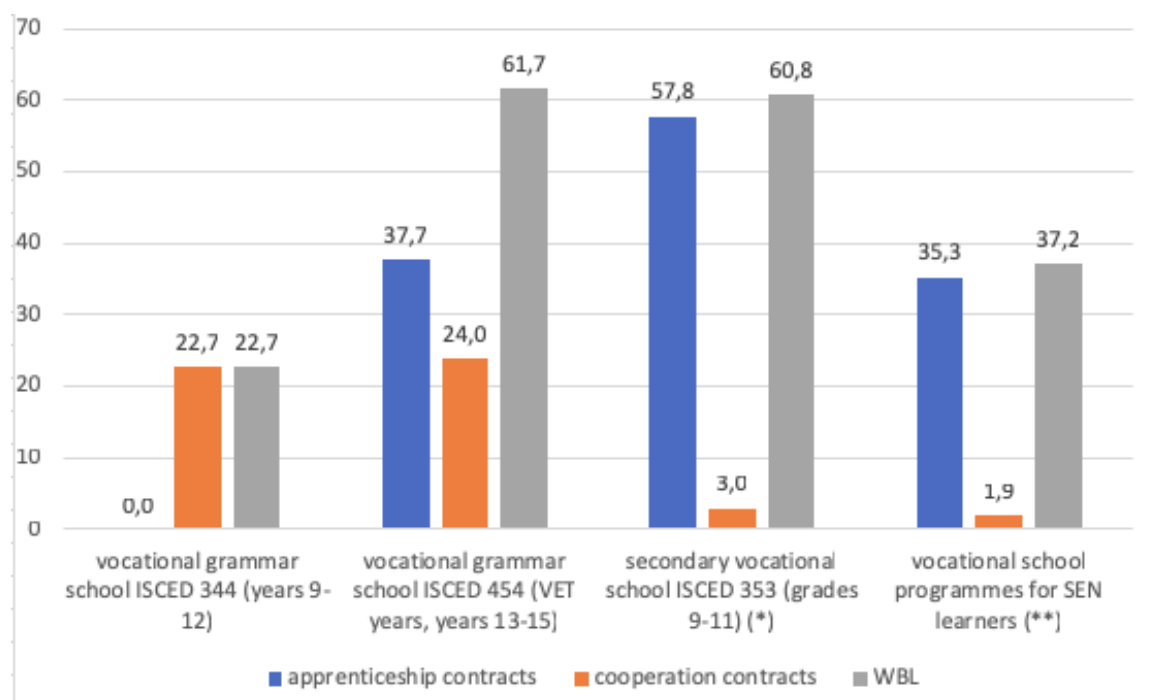
- if the share of practical training is less than 40%;
- if practical training is provided within the school and the company only provides the summer practice or supplementary practice;
- if the practical training is provided at a State-maintained organisation; or
- if an apprenticeship contract cannot be made due to lack of apprenticeship offer (confirmed by the Chambers guarantee) (67) .

Provision of practical training by VET programme type

In 2016/17, while most vocational grammar school learners (upper and post-secondary, respectively ISCED 344/EQF4 and ISCED 454/EQF 5 programmes) still had their practical training in a school workshop or at a workplace based on a cooperation agreement, the majority of

secondary vocational school learners (ISCED 353/EQF level 4 programmes) participated in dual (apprenticeship) training. The share of learners in one of the two forms of company-based learning by programme type is shown in the figure below.

Share of learners by type of company-based learning and programme type (%), 2016/17



NB: (*) data on cooperation agreements in 'vocational schools for SEN learners' are included under 'secondary vocational schools' – except for agreements signed in programmes that award a partial qualification that are included under 'vocational school for SEN learners'.

(**) including 103 cooperation agreements signed in vocational bridging programmes.

Source: Hungarian Chamber of Commerce and Industry (MKIK); KSH STADAT database:

http://www.ksh.hu/stadat_eves_2_6

Extending dual training (apprenticeships) in VET:

- a policy target was set to increase by 2018 the share of apprenticeships in skilled worker's training (ISCED 353 VET programmes) to 70% (68) and in the other VET track (spanning upper and post-secondary levels) to 25%;
- the Chamber of Commerce and Industry and the Chamber of Agriculture support learners find an apprenticeship. Since the introduction of the Chamber guarantee in 2015, apprenticeship became the default form of practical training in VET schools. Practical training may be provided at the school workshop (or at a company based on a school-company agreement) only after the written confirmation by the chamber that no apprenticeships are available;
- apprenticeship training has been introduced in adult education programmes since 2015 (69)

New legislation in December 2017 (70) introduced a number of measures to further extend apprenticeship training in upper-secondary VET:

- introducing the possibility to conclude apprenticeship contracts in grades 11 and 12, when the programme involves at least 250 hours per grade (500 hours of practical training in total in two years);
- in the last year (grade 8) of lower secondary, learners may conclude a ‘pre-apprenticeship contract’ (71) which is a company commitment to offer, at a later stage, an apprenticeship contract to the learner who would enrol in upper-secondary VET;
- extending the range of organisations eligible to provide apprenticeship training to State organisations and NGOs (72) ;
- the regulation that aimed to prevent enterprises set up only to train IVET learners to receive public funding from the training levy was modified because it was unfavourable for micro companies; at the same time, the number of learners that a micro or small enterprise can train was limited to 12 (73) to ensure more effective training;
- an opportunity was introduced for companies to establish joint sectoral training centres.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

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- [61] A written confirmation by the Chamber that there is no practical placement available.
- [62] Source: Cedefop (2018). *Spotlight on VET in Hungary - 2017*. Luxembourg: Publications Office. <https://www.cedefop.europa.eu/en/publications-and-resources/publications/8126> and Cedefop (2018). *Developments in vocational education and training policy in 2015-17 - Hungary*. Cedefop monitoring and analysis of VET policies. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/vet-policy-developments-hungary-2017>
- [63] The AC comes into effect at the moment of the beginning of the training at the given training site stipulated in apprenticeship contract. In general (if there is no extraordinary case for earlier termination, such as expulsion from the vocational training school or termination of student status, termination by mutual consent, etc.) the apprenticeship contract is terminated on the last day of the complex examination (NB: Young people and adults need to pass the complex examination upon completion of VET programmes – provided within or outside the school system – in order to obtain an NVQR vocational qualification). It means duration depends on several factors, but the AC can be effective:
- during the whole training period in vocational programmes at ISCED 353 level (in secondary vocational schools; three years); and
 - during the post-secondary training (grade 13 or grades 13 and 14) in vocational grammar school programmes (or, since 2017, from grade 11 if the learner chooses this option).
- [64] The Chamber of Commerce organises the ‘level exam’ (*szintvizsga*) as well, at the end of the first VET year (in secondary vocational school and vocational school programmes), to assess whether learners have acquired the competences required for participating in company-based learning.
- [65] In vocational grammar schools programmes this possibility refers to the post-secondary path of the programme (grades 13 and 14). After the 2017 amendment (effective as of 2017/18), apprenticeship contracts may be concluded also in the last two upper secondary grades (grades 11 and 12).
- [66] Practical training at a company in grade 9 is only possible in the case the company has a workshop dedicated exclusively to practical training provision.
- [67] A written confirmation by the Chamber that there is no practical placement available.
- [68] In 2017, almost one in four VET learners had an apprenticeship contract, most of whom

(69%) were enrolled in three-year upper-secondary VET programmes. Source: Cedefop (2018). *Spotlight on VET in Hungary - 2017*. Luxembourg: Publications Office.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8126>

- [69] Adult education targets adults who did not obtain a formal school certificate of a certain level or a vocational qualification during their compulsory schooling, or who want to obtain a new qualification. Adult education is provided within the school system, typically in the same schools that provide full time education (IVET).
- [70] Government of Hungary (2017). *T/18309. számú törvényjavaslat [Bill No T/18309]*.
<http://www.parlament.hu/irom40/18309/18309.pdf>
- [71] It is a special contract, effective from 1.1.2018.
- [72] This refers to the social and pedagogy sectors and qualifications supervised by the minister of defence, to include State-maintained institutions, foundations, associations and churches.
- [73] Except for learners with multiple disadvantages and SEN learners and in case the chamber confirms in writing that there are no other apprenticeship placements available.

CHAPTER 7.

VET governance

Governance of the Hungarian VET system

Central governance and administration of VET and adult training, since 2018, is under the competence of the Ministry for Innovation and Technology (*innovációs és technológiai miniszter*) with other ministries being responsible for qualifications in their sectors. The government has responsibility on VET in issues that exceed the competences of the above.

The Ministry of Human Capacities is in charge of public (74) and higher education where VET within the formal school system and higher education VET (75) are provided. The Innovation ministry and the Ministry of Human Capacities are responsible for framework curricula of VET and general education, respectively. Other ministers are responsible for qualifications standards in their sectors.

The national vocational qualifications register (76) , the vocational requirement modules, examination regulations and funding of VET programmes are regulated in government decrees and the government approves education and VET strategies.

The National Office of VET and Adult Learning (77) , supervised by the Ministry for Innovation and Technology, ensures coordination and implementation of national VET and adult learning policies. Its main tasks include:

- consultative role including preparation of draft legislation for decision-making;
- qualification and curricula development in VET;
- subsidy management;
- operation of VET centres; and
- career guidance.

The Education Authority is an agency of the Ministry of Human Capacities that operates:

- the national systems of assessment in public (general) education;
- the uniform admission procedure to upper secondary education (both general and VET);
- the secondary school leaving exam;
- pedagogical counselling services; and
- qualification procedures within the teacher career system and teacher/school inspections.

The Pest County Government Office is responsible for registering vocational exams and registering and inspecting adult training providers and programmes (78) .

The employment departments of county/capital government offices, as part of the national employment service led by the Ministry of Finance, provide training support for vulnerable groups.

Social partners involvement - the role of the Chamber of Commerce and Industry

The Chamber of Commerce and Industry has an important role in VET in policy advice, qualifications development for manual jobs (79) , accreditation and supervision of practice providers, provision of apprenticeship contracts (including the chamber guarantee measure (80)) and career guidance services.

Social partners shape VET policy through participation in advisory bodies, mainly:

- the National VET and Adult Learning Council (81) , advising strategic policy issues and

- allocation of development funds;
- 18 sectoral skills councils (SSCs) (82) were set up in 2018 (83) operating under the coordination of the chamber of commerce (with the involvement of the chamber of agriculture in relevant sectors) to monitor labour market trends and needs for new skills and qualifications;
- at country level, 19 country development and training councils (84) design short-and medium-term VET strategies on local needs, prepare lists of 'qualifications in demand' and propose quotas for enrolment places considered for financing VET from the State budget (85) .

VET providers - public education sector ([(86)])

Governance of schools has been centralised (2013) and the majority of VET schools (those that came under the maintenance of the ministry responsible for VET in 2015) have been integrated into a network of 44 vocational centres (87) . The vocational centres coordinate education and training activities of the member schools, manage their finances and help them offer training better aligned with labour market needs, promoting partnerships with businesses and innovation.

State-maintained VET schools in the sector of agriculture, (and forestry, fishery, food industry etc.) are operated by the Ministry of Agriculture and belong to the network of agricultural VET schools (46 schools).

The Ministries of Interior and of Defence as well as some universities also operate some VET schools that provide sector-specific programmes.

Under the public education act (88) , church and business entities, foundations, associations, etc., can also maintain schools, which can get funding from the central government budget based on an agreement with the minister responsible for VET (89) .

Provision of practical training

Practical training is part of the curricula of all VET programmes and can be provided in school-based setting or at companies based on an apprenticeship contract (of the learner and the company) or a cooperation agreement (of the school and the company, see Section: [7. Apprenticeship](#)).

Dual VET is provided through apprenticeship training contracts which is an integral part of initial (primarily, ISCED 353 level) VET programmes (90) and is provided by companies. Apprenticeships are coordinated by the Chamber of Commerce and Industry (91) which is responsible for accrediting and registering training providers, supporting learners to find a placement at a training provider and registering apprenticeship contracts (92) .

Since 2017, companies may establish joint sectoral training centres which are being set up in order to support the capacity of SMEs and micro enterprises to offer training (93) .

VET providers - higher education sector

Vocational programmes offered at EQF level 5 are provided by higher education institutions (94) .

Higher education VET programmes include a mandatory, one-semester-long (minimum 14 weeks) period of company-based practice in the last (4th) semester. In case that is provided in a block of six or more weeks, it must be organised on the basis of a cooperation agreement between the higher education institution and the company. The company then also has to make a student work contract (*hallgatói munkaszerződés*) with the student.

CVET/Adult training providers

Learners in adult training must sign a training contract with the training provider. The Adult training act of 2013 – the scope of which only covers courses that award an NVQR qualification or

are publicly funded – replaced the former system of institutional and programme accreditation by a new system of licensing. Training providers have to apply for a licence that specifies the courses they offer. The license is awarded for an indefinite time by the Pest County Government Office (95) , based on the opinion of an expert committee. All providers should apply a quality assurance system, which must be in line with a framework system (96) defined by the minister responsible for VET and adult raining. Adult training providers include:

- public and higher education institutions engaging in adult training as a supplementary activity;
- other budgetary or State-funded institutions, most notably, regional training centres (97) ;
- the chambers of economy organising the master craftsman exams and offering preparatory training;
- private training companies;
- NGOs (non-profit organisations, professional associations, etc.); and
- employers providing in-company (internal) training for their own employees.

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- [74] Public education covers from pre-primary to post-secondary education levels, including vocational education offered from lower secondary to post-secondary education levels.
- [75] These are regulated by the higher education act not the 2011 VET act, therefore vocational programmes in higher education, per legislation, are not part of VET
- [76] The national vocational qualifications register (NVQR) – *Országos Képzési Jegyzék* (OKJ) – in place since 1993, comprises State-recognised (partial, full or add-on) vocational qualifications that can be acquired either in formal upper and post-secondary IVET or outside the formal education system.
- [77] Nemzeti Szakképzési és Felnőttképzési Hivatal (NSZFH).
- [78] As of 1 January 2017, taking over these tasks from the National Office of VET and Adult Learning.
- [79] Including standards and framework curricula.
- [80] Students are only allowed to participate in practical training at a school workshop or at a company based on a school-company cooperation agreement if there is no company (apprenticeship) placement available to them, which has to be confirmed in writing by the Chamber (or by the Hungarian Chamber of Agriculture in relevant sectors such as agriculture, forestry, food industry and fisheries).
- [81] Nemzeti Szakképzési és Felnőttképzési Tanács (NSZFT).
- [82] Agazati készségtanács.
- [83] The SSCs took over the responsibilities of the national qualification board. Each council consist of 7 to 19 business representatives from the sector. Currently, there are 19 SCCs.
- [84] Megyei fejlesztési és képzési bizottságok.
- [85] See Section: VET financing mechanisms - IVET financing.
- [86] Public education covers from pre-primary to post-secondary education levels.
- [87] The number of schools represented in each centre varies from 5 to 19. The number of students in each vocational centre must be at least 2 000 on average in the past three years. Currently, these 44 vocational centres have 380 member schools.
- [88] Act CXC of 2011 on public education.
- [89] The share of students studying in VET schools maintained by churches has increased considerably since 2010, while of those studying in schools maintained by foundations decreased: in school year 2015/16, 11% studied in the former and 7-8% in the latter type, in addition to 5-6% studying in other private schools.

- [90] See also the scheme fiche on Hungary in Cedefop's European database on apprenticeship schemes: *Dual vocational training based on the apprenticeship training contract*: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches/apprenticeship-dual-vocational-training> [accessed 20.3.2019].
- [91] The Chamber of Agriculture assumes the same role in the sectors under its remit of responsibilities, supervising apprenticeships and delivering the chamber guarantee.
- [92] More information on apprenticeship delivery is available in Section 7 - Apprenticeships.
- [93] Adapted from Cedefop (2019). *Spotlight on VET: 2018 compilation: vocational education and training systems in Europe*. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/009>
- [94] See also Section [6. VET within education and training system](#).
- [95] Since 1 January 2017, instead of the National Office of VET and Adult Learning (NSZFH).
- [96] Corresponds to the EQAVET framework: <http://eqavet.nive.hu/#!/grafikon|part=0>
- [97] These are currently part of the Directorate-General for Social Affairs and Child Protection (Szociális és Gyermekvédelmi Főigazgatóság) and provide training for vulnerable groups, or specialised State agencies that provide mandatory further training programmes for public servants and employees.

CHAPTER 8.

VET financing mechanisms

IVET funding

The public expenditure for education including primary, lower and upper secondary education, general and VET streams in 2016 was 2.37% of the GDP.

Learners may enrol free of charge in formal VET to prepare up to two VET qualifications listed in the national vocational qualifications register (98) . VET schools are funded by:

- the State budget and the contribution of the school maintainer that cover the costs of training provision in VET schools;
- a training levy paid by enterprises (99) that finances practical training provision at enterprises as well as the training sub-fund of the National Employment Fund (100) ; the latter funds the Adolf Szabóky VET Scholarship programme for IVET learners and various development measures (see sections: Incentives for learners and Incentives for enterprises);
- the contribution of training provider companies that cover a part of the costs of their practical training provision (101) .

VET is funded from the State budget on an annual basis (102) . The aim of the so-called 'qualification structure decisions' regulated by the VET act is to adjust local VET supply to the needs of the economy and reduce skills mismatch. Every year (until the end of March), the county development and training councils based on local labour market information, skills analysis, and forecasts make proposals on qualifications/VET programmes to be offered from the following school year to receive State funding. The final government decision (decree) defines per county/the capital the range of those qualifications and vocational grammar school sectors for which VET school maintainers:

- can enrol any number of learners without limitations;
- are not entitled to any funding from the State budget;
- can request budgetary contribution up to certain student quotas that are defined for each school maintainer in each county/the capital (for both full time attendance and adult education).

The 'training levy' and the National Employment Fund (NFA) training sub-fund

There are several ways enterprises may pay the vocational training levy:

- by providing practical training to students in VET and certain higher education programmes (103) and deduct their costs from the training levy, up to a certain amount, calculated on the basis of a base per capita rate and a coefficient (of 0.7 to 2) defined for each qualification (104) . Furthermore, if the amount of the payable training levy does not cover all eligible costs, these can be claimed from the NFA training sub-fund;
- by providing or financially supporting employees' training, the costs of which can be deducted from the training levy up to at most 16.5% (but only if they also train at least 30 VET apprentices); or
- by paying it directly into the NFA training sub-fund.

According to companies' estimate, the share of VET student training costs which are deductible/reimbursable from the training levy and own funds was 80%-20% in 2016.

The training sub-fund of the National Employment Fund is also used to:

- support training providers that do not pay the training levy (105) to offer apprenticeships;
- finance national programmes (and decentralised tenders) to improve infrastructure and technological capacities in VET and adult training programmes;

The training sub-fund can be used by the minister responsible for VET (assisted by the National Office of VET and AL and other advisory bodies on VET) according to the needs and policy priorities, in line with provisions regarding its use in legislation (106) .

CVET/Adult training funding

Adult training programmes provided outside the formal school system are funded by:

- participants' (learner) contributions;
- employers' contributions, including the training levy;
- the National Employment Fund (NFA) employment sub-fund (107) which is used to finance training programmes for the unemployed and other vulnerable groups;
- the NFA training sub-fund (see above); and
- the central State budget and international (mostly ESF) assistance, which co-finance various development programmes.

Funding mechanisms include:

- public funding (of mandatory CVET in the public sector; grants for individuals, primarily for the unemployed and at-risk groups; and grants for micro and small enterprises);
- public-private cost-sharing (grants for at-risk groups; grants for enterprises; tax incentive for companies, see section: Incentives for learners);
- collective (employer, employee) investment to finance CVET (training leave and playback clauses specified by the Labour Code).

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- [98] The second VET qualification can be obtained free of charge in adult education programmes (in VET provided within the school system).
- [99] Called 'VET contribution' (*szakképzési hozzájárulás*).
- [100] Nemzeti Foglalkoztatási Alap (NFA); *képzési alaprésze*.
- [101] 20% as per estimates in 2016.
- [102] The funding of State-maintained VET centres is based on annual institutional budget plans except for adult education, for which funding is provided on a per capita basis. Church-maintained and other privately maintained VET schools can also receive State funding if they make an agreement with the minister responsible for VET.
- [103] Per legislation, VET does not cover vocational programmes offered in higher education, which are regulated by the higher education act.
- [104] The base per capita rate is defined in the annual budget laws (in 2018 it was HUF 480 000, EUR 1 528); the coefficients are defined in a government decree.
- [105] E.g. central budgetary institutions in the social/health sector, farmers, etc.
- [106] Act CLV of 2011 on VET contribution and the subsidisation of training development.
- [107] Its income derives from compulsory contributions paid by employers and employees and budgetary support.

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

Teaching staff in VET schools

The employment, initial and further training of all teachers and trainers working in public education (where VET schools are found) (108) are regulated by the public education act. In addition, the VET act regulates the qualification requirements of in-company trainers.

The table below lists the types of VET teachers and trainers working in VET schools, their qualification and further training requirements, respective tasks and responsibilities.

Teachers and trainers employed in VET schools, 2018

Title/ tasks and responsibilities	Required qualification
General subject teacher/ Teaching general education subjects	Relevant teacher qualification (master degree) (ISCED 766)
Vocational teacher/ Teaching vocational theoretical subjects	• Relevant VET teacher qualification (master degree) (ISCED 766 or 767); or • a relevant higher education degree and qualification relevant to the taught subject or • a relevant higher education degree and qualification relevant to the training field (*)
Vocational teacher or trainer/ Teaching vocational practical subjects in the school	• Relevant VET teacher qualification (master degree) (ISCED 766 or 767); or • a relevant vocational trainer qualification (bachelor degree) (ISCED 660); or • a relevant higher education degree; or • the secondary school leaving exam certificate and a relevant OKJ qualification and at least five years of professional experience
Instructor at an enterprise (in-company trainer)/ Instructing vocational practice at an enterprise	A relevant vocational qualification, at least 5 years of professional experience and • (since 2018) an instructor exam certificate (issued by the Hungarian Chamber of Commerce and Industry, MKIK); or • (since 2015) a master craftsman certificate(issued by MKIK); or • a relevant higher education degree and qualification (in this case, two years of professional experience is sufficient); or • any higher education degree and qualification. (**)

NB: (*) In case there is no relevant VET teacher training, those with a relevant higher education degree and any teacher qualification, or if there is no relevant higher education training, those

with any teacher qualification and a relevant OKJ qualification and a master craftsmen certificate can be employed permanently.

(**) Those over 60 and those who instruct practice in one of the catering facilities of outstanding quality (listed in a ministerial decree) are exempt from the latter requirements.

Source: VET and Public education acts.

VET teacher qualifications can currently be obtained in:

- 4+1-year undivided (long) university programmes; or
- four-semester master programmes (in which the duration of training can be reduced to three semesters by recognising previous teaching experience in public education); or
- two-semester master programmes by those who already hold a master diploma in the professional field.

The vast majority of learners in vocational teacher training study in master programmes, in part time, correspondence learning form.

The 4+1 year programmes include subject-specific training (minimum 160 credits), a teacher training module (50 credits) and a one-year-long final external school teaching practice (40 credits). The duration of external teaching practice is one semester in the four-semester master programmes. VET teacher training programmes prepare participants for teaching several subjects of vocational theory.

Since 2006, vocational instructor training is offered in seven-term bachelor level programmes in three areas (business, technology and agriculture) and various specialisations. They consist of subject-specific training, pedagogical studies (including psychology) and practical training, the latter includes a teaching practice and a 12 week-long external vocational practice.

The qualification requirements of in-company trainers supervising the practical training of VET learners at enterprises are defined by the VET act. All instructors must have a relevant vocational qualification and at least five years of professional experience. In addition, since 2015, they either have to hold a master craftsman certificate or a higher education degree or, since 2018, a certificate awarded at the newly introduced instructor training and exam of the Chamber of Commerce and Industry.

Teachers and trainers in higher education VET programmes

Higher education VET programmes have been fully integrated into higher education since 2013, therefore the qualification and further training requirements of VET teachers/trainers involved are regulated and vary by institutions.

VET teachers and trainers in adult training

Adult training legislation – effective for programmes that award an NVQR qualification or receive funding from the central budget or the training levy – makes a distinction between (a) instructors of vocational theory (VET teachers), (b) instructors of vocational practice (in-company trainers) and (c) instructors of language education. The former must hold a relevant VET teacher qualification or at least a relevant higher education degree or any higher education degree and a relevant vocational qualification. Those who instruct practical training must have at least a relevant vocational qualification and five years professional experience.

9.2 Continuing professional development of teachers/trainers

The continuous training of teachers and trainers working in public education (where VET schools are found) (109) are regulated by the public education act. The VET act regulates the

qualification requirements of in-company trainers but make no provision for the continuous professional development of in-company trainers (see table below).

Teachers and trainers employed in VET schools, 2018

Title/ tasks and responsibilities	In-service training
General subject teacher/ Teaching general education subjects	Compulsory in-service training of 120 hours at least once every seven years (can be accomplished by accredited in-service training, formal education and even some forms of non-formal and informal learning)
Vocational teacher/ Teaching vocational theoretical subjects	
Vocational teacher or trainer/ Teaching vocational practical subjects in the school	
Instructor at an enterprise (in-company trainer) / Instructing vocational practice at an enterprise	No compulsory in-service training

Source: VET and Public education acts.

Teachers/trainers who have not obtained a new degree or qualification in the past seven years must participate in in-service training that contributes to the renewal of their knowledge and skills. School leaders are required to attend courses that develop leadership skills, including those that prepare for the pedagogical professional examination, available in postgraduate specialisation programmes (ISCED 667 or 768).

The public education act of 2011 introduced a teacher career model that is divided into five categories, with each corresponding to specific career options, differentiated remunerations and possibilities to be promoted. Special provisions concerning VET teachers were introduced in 2015 and 2017, to promote the employment of practitioners with professional experience. An education inspection system was introduced in public education in 2015 that involves external experts to support the assessment and quality development of teachers' work.

There are no legal requirements concerning the in-service training of in-company trainers.

VET teachers and trainers in adult training

In-service training for adult training instructors is not mandatory, but adult training providers have to operate a quality assurance system, including procedures to ensure the continuous training and quality of instructors. Current practice shows great variety in this respect and most adult training providers offer further training for their (full-time) instructors on an occasional basis only.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers (110) .

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- [108] VET schools operate following (both the Public education and) the VET act which regulates VET within the lower-, upper- and post-secondary levels (in public education and also in adult training). It does not regulate vocational programmes offered in higher education.
- [109] VET schools operate following (both the public education and) the VET act which regulates VET within the lower-, upper- and post-secondary levels (in public education and also in adult training). It does not regulate vocational programmes offered in higher education.

- [110] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Labour market forecasts

Short-term labour market forecasts have been produced by the labour organisation since 1991, since 2005 in cooperation with the Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (111) . Forecasts are made annually, based on a stratified sample of companies, representative for sector and size. They provide information about current and prospective layoffs and demand by sector and occupation groups (112) .

The labour departments of county government offices also regularly prepare quarterly analyses of prospective layoffs and opening positions planned by companies in the following three and 12 months. These are based on data reported to the given county office (113) .

Since 2008, the Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (MKIK GVI) also prepares annual surveys on labour market supply and demand specifically for skilled workers over the course of the next one and four years. These include qualitative information about employers' satisfaction with the general and vocational competences of VET graduates (114) . Data are collected by the local chambers. The results assist county development and training committees to make informed recommendations to the minister responsible for VET about enrolment in VET schools (see section: VET funding mechanisms) and to prepare the county-level lists of qualifications in-demand that serve as the basis of allocating additional funds to learners and enterprises.

One of the tasks of the newly (2018) established sectoral skills councils will be to prepare short and mid-term forecasts to define the directions and objectives of VET development and to propose updates of qualifications and curricula.

Career tracking of VET graduates

The VET act foresees data collection (by graduates, VET providers and employers) for career tracking in the formal school system and in adult training (115) , implementation is yet pending.

The National Office for VET and Adult Learning will run the national career tracking system of VET graduates, collecting data from the National Tax and Customs Administration (116) , the pension insurance system and the public education information system.

Currently, a national project co-financed by ESF (117) is developing a system of VET graduate tracking.

Annual VET supply and demand surveys conducted by the Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (MKIK GVI) included 'career tracking snapshots' to map the labour-market success of those who acquired an in-demand vocational qualification through apprenticeship training. Different methodologies have been used; the latest in 2018 involves surveying a sample of learners in their last school year and then seven-eight months and again 19-20 months after graduation.

In higher education, a 'hybrid' system of graduate career monitoring (118) combining national and institutional level tracking was developed with ESF support in 2008-10. This is based on a different methodological approach (survey of graduates using a questionnaire, three and five years after graduation), and the results and analysis of the DPR (119) data collection are

published annually.

See also Cedefop's skills forecast (120) and European Skills Index (121) .

10.2 Designing qualifications

The national vocational qualifications register (NVQR)

The national vocational qualifications register lists all formal vocational qualifications (full, partial and add-on) regulated by the 2011 VET act (122) . Qualifications may be acquired by completing a vocational programme, meeting all the complex vocational and examination requirements set for a given qualification and passing the final complex exam. Some of the qualifications in the register can be obtained only within the formal school system, some only in adult training, the rest in both forms. The register was created in 1993 and has since been regularly reviewed and amended (123) .

Three types of qualifications are available:

- a **vocational qualification** entitles its holder to perform all jobs related to one or several occupations; its vocational and examination requirements typically include several qualification-specific modules as well as modules shared by two or more qualifications;
- a **partial vocational qualification** entitles its holder to perform at least one job and its vocational and examination requirements contain only some of all modules of a qualification; no programmes to award it can be launched within the formal school system, except for vocational programmes for SEN learners and the vocational bridging programme;
- an **add-on vocational qualification** can be obtained by those who have already obtained a vocational qualification; it typically includes only qualification-specific modules and entitle its holder to perform a new job that requires higher level expertise.

The classification of the register (seven-digit identification number) specifies the level of qualification, if it can be acquired in the formal school system or in adult learning, and the training field for each qualification. Detailed other data are also included in the NVQR register (124) .

Vocational and examination requirements (SZVK)

Standards of a qualification included in the national register (NVQR) are defined in its vocational and examination requirements (125) - published as a decree of the responsible minister - that specify (among others):

- its entry requirements;
- the jobs that can be performed by those holding this qualification and the occupational profile;
- share of theoretical and practical training;
- duration of summer practice;
- learning outcomes: identification numbers of its 'vocational requirements' modules (see below); and
- assessment standards: 'examination requirements', including any preconditions (e.g., foreign language exam) and the content and form of the exam activities.

Vocational requirements modules

A module may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. Modules are published in a separate government decree (126) and specify for each work activity:

- the occupational standards (its 'task profile'); and
- the related 'character profile' that specifies different types of knowledge and skills required

to perform those tasks (127) (128) .

Designing and updating qualifications and standards

Any institution or person can initiate the deletion, modification or introduction of a vocational qualification in the NVQR register by submitting a proposal to the minister responsible for the given qualification (sector). The initiating institution or person must provide detailed justification for the amendment (129) .

Proposals are first reviewed by the National Office of VET and Adult Learning (130) . Social partners are involved in the process through the National VET and Adult Learning Council (131) , whose opinion is consulted by the minister responsible for VET before making a final decision (132) . Social partners and experts (practitioners as well as teachers) (133) were involved in all major VET qualifications development projects initiated by the government.

Standards can also be updated without modifying the national register, by the amendment of the SZVKs/vocational requirement modules only. In that case, SZVKs are developed by practitioners and teacher experts, commissioned by the responsible body/agency. The Hungarian Chamber of Commerce and Industry (134) has played a special role in qualification design, it was responsible for developing the standards of the majority of qualifications (those that are required for manual jobs). Their role in qualification design is being reviewed in 2019 in relation to the responsibilities of the newly set up sectoral skills councils.

Sectoral skills councils

Under a 2017 amendment to the VET act, as of 1 July 2018, the chamber of commerce coordinates the operation of the newly established sectoral skills councils (SSCs) (135) . In case of sectors which fall within the competence of the Minister for Agriculture (including also forestry, food industry and fisheries), this task will be carried out with the involvement of the Hungarian Chamber of Agriculture (136) .

On the government's initiative (137) , 18 SSCs covering 41 economic sectors, each with 7-19 members, were set up in 2018. These are voluntary associations of stakeholders in a given sector that will support and promote the design, update and development of qualifications standards and align them with labour market and employer demands. Their work includes:

- monitoring of labour market trends and technological developments;
- making proposals for new/updated qualifications in the national register and training programmes and skills;
- making forecasts to share short- and medium-term strategies.

Framework curricula in IVET

VET schools have to prepare their own local VET curricula based on centrally prepared framework curricula issued for each VET qualification in the national register: these define the vocational subjects to be taught and their content and class hours, based on the vocational and examination requirements (138) . They are issued in a decree by the minister responsible for VET and adult training (139) , with the approval of the minister responsible for education (140) and the minister responsible for the given qualification. The protocol of designing and updating framework curricula is defined by the minister responsible for VET and adult training. Curricula are developed by commissioned teacher experts and practitioners and then validated by the National Office of VET and Adult learning.

The local curriculum of general education provided in VET schools is prepared by the schools based on the National Framework Curriculum published in a government decree as well as framework curricula published by the minister responsible for education.

Standards and curricula in adult training

- Adult training courses that award a VET qualification included in the national vocational

qualifications register have to observe the same standards (vocational requirement modules - SZVKs) and framework curricula as those applied in formal school education;

- Concerning other vocational courses not included in the national vocational qualifications register, adult training providers are free to design and deliver their own curricula and they have to observe regulations of the Adult training act only if the training is financed from the State budget or the training levy (141) . Curricula of such 'supported other vocational training' have to include all data specified in the adult training act and be designed in accordance with a programme listed in the register of 'adult training vocational programme requirements' (142) .

The **adult training vocational programme requirements** are similar to the vocational and examination requirements (143) in content and function: they define outcome standards along with NQF level, entry requirements/competences, minimum-maximum class hours etc. for each module. They were introduced by the Adult training act of 2013 to promote uniform and transparent standards in adult training.

They can be designed by anyone and submitted to the Chamber of Commerce and Industry, which is responsible for their registration. Under the chamber guidelines assisting their design, adult training vocational programme requirements have to define learning outcomes for each module, in accordance with the knowledge, skills, attitude and responsibility-autonomy descriptor structure of the Hungarian Qualifications Framework (HuQF/MKKR).

Proposals are approved by a five-member Programme Committee of the Chamber of Commerce and Industry, which includes three adult training programme experts delegated by the Chamber of Commerce and Industry (MKIK) (144) , one delegated by the Chamber of Agriculture (NAK) (145) and one by the responsible minister.

The complex vocational examination

State recognised vocational qualifications listed in the national vocational qualifications register are awarded at the final complex vocational examination. The preconditions of sitting this exam are defined in the vocational and examination requirements of the given qualification:

- in courses provided in adult training, these include passing a final exam in all modules ('module exam');
- in VET provided within the formal school system, the certificate issued upon the successful completion of the reference school year is equivalent to taking these module exams.

At the final complex vocational examination, learners' competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board. The exam board comprises four members: one is the candidate's teacher/trainer, the others are experts from the national register of examiners. The president of the board is appointed by the minister responsible for VET and adult training. In the case of qualifications overseen by the chamber of commerce – that make up the majority of the qualifications for manual jobs – he/she is appointed from among the experts recommended by the chamber.

In principle, those who fail to meet all vocational and examination requirements of a given qualification may still receive a partial qualification. In practice, however, this seldom happens. Learners can get exemption from taking a module exam in adult training (those that they have previously passed). Learners in VET schools can also get their prior learning recognised during their training, subject to the principal's decision.

[112] <https://mmpp.hu>

[113] https://nfsz.munka.hu/Lapok/full_afsz_kozos_statiztika/afsz_negyedebes_munkaerogazd_felmeres.aspx

- [114] <http://gvi.hu/kutatasaink/szakkepzes>
- [115] Programmes leading to State-recognised VET qualifications included in the national register of vocational qualifications or programmes financed by national funds.
- [116] Nemzeti Adó és Vámhivatal (NAV).
- [117] GINOP-6.2.4-VEKOP/16 project titled *Developing the quality and content of 21st century VET and adult training*.
- [118] Diplomás Pályakövető rendszer (DPR).
- [119] <https://www.felvi.hu/felsooktatasi-muhely/dpr>
- [120] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [121] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [122] NVQR (Országos Képzési Jegyzék, OKJ). The register does not include higher VET (EQF level 5) programmes which are regulated by the higher education act.
- [123] Systemic reforms of the OKJ included aligning it with the ISCED (1995) and the Hungarian Unified Job Classification System (Foglalkozások Egységes Osztályozási Rendszere (FEOR) (1996), introducing occupational groups (2001), a modularised and competence-based qualification structure (2006), a sectoral system (2012) and most recently, alignment with the European qualifications framework (EQF).
- [124] NVQR table is an annex of the government decree publishing it. Other information included in the register refers to occupational group; vocational grammar school sector; duration in number of years in VET within the school system; duration in number of class hours in VET outside the school system; learning form (full time, evening, correspondence or other in VET within the school system or course work or distance learning in VET outside the school system; level in the national qualifications framework (NQF) (Magyar Képesítési Keretrendszer, MKKR); and the responsible minister.
- [125] Szakmai és vizsgakövetelmények (SZVK).
- [126] 217/2012 (VIII.9.) government decree on the vocational requirement modules of State-recognised qualifications.
- [127] (i) vocational competences: vocational knowledge and vocational skills; (ii) personal competences (e.g., independence, precision); (iii) social competences (e.g., empathy, comprehensibility); and (iv) method competences (e.g., prudence, practical thinking).
- [128] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the SZVKs modules – and the framework curricula based on them – are not yet defined in the form and language of learning outcomes as understood in the EQF.
- [129] Supported by:
 - (a) a discussion of its objective and what alternative options to reach the same result have been considered;
 - (b) the estimated number of expected training participants per year;
 - (c) a list of training providers willing to provide the practical and the theoretical training; and
 - (d) a forecast of the national employment service on the number of jobs that will be available to be taken with the qualification proposed.

- [130] Nemzeti Szakképzési és Felnőttképzési Hivatal (NSZFH).
- [131] Nemzeti Szakképzési és Felnőttképzési Tanács (NSZFT).
- [132] Social partners participated also in the National Qualification Committee (Nemzeti Képesítési Bizottság, NKB) that was responsible for the continuous development of VET qualification structure and content until 1 July 2018.
- [133] Teacher experts chosen from the national register of vocational experts who can participate in such development work.
- [134] Magyar Kereskedelmi és Iparkamara (MKIK).
- [135] Ágazati készségtanácsok.
- [136] Nemzeti Agrárkamara (NAK).
- [137] Following a pilot phase with 13 SSCs created in 2017.
- [138] SZVK
- [139] Currently, the Minister for Innovation and Technology.
- [140] Currently, the Minister of Human Capacities.
- [141] See also Section: VET within education and training system - learning forms - adult training.
- [142] Felnőttképzési programkövetelmények (FPK).
- [143] SZVKs
- [144] Magyar Kereskedelmi és Iparkamara (Hungarian Chamber of Commerce and Industry).
- [145] Nemzeti Agrárkamara (Hungarian Chamber of Agriculture).

CHAPTER 11.

Quality assurance

The **national quality assurance system of VET provided within the school system** – as part of public education – was introduced by the 2011 Public education act from school year 2015/16. It involves regular external pedagogical-professional evaluation (inspection) of teachers, school leaders and schools, based on their self-assessments as well as the analysis of students' performance at standardised tests. The three elements of evaluation – self-assessment, external inspection and teacher qualification (within the framework of the national teacher career model, that aims to qualify teachers to enter the next teacher category) – are linked and aligned in several aspects (using the same assessment areas and standards), albeit they serve different purposes (146) .

Self-assessment must be carried out once every five years by all teachers and schools and by school leaders in the 2nd and 4th year of their mandate. Based on their self-evaluation identifying outstanding areas and areas for development, teachers, school leaders and schools prepare five-year development plans and carry out organisational and personal development programmes.

The **national external evaluation (inspection)** aims to evaluate teachers, school leaders and schools with the primary objective of supporting their professional development. It is carried out in all public education institutions once every five years by the Educational Authority (the inspection of a school must be preceded by or conducted in parallel to the inspection of school leaders). The experts involved in the inspection process are peers with significant professional experience in the given sector, chosen from the national register of educational experts. Based on uniform as well as sector-specific standards and using various methods (document analysis, observation, interviews, parent and student surveys) the inspection assesses:

- teachers' pedagogical work in the eight teacher competence areas (as defined in the common teacher qualification standards);
- school leaders' leadership performance in five areas, including relations with companies providing practical training for IVET students; and
- the quality of pedagogical-professional work, implementation of the pedagogical programme and development in target areas of the school.

From school year 2018/19, the evaluation standards for VET have been adapted to the EQAVET framework (147) . Based on the results of the inspection:

- teachers and school leaders update their five-year development plans; and
- the school leader prepares a five-year action plan setting out development measures for the school, which is approved by the teachers.

The **quality assurance of companies that provide practical training** to VET school students is ensured by their accreditation and monitoring by the chambers of economy in cooperation with the VET school. The inspection covers checking the adequacy of personal and material conditions and the fulfilment of legal regulations regarding training provision.

As regards **training programmes provided outside the formal school system** , the adult training act of 2013 – the scope of which only extends to courses that award an NVQR qualification or are publicly funded – replaced the former system of institutional and programme accreditation by a new system of licensing. Training providers have to apply for a licence that specifies the courses they offer. The license is awarded for an indefinite time by the Pest County Government Office (148) , based on the opinion of an expert committee. All providers should

apply a quality assurance system, which must be in line with a framework system (149) defined by the minister responsible for VET and adult training.

[148] Since 1 January 2017, instead of the National Office of VET and Adult Learning (NSZFH).

[149] Which corresponds to the EQAVET framework: <http://eqavet.nive.hu/#!/grafikon|part=0>

CHAPTER 12.

Validation of prior learning

Hungary does not have a nationwide validation system based on uniform principles and procedures. The validation of non-formal and informal learning outcomes appears in some policy documents as an important tool for lifelong learning but there is no evidence of an explicit national strategy (150) . Arrangements for recognition of prior learning in place in 2018 are presented below.

The VET act provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision. Learners in VET schools can also get their prior learning recognised during their training, subject to the principal's decision.

Furthermore, in adult training, those who have not participated in training can also take the module exams (151) and then the complex vocational exam. However, though compared to general and higher education, VET is closer to the learning outcomes approach since standards are modularised and defined in competences, one of the main obstacles to the validation of prior learning is that educational and assessment standards are not yet defined in terms of genuine learning outcomes (152) .

Under the adult training act of 2013, assessment of learners' prior learning (competences) is compulsory in adult training courses that provide a vocational qualification listed in the national vocational qualifications register and in State-supported foreign language courses; in other publicly supported training programmes it must be carried out upon the request of the applicant.

Validation of prior learning in vocational courses not leading to a qualification included in the national vocational qualification register is also promoted by the fact that curricula must be based on adult training vocational programme requirements, which must be defined in terms of learning outcomes. However, assessment of prior learning is often more like a placement test that aims primarily to sort learners into ability groups and thus to increase the efficiency of training (153) .

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database (154) .

[150] Source: Tot, E.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, p.3. Commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf

[151] See Section: shaping VET qualifications - design - The complex vocational examination.

[154] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

CHAPTER 13.

Incentives for learners

Supporting skills for jobs especially in skilled workers' training, raising the attractiveness of and participation in VET as well as promoting apprenticeship have been high in the policy agenda in recent years. Incentives are in place to support these goals.

Financial incentives in IVET

- regular allowance and other benefits for learners in work-based training: pay during the summer practice (cooperation agreements) or monthly salary (apprenticeship contracts, see also below). The amount of payment is regulated by the VET act: it is linked to the minimum wage but varies according to the share of practical training in the programme, its form of delivery and learners' performance and diligence;
- the 'Adolf Szabóky VET scholarship' programme (155) encourages learners to enter VET and train for 'qualifications in-demand' (*hiányszakképesítés*) included in a list established by the local county development and training committees (156) ;
- the 'Road to an occupation' (*Út a szakmához*) scholarship programme targets early leavers; it offers a small amount of monthly scholarship to disadvantaged learners in VET schools (157) ;
- the regular stipend (158) provided to participants of the vocational bridging programme; and additional funding for the payment of teachers in these programmes; and
- some local scholarship programmes for VET school learners, especially in counties with significant industrial activity.

In apprenticeships:

- monthly salary;
- paid sick leave/maternity leave;
- time spent in apprenticeship counts towards pension;
- reduced cost meals, reimbursement of travel costs, safety and work clothes and other mandatory benefits.

Competitions and media campaigns such as

- WorldSkills and EuroSkills (2018, held in Budapest);
- the *excellent student of the trade* competition for IVET learners in programmes run under the supervision of the Chamber of Commerce;
- final rounds of VET study competitions at the annual Trade Star Festival.

Financial incentives for adult learners

- financial remuneration and other benefits provided to apprentices; apprenticeships are available in adult education since 2015. The number and share of adult education participants in skilled workers' training have nearly tripled in the past three years and have also increased in vocational grammar schools ISCED 344 upper secondary and ISCED 454 post-secondary programmes (159) ;
- an opportunity to obtain two VET qualifications within the formal school system free of charge:
 - the first one either in full time education (by the age of 25, or at any age in adult education (160) ;
 - the second one in adult education (161) ;
 - acquire (free of charge) 'add-on' qualifications built on the first or second VET

- qualification included in the national register;
 - learners with multiple disadvantages (162) or special education needs can obtain any number of qualifications free of charge, and they can study in full time learning at any age;
- training support (163) through the national employment service available to the unemployed and vulnerable groups (164) . Beneficiaries are selected and assisted to choose sector, a qualification-in-demand and a training provider among those available at county level; employers may also launch supported training programmes if they will provide immediate employment;
- central, regional and county labour market programmes. These include - in addition to financial - other individual psycho-social support, mentoring, work placement or temporary employment and entrepreneurial support. ESF-supported training programmes are in place (165) .

Among job seekers participating in labour market training programmes in 2017 71% of beneficiaries were in the age group 25-54 (24% under 25), 59% were women; in terms of level of qualifications they had at most lower secondary education (39%) or a VET qualification (40%).

Learners in training organised by employers are mostly men (75%), aged 25-54 (81%) with a VET qualification (67%). Most attended training for the unemployed (and public workers) and youth guarantee programmes for NEETs.

- The labour code includes a right to training leave/benefits (166) for employees to attend primary education or under a study contract concluded between the employee and the employer (167) . In the latter case, after the end of the training programmes, employees are bound to remain in employment for a definite period of time (168) .

[155] Previously called ‘the VET school stipend programme’, launched in 2010.

[156] Eligible students, i.e., those who participate in a full-time vocational programme to obtain their first vocational qualification, one that is included in the county list of ‘qualifications in-demand’, receive a lump sum of HUF 10 000 (EUR 32) per month in the first semester of the first VET grade. In the subsequent semester(s), those with an average attainment of at least 2.51 in a secondary vocational school or 3.01 in a vocational grammar school (on a grading system of 1 to 5) and at most seven hours of unauthorised absence, receive a monthly stipend of up to HUF 30 000 (EUR 96) or HUF 50 000 (EUR 159) in a secondary vocational school programme (EQF 4) or vocational grammar school programme (EQF 4), respectively, depending on their school performance. The number of beneficiaries grew from 16 844 in the 2nd semester of school year 2014/15 to 33 037 in the first semester of school year 2017/18.

[157] This programme was originally launched in 2005, as a sub-programme of the multi-component programme ‘Supply for the trip’ (*Útravaló*). In school year 2017/18, a total programme budget of HUF 580 million (EUR 1.9 million) was available from the ‘Roma scholarships’ section of the central State budget to provide a monthly amount of HUF 7 000 to 13 000 (EUR 23 to 42) to students (depending on their school performance) and HUF 7 000 (EUR 23) to their mentors for 10 months.

[158] Monthly scholarship of HUF 8 000 (EUR 25) in the first and HUF 10 000 (EUR 47) in the second year, provided since 2015.

[159] See also Section 5 – Share of learners in adult education in VET schools (%), 2010-18

[160] In any of the flexible adult education forms: full-time (90% of regular full-time), evening courses, distance learning.

[161] Up to age 25 in full time adult education, or at any age, part-time (evening courses);

- [162] Criteria defined by law.
- [163] Reimbursement of tuition fees, related expenses (travel and accommodation costs), cost of family member/child care as well as provision of supplementary/compensatory payment.
- [164] The unemployed, women on child care support, people on rehabilitation support, people participating in public work programme and those at risk of becoming unemployed.
- [165] Currently with target groups such as: the unemployed in the 25-64 age group and those in public work programmes (Road to the labour market); young people aged 15-24 not in training nor in employment (Youth Guarantee); or those at risk of becoming redundant (Preventing and tackling redundancy). Under the coordination of the National Office of VET and Adult Learning, two ESF-supported programmes for people with low qualifications are also in place.
- [166] Paid or unpaid and support measures, such as pay tuition fees, costs of training materials and examination fees, possibly also travel and accommodation costs, etc.
- [167] *Tnulmányi szerződés.*
- [168] Usually as long as the duration of the training programme, but maximum five years.

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Incentives for companies to train VET learners

Training costs of VET learners (based on a cooperation agreement with a VET school or an apprenticeship contract with a learner) may be deducted from the training levy and claimed (costs not covered by this amount) from the National Employment Fund (NFA) training sub-fund, on a per capita rate of deductible/reimbursable costs differentiated by qualification (see Section: Funding).

Training providers training apprentices can also spend a part of their training levy on financing workshop development, payment of in-company trainers (in the case of SMEs) and workshop maintenance (in case of training 9th grade VET learners).

Hospitals and other non-profit organisations (169) can also claim training costs from the NFA training sub-fund.

The minister responsible for VET can also provide financial support from the NFA training sub-fund for companies to create or develop training workshops (170) . School-based VET trainers (171) ensure cooperation between companies and the VET schools.

Incentives for companies to provide training for employees

Companies may use part of the training levy they are obliged to pay to co-finance their employees' vocational and foreign language training. This option is mostly used by large companies, due to strict applicable criteria (172) .

The 2017 amendment of the Adult training act extended the definition of 'internal training' to include training programmes of the company's suppliers' and partners' employees as well and facilitated short VET or language training courses (at most 30 hours).

Companies may also be supported financially by the State to offer training to employees if they create new jobs for at least 50 people or may participate in ESF-supported training actions for the professional development of their employees (either in-company training or other courses purchased from other training providers). In 2018, ESF support is ensured for two-year training projects targeting large companies and SMEs (respectively EUR 318 000 and EUR 159 000, corresponding to 50-70% of the total training costs).

[169] Budgetary organisations, foundations, associations, church legal persons, etc.

[170] In 2017, such financial support was given to set up six workshops.

[171] Called practical training managers; since 2015, this formal function is obligatory in all State-maintained VET schools if the number of students is more than 200.

[172] This option is only available for companies that also provide practical training to at least 30 apprentices (VET school students) and only up to at most 16.5% of the amount of

their training levy.

CHAPTER 15.

Guidance and counselling

Career guidance and counselling activities are overseen by the ministry of education as well as the ministry responsible for VET and adult training. Under the VET act, primary schools, VET schools, school maintainers, the chambers of economy, employer and employee associations, the county development and training committees (see Section 2.4) and the national employment service are all involved in such activities, coordinated by the latter. Since 2015 the National Office of VET and Adult Learning (NSZFH) is responsible for the development and supervision of lifelong guidance in VET. It set up a career orientation work team in 2015 to survey and coordinate the career orientation activities of VET centres (the majority of VET schools, see Section 2.4) and develop methodological guidelines. Based on their activities, a large-scale national career orientation event, called the 'Night of Trades', was introduced in 2016 (see below).

Under the public education act, career orientation of learners is a responsibility of the teachers. The National Core Curriculum defines it as an important development task, to be provided mainly as part of the 'Way of life and practical skills' subject area in lower secondary education. Career guidance and counselling services for primary and secondary school learners are also provided (173) by:

- the county/capital pedagogical counselling services, whose tasks include career counselling of (recommendation of school and training programme type for) learners, based on the professional analysis of their competences, attitudes and interests;
- the local chambers of economy, who provide career orientation and information services, especially regarding qualifications in high demand on the labour market, by organising career orientation events, factory visits, skills contests for primary school learners, etc.;
- the 44 VET centres (see Section 2.4), which provide information about their vocational programmes both to learners and adults looking for adult education/adult training opportunities. Currently, 788 teachers provide career orientation services in VET centres and their member schools, i.e., roughly two people in each school (source: NSZFH).

The most important tools of career orientation and guidance targeting primary and secondary school learners include open days in VET schools and career exhibitions and expos (174) . Such events are often organised by some or all of the above actors in cooperation with the employment departments of government offices. In 2016, initiated by the career orientation work team of the National Office of VET and Adult Learning, a new nationally coordinated annual event was introduced. On the 'Night of Trades', VET schools organise local career orientation events on the same day at the same time (6 p.m. to 10 p.m.) throughout the country (175) . In 2017, 8 706 teachers in 423 schools in 151 settlements organised 4 647 different activities (exhibitions, interactive programmes, factory visits etc.) at this event, that was visited by nearly 70 000 people. The primary objective is to increase the attractiveness of VET among the wider public and to provide an opportunity for schools to present themselves. An important tool for this is allowing visitors to 'taste' different vocations and thus obtain hands-on experiences.

Career guidance and counselling in higher education is offered at career centres that operate in most higher education institutions. Information about HE programmes, including higher education VET, is available on a website of the Education Office (176) .

Adults, unemployed as well as employed people, can obtain career information and counselling at the employment departments of the county/capital government offices. A network of Employment Information Counselling centres (*Foglalkozási Információs Tanácsadó, FIT központok*) operates as part of these, allowing access to tools (films, brochures, tests etc.) that

assist career choice and provide career information. Career information and guidance are offered also by some companies, non-profit organisations, county community centres and family service offices.

Online career information, guidance and counselling is available on the National Career Guidance Portal (*Nemzeti Pályorientációs Portál*) (177) . It provides information on occupations in various formats, links to relevant databases, career orientation tests, online counselling as well as methodological support materials to various target groups, including primary and secondary school learners, adults, parents, experts and institutions.

Please see:

- guidance and outreach Hungary national report (178) ;
- Cedefop's labour market intelligence toolkit (179) ;
- Cedefop's inventory of lifelong guidance systems and practices (A1) .

[173] NSZFH (Euroguidance Hungary), 2017.

[174] Examples include the Technical career orientation festival in six cities (http://miapalya.mee.hu/mi_ez_a_fesztival) or the 'Build your future!' professional expo for the building industry in eight cities (<https://www.epitsdajovod.com>).

[175] <https://szakmakejszakaja.hu/index.php>

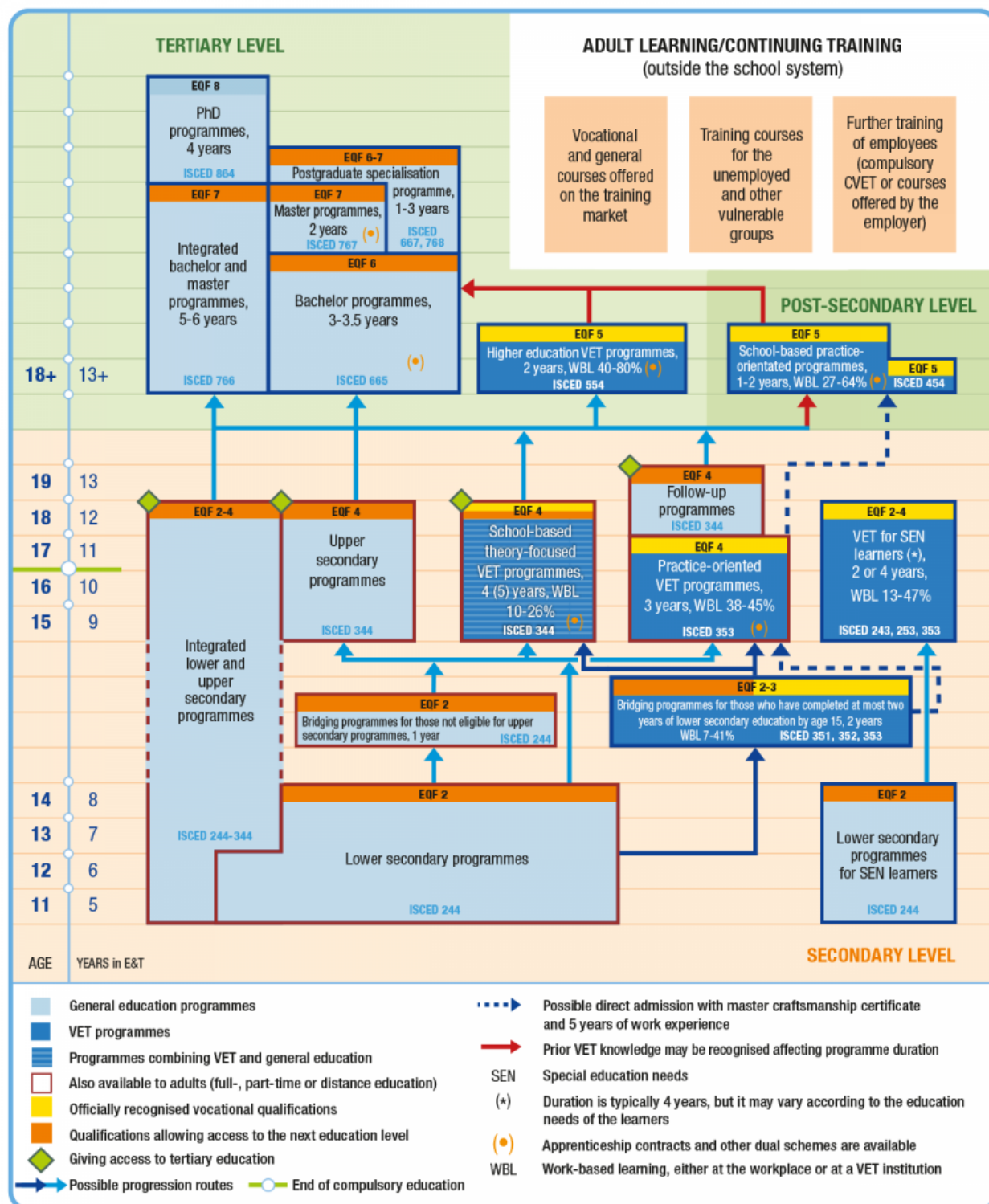
[176] <http://www.felvi.hu>

[177] <https://npp.munka.hu>

[178] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[179] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Hungary, 2019.

VET Programme Types

EQF 2-3
Bridging programmes for those who have completed at most two years of lower secondary education by age 15 ISCED 351, 352,353

Vocational bridging programme leading to EQF level 2-3, ISCED 351, 352 and 353 (szakképzési hídprogram)

EQF level	2-3	ISCED-P 2011 level	351 352 353
Usual entry grade	SZH/1 (180)	Usual completion grade	SZH/2 (181)
Usual entry age	15 (182)	Usual completion age	17 (183)
Length of a programme (years)	2 years		
Is it part of compulsory education and training?	✓ Schooling is compulsory for learners up to 16 years old.	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ Public education is free of charge for learners up to the obtainment of two VET qualifications	Is it available for adults?	✓ Drop-outs younger than 23 can enrol in the VET bridging programme.
ECVET or other credits	Information not available (184)		

Learning forms (e.g. dual, part-time, distance)	• regular school-based full-time education • adult education for learners over 16 (185) • practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies
Main providers	VET schools (that provide lower or upper secondary VET) designated by the minister responsible for VET (or by the minister of agriculture in schools in that sector) to provide this type of programme (186)
Share of work-based learning provided by schools and companies	= 7- 41% (187) (188) 103 cooperation agreements (Apprenticeships are not available in VET bridging programmes)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in the school workshop • practical training at a company (based on cooperation agreements, no apprenticeships available)
Main target groups	Bridging programmes were introduced in 2013 to prevent and reduce early leaving from education and training for young people and adults (up to age 23). The vocational bridging programmes prepare learners to continue studies in upper secondary education by providing complex general competence development as well as VET, to small groups of 8-10 learners.
Entry requirements for learners (qualification/education level, age)	Learners who completed at most two years (grade 6) of (four-year) lower secondary education by age 15 must take part in two-year vocational bridging programmes offered in designated VET schools. Drop-outs younger than 23 can enrol in the VET bridging programmes too.
Assessment of learning outcomes	Upon completion, learners take a final exam where they can obtain a certificate on the completion of lower secondary education (EQF level 2) as well as a complex vocational exam where they can obtain a partial VET qualification included in the national vocational qualifications register (NVQR). At the complex exam learners' competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board.

Diplomas/certificates provided

VET learners receive two qualifications the lower secondary education EQF 2 certificate (education level completion - *alapfokú iskolai végzettség*) and a partial VET qualification at ISCED P level 351, 352, 353

Types and levels of NVQR (OKJ in Hungarian) (189) vocational qualifications delivered in VET bridging programmes

NVQR/OKJ level	Definition	ISCED level (*)
21	basic level partial vocational qualification, which requires no completed school studies and may be obtained in VET provided outside the formal school system, in a vocational programme for SNI learners or in a Vocational Bridging programme	2
31	lower secondary level partial vocational qualification, which is based on primary school certificate (ISCED 244) or the theoretical and practical knowledge elements defined in its vocational and examination requirements (hereinafter: entry competences), and may be obtained in VET provided outside the formal school system, in a vocational programme for SNI learners or in a Vocational Bridging programme	3

NB: (*) Qualifications included in the national register refer to attainment levels.

Source: Refernet Hungary, based on 150/2012 (VII.6) Government decree on the OKJ and the procedure of its amendment.

Examples of qualifications

'Kitchen aid', 'Computer data recorder', 'Animal carer' or 'Agricultural worker'

Progression opportunities for learners after graduation

Learners having completed the VET bridging programme may:

- enter the labour market;
- move on to any of the two upper secondary VET tracks delivered at ISCED levels 344 and ISCED level 353 in grade 9.

Learners who do not finish the programme but complete one year can still enter a secondary vocational school programme (three-year ISCED 353 VET programmes) in grade 9 (190) .

However, less than 20% of learners in VET bridging programmes obtain a partial qualification (191) .

Destination of graduates

Information not available

Awards through validation of prior learning**General education subjects**

Programmes prepare learners to continue studies in upper secondary education by providing complex general competence development as well as VET, to small groups of 8-10 learners.

There are two types of VET bridging programmes depending on the share of general education and VET, which can be 63-37% or 41-59% (192) .

Key competences

The curriculum of general education is based on the National Core Curriculum that includes key competence development (193) . Three key competences – foreign language, Hungarian language and competences in mathematics, science and technology – are to be developed as stand-alone subjects.

Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Standards and framework curricula of NVQR qualifications define vocational, personal, social and methodological competences, corresponding to the particular task profile, by modules. They comprise several components/parts of key competences.

Application of learning outcomes approach

VET standards (called ‘vocational requirements’) are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (194) .

The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a government decree (195) and specify for each work activity:

(a) its ‘task profile’ (occupational standards); and

(b) the related ‘character profile’ that specifies different types of knowledge and skills required to perform those tasks:

- vocational competences: vocational knowledge and vocational skills;
- personal competences (e.g., independence, precision);
- social competences (e.g., empathy, comprehensibility); and
- method competences (e.g., prudence, practical thinking).

Share of learners in this programme type compared with the total number of VET learners

0.8% (196)

The number of participants in VET bridging programmes grew from 1 521 in 2016/17 to 2 581 in 2017/18.

[184] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[185] However, the vast majority of learners study in regular full time education – in school year 2017/18, only 16 out of 1837 total participants studied in adult education, but even they studied in the full time attendance (90% of regular school-based education) form.

[186] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services.

[187] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the standards and the framework curricula of

VET qualifications (which define the share of theory and practice within the VET part). As regards the latter, the standards of VET qualifications offered in this programme define the share of practice as between 20% and 70%.

- [188] 6.8% of learners received (the whole or a part of) their practical training in companies based on cooperation agreement between the school and the company in 2016/17).
- [189] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [190] In lack of a primary school graduation certificate, the conditions of admittance to secondary vocational school ISCED 353 programmes are: (a) reaching the age of 14; and (b) completion of an academic year in the Vocational bridging programme organised in a secondary vocational school.
- [191] Ministry of Innovation and Technology (2019). *Szakképzés 4.0 A Szakképzés és Felnőttképzés Megújításának Középtávú Stratégiája, a Szakképzési Rendszer Válasza a Negyedik Ipari Forradalom Kihívásaira* [VET 4.0 Mid-term strategy of the renewal of VET and adult training: response of the VET system to challenges of the 4th industrial revolution]. https://www.fvsz.hu/files/hirek/rendezv%C3%A9nyek/2019/szakkpzs-4.0-final_fvsz.pdf
- [192] Calculated on the basis of class hours defined in the framework curriculum of general education for the vocational bridging programme: https://www.nive.hu/index.php?option=com_content&view=article&id=713:szakkepzesi-kerettantervek-302016viii31ngmrendelet&catid=10&Itemid=166
- [193] The list of key competences in the Hungarian NCC differs from that in the EU recommendation of 2006 in one minor aspect. It breaks the EU key competence of 'mathematical competence and basic competences in science and technology' into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in: Bükki, E. et al. (2016). *Key competences in vocational education and training – Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf
- [194] Though qualification standards were transcribed in learning outcomes as understood in the European Qualification Framework (EQF) when referencing them to the NQF (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the vocational requirements modules – and the framework curricula based on them – are not defined in the form and language of learning outcomes (as understood in the EQF).
- [195] 217/2012 (VIII.9) Government decree on the vocational requirement modules of State-recognised qualifications.
- [196] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes); excluding VET learners in adult training programmes provided outside the formal school system. Source: Central Statistical Office STADAT database: https://www.ksh.hu/stadat_eves_2_6 and Educational Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak.

EQF 2-4

VET for SEN learners

2 or 4 years,

WBL 13 – 47%

ISCED 243, 253, 353

School for skills development for special education needs (SEN) learners leading to EQF level 2, ISCED 243 (kézségfejlesztő iskola). Vocational school programmes for special education needs (SEN) learners leading to EQF levels 2-4, ISCED 253/353 (szakiskola)

EQF level 2-4

**ISCED-P
2011 level**

243 school for skills development for SEN learners (*kézségfejlesztő iskola*)

253/353 Vocational school programmes for SEN learners (*szakiskola*)

**Usual entry
grade** 9 (197)

**Usual
completion
grade**

10 or 12

**Usual entry
age** 14 (198)

**Usual
completion
age**

18 school for skills development for SEN learners (*kézségfejlesztő iskola*)

16 (17) or

18 (19) Vocational school programmes for SEN learners (*szakiskola*) (199)

**Length of a
programme
(years)** 4 school for skills development for SEN learners (*kézségfejlesztő iskola*) (200)

2-5 Vocational school programmes for SEN learners (*szakiskola*) (201)

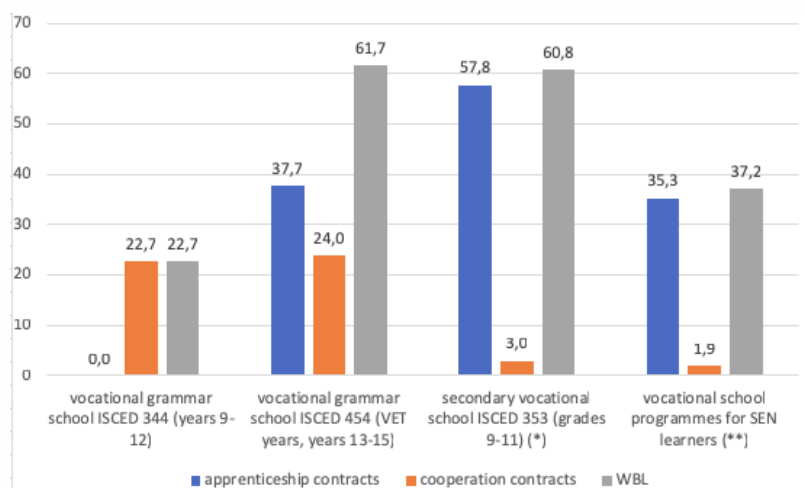
Is it part of compulsory education and training?	 Schooling is compulsory for learners up to 16 years old. The programme type targets SEN learners between 14 to 23 years old.	Is it part of formal education and training system?	
Is it initial VET?		Is it continuing VET?	 These programmes are also available to those who have already obtained an NVQR qualification, to obtain a second one, in that sense it can be considered also as CVET.
Is it offered free of charge?	 Public education is free of charge for learners up to the obtainment of two VET qualifications	Is it available for adults?	
ECVET or other credits Information not available (202)			
Learning forms (e.g. dual, part-time, distance) • regular school-based full-time education • adult education (for learners over 16) (203) • practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies			
Main providers VET schools that provide these types of programmes (204)			

Share of work-based learning provided by schools and companies

= 13-47 % (205)

37% of learners received (the whole or a part of) their practical training in companies 2016/17.

Share of students by type of company-based learning and programme type (%), school year 2016/17



NB: (*) Data on cooperation agreements in 'vocational schools for SEN learners' are included under 'secondary vocational schools' – except for agreements signed in programmes that award a partial qualification, which are included under 'vocational school for SEN learners';

(**) Including 103 cooperation contracts signed in vocational bridging programmes.

Source: Hungarian Chamber of Commerce and Industry (MKIK), KSH STADAT database http://www.ksh.hu/stadat_eves_2_6

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training in school workshops
- practical training in a company (in grade 9 only in company workshop dedicated exclusively to training) based either on a cooperation agreement between the school and the company or on an apprenticeship contract between the learner and the company

Main target groups

They target learners aged 14-23 in need of special education due to mental or other disabilities (206) .

Entry requirements for learners (qualification/education level, age)

The entry requirement is the primary school certificate (ISCED 244) and an official assessment of their special needs (207) .

Assessment of learning outcomes The four-year school for skills development (*készségfejlesztő iskola*) offers two years of general education and two years of practical skills development to SEN learners. Upon completion of the last grade, learners obtain a certificate on the completion of secondary education.

The two or four -year vocational school programmes for SEN learners (*szakiskola*) prepare SEN learners to get a partial or a full OKJ qualification (208) , depending on the type of disability (they may also include an extra preparatory year for learners with less severe mental disabilities). The NVQR qualification is awarded upon passing the final complex exam. Learners' competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board.

Diplomas/certificates provided Learners in school for skills development programmes receive an ISCED 243 certificate on the completion of secondary education upon completing the last grade.

VET learners in vocational school programmes for SEN learners receive adapted education and training depending on the type of disability. Learners prepare accordingly a full or a partial NVQR qualification at ISCED levels 253 or 353 (two- and four-year programmes, with an extra preparatory year for learners with less severe mental disabilities).

Types and levels of NVQR (OKJ in Hungarian) (209) vocational qualifications delivered in vocational school for SEN learners programmes

NVQR/OKJ level	Definition	ISCED level (*)
21	basic level partial vocational qualification, which requires no completed school studies and may be obtained in VET provided outside the formal school system, in a vocational programme for SEN learners or in a Vocational Bridging programme	2
31	lower secondary level partial vocational qualification, which is based on primary school certificate (ISCED 244) or the theoretical and practical knowledge elements defined in its vocational and examination requirements (hereinafter: entry competences), and may be obtained in VET provided outside the formal school system, in a vocational programme for SEN learners or in a Vocational Bridging programme	3

NVQR/OKJ level	Definition	ISCED level (*)
32	lower secondary level vocational qualification, which is based on primary school certificate or the entry competences defined in the vocational and examination requirements and may be obtained in VET provided outside the formal school system	3
34	secondary level vocational qualification, which is based on primary school certificate or the entry competences defined in the vocational and examination requirements and may be typically obtained in VET provided within the formal school system	3

NB: (*) Qualifications included in the national register refer to attainment levels.

Source: Refernet Hungary, based on 150/2012 (VII.6.) Government decree on the OKJ and the procedure of its amendment.

Examples of qualifications	'Carpenter', 'Pastry maker', 'Kitchen aid'
Progression opportunities for learners after graduation	Learners having completed the school for skills development or the vocational school programmes for SEN learners: • may enter the labour market; • be better prepared for an independent life (those with more severe mental disabilities in the practical skills development track).
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	 The share of general education and VET is 33-67% or 34-66% in the shorter and longer programmes, respectively (210) .

Key competences

The curriculum of general education is based on the National Core Curriculum that includes key competence development (211) . Three key competences – foreign language, Hungarian language and competences in mathematics, science and technology – are to be developed as stand-alone subjects.

Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Standards and framework curricula of NVQR qualifications define vocational, personal, social and methodological competences, corresponding to the particular task profile, by modules. They comprise several components/parts of key competences.

Application of learning outcomes approach

VET standards (called ‘vocational requirements’) are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (212) .

The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a government decree (213) and specify for each work activity:

(a) its ‘task profile’ (occupational standards); and

(b) the related ‘character profile’ that specifies different types of knowledge and skills required to perform those tasks;

- vocational competences: vocational knowledge and vocational skills;
- personal competences (e.g., independence, precision);
- social competences (e.g., empathy, comprehensibility); and
- method competences (e.g., prudence, practical thinking).

Share of learners in this programme type compared with the total number of VET learners

2.3% (214)

[202] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[203] The target group of this programme is learners with SEN due to different types of disabilities; therefore it is delivered almost exclusively in regular full time education. According to the statistics, merely 18 learners studied in adult education in 2017/18 (and only one learner in the previous year).

[204] VET schools can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services. The maintainer of most State-maintained VET schools is the Ministry of Innovation and Technology (these schools are integrated into 44 vocational centres with 380 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to the Network of

Agricultural VET schools with 46 schools.

- [205] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the standards and framework curricula of VET qualifications (which define the share of theory and practice within the VET part). As regards the latter, the standards of VET qualifications offered in this programme define the share of practice as between 20% and 70%.
- [206] These programmes were last reformed in 2015 (effective from school year 2016/17) by changing their name with the intention to increase attractiveness.
- [207] Issued by an expert committee of the pedagogical counselling services.
- [208] All public education (covering secondary and post-secondary levels) VET qualifications are included in the national vocational qualifications register (OKJ/NVQF).
- [209] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [210] Calculated on the basis of class hours defined in the framework curriculum of general education for vocational school programmes (<http://kerettanterv.ofi.hu>). If the extra preparatory year for learners with less severe mental disabilities is also considered (as general education), the share of general education and VET is 46/59%-54/44%.
- [211] The list of key competences in the Hungarian NCC differs from that in the EU Recommendation of 2006 in one minor aspect. It breaks the EU key competence of 'mathematical competence and basic competences in science and technology' into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in Bükki, E. et al. (2016). *Key competences in vocational education and training – Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf
- [212] Though qualification standards were transcribed in learning outcomes as understood in the European Qualification Framework (EQF) when referencing them to the NQF (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the vocational requirements modules – and the framework curricula based on them – are not defined in the form and language of learning outcomes (as understood in the EQF).
- [213] 217/2012 (VIII.9) Government decree on the vocational requirement modules of State-recognised qualifications.
- [214] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full- or part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. Source: Central Statistical Office STADAT database: https://www.ksh.hu/stadat_eves_2_6, and Educational Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak

EQF 4

Practice-oriented VET

programmes,

3 years,

WBL 38-45%

ISCED 353

Three-year secondary vocational school (practice-oriented) programmes leading to EQF level 4, ISCED 353 (szakközépiskola)

EQF level	4	ISCED-P 2011 level	353
Usual entry grade	9	Usual completion grade	11
Usual entry age	14	Usual completion age	17 (215)
Length of a programme (years)	3 (216)		
Is it part of compulsory education and training?	Schooling is compulsory for learners up to 16 years old.	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓ These programmes are also available to those who have already obtained an NVQR (217) qualification, to prepare a second or an add-on vocational qualification.
Is it offered free of charge?	✓ Public education is free of charge for learners up to the obtainment of two VET qualifications; add-on qualifications may also be offered free of charge.	Is it available for adults?	✓ In adult education (available to learners over 16) the same programme is offered in flexible learning forms (218)

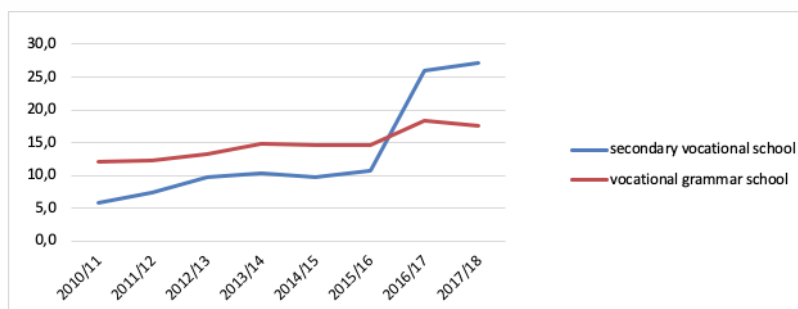
ECVET or other credits Information not available (219)

**Learning forms (e.g.
dual, part-time,
distance)**

- regular school-based full-time education (up to age 25)
- adult education for learners over 16 available in full-time attendance (90% of regular school-based full-time education), part time (evening classes, 50%), correspondence courses (10%) or other (e.g. distance learning) (see also Section 6. VET learning options)
- practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL)

The number and share of adult education participants have nearly tripled since 2015, when the opportunity to obtain a second OKJ qualification free of charge was introduced. In school year 2017/18, 27% all learners in secondary vocational school programmes studied in adult education (see figure below).

Share of learners studying in adult education in VET schools (*) (%), 2010-18



NB: (*) Titles of VET schools in use as of 2016/17.

Source: KSH, STADAT database, Education

http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_zoi015.html

http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_zoi005.html

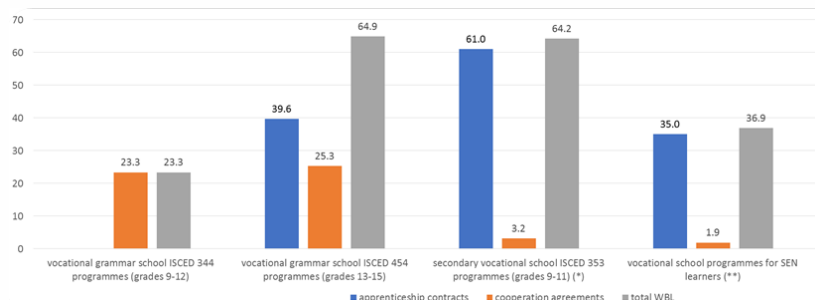
Main providers VET schools that provide these types of programmes (220)

Share of work-based learning provided by schools and companies

= 38-45% (221)

61% of learners received (the whole or a part of) their practical training in companies 2016/17.

**Share of students by type of WBL and programme type
(%), school year 2016/17**



NB: (*) Data on cooperation agreements in 'vocational schools for SEN learners' are included under 'secondary vocational schools' programmes – except for agreements signed in programmes that award a partial qualification, which are included under 'vocational school for SEN learners' programmes.

(**) Including 103 cooperation agreements signed in vocational bridging programmes

Source: Hungarian Chamber of Commerce and Industry (MKIK), KSH STADAT database http://www.ksh.hu/stadat_eves_2_6

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training in school workshops
- practical training in a company (in grade 9 only in company workshop dedicated exclusively to training) based either on a cooperation agreement between the school and the company or on an apprenticeship contract between the learner and the company (222)

Main target groups

They target learners aged 14 and offer skilled workers' training (223) .

Learners that enrol in programmes preparing VET qualifications in-demand (*hiányszakképesítés*) (224) may participate in the Adolf Szabóky VET Scholarship' VET stipend programme (225) .

Adults over 16 can also enter these programmes at any age, delivered in the form of adult education (*felőttoktatás*), to obtain their first or second NVQR (226) qualification free of charge.

Entry requirements for learners (qualification/education level, age)

Learners can enter these programmes at age 14, upon completion of the eight years of primary school (end of lower secondary education) and holding the primary school certificate (ISCED 244) or upon completing at least one year of a vocational bridging programme (227) .

Young people and adults over 16 can enter these programmes at any age, delivered in the form of adult education (*felőttoktatás*).

Assessment of learning outcomes

Since school year 2013/14, under the new VET and public education acts published in 2011, these programmes provide three years of dual vocational training. The majority of learners are apprentices.

Their framework curricula for VET, based on the vocational and examination requirements of the pursued full/partial VET qualification (228) are published by the minister responsible for VET, consulted by the minister of education. Their framework curriculum for general education (229) defines the share of general education and VET as 36-64%.

Upon completion, these programmes award a full VET qualification at the final complex exam (230) . Learners' competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board. In principle, those who fail to meet all requirements may still receive a partial qualification.

A follow-up optional two-year general education programme leading to the 'secondary school leaving certificate' (*érettségi bizonyítvány*, ISCED 344) awarded at the secondary school leaving exam is also available (since school year 2016/17) to those wishing to access post-secondary or higher education.

Diplomas/certificates provided

Learners in three-year vocational secondary school ISCED 353 programmes receive a certificate on the completion of secondary education upon completing the last grade. They also get a full NVQR qualification at ISCED levels 353 at the final complex exam.

Those moving on to the additional and optional two-year general education follow up programme and succeed at the final exam receive also the (upper) secondary school leaving certificate (ISCED 344) allowing access to higher level studies at post-secondary VET and/or higher VET.

Types and levels of NVQR (OKJ in Hungarian) (231) vocational qualifications delivered in skilled workers' training programmes

NVQR/OKJ level	Definition	ISCED level (*)
34	secondary level vocational qualification, which is based on primary school certificate or the entry competences defined in the vocational and examination requirements and may be typically obtained in VET provided within the formal school system	3
35	secondary level add-on vocational qualification, which is built on a qualification(s) that requires primary school certificate and can typically be obtained in VET provided within the formal school system	3

NB: (*) Qualifications included in the national register refer to attainment levels

Source: Refernet Hungary, based on 150/2012 (VII.6) Government decree on the OKJ and the procedure of its amendment.

Examples of qualifications

Cook, electrician or carpenter

Progression opportunities for learners after graduation

Learners having completed the secondary vocational school (skilled workers' training) programme:

- may enter the labour market;
 - enrol in the additional/optional follow up two-year general education programme to prepare the secondary school leaving certificate (ISCED 344); and move on to post-secondary VET/ISCED 454 programmes or higher VET/ISCED 554 programmes;
 - those without the end of secondary school leaving certificate (ISCED 344), but who hold a master craftsman certificate (awarded by the chambers of economy) and have five years relevant working experience may also access post-secondary VET/ISCED 454 programmes.
-

Destination of graduates	According to a 2012 study, around one third of graduates of skilled workers' training (of the previous form) (232) were studying two years after graduation (26% in full time, 9% in adult education while also working) (233) .
Awards through validation of prior learning	 The complex examination that awards NVQR qualifications upon completion of VET programmes does not allow for recognition of prior learning (no exemption can be obtained from taking the whole or a part of the exam). Nevertheless, learners in VET schools can get their prior learning recognised during their training, subject to the principal's decision. The VET act also provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision.
General education subjects	 36% Their framework curriculum for general education (234) define the share of general education and VET as 36-63%.
Key competences	 The curriculum of general education is based on the National Core Curriculum that includes key competence development (235) . Three key competences – foreign language, Hungarian language and competences in mathematics, science and technology – are to be developed as stand-alone subjects. Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Standards and framework curricula of NVQR qualifications define vocational, personal, social and methodological competences, corresponding to the particular task profile, by modules. They comprise several components/parts of key competences.

**Application of learning
outcomes approach**

VET standards (called 'vocational requirements') are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (236) .

The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a government decree (237) and specify for each work activity:

(a) its 'task profile' (occupational standards); and

(b) the related 'character profile' that specifies different types of knowledge and skills required to perform those tasks:

- vocational competences: vocational knowledge and vocational skills;
- personal competences (e.g., independence, precision);
- social competences (e.g., empathy, comprehensibility); and
- method competences (e.g., prudence, practical thinking).

**Share of learners in
this programme type
compared with the
total number of VET
learners**

32% (238)

-
- [219] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en
- [220] VET schools can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services. The maintainer of most State-maintained VET schools is the Ministry of Innovation and Technology (these schools are integrated into 44 vocational centres with 380 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to the Network of Agricultural VET schools with 46 schools.
- [221] the share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the standards and framework curricula of VET qualifications (which define the share of theory and practice within the VET part). As regards the latter, the standards of VET qualifications offered in this programme define the share of practice as between 60-70%.
- [222] Since 2015 apprenticeship contracts can be signed also by adult education participants, only in evening and correspondent courses the monthly payment is reduced to 60% and 20% of that provided in full-time education, respectively.
- [223] These programmes were last reformed in 2015 (effective from school year 2016/17) by changing their name with the intention to increase attractiveness. As of 2016/17, after the completion of these programmes. learners may enrol to an optional two-year general education follow-up programme to obtain the secondary school leaving certificate, which is required for entering post-secondary and higher education programmes.

- [224] Such qualifications and respective training programmes are established annually by government decrees and are based on data collected by the country development and training committees at local level in specific sectors.
- [225] and, based on their grades, receive a lump sum of HUF 10 000 (EUR 32) per month in the first semester of the first VET grade.
- [226] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [227] Pursuant to the Public education act, schools may select learners based on their performance in primary school and at a uniform secondary school entry exam taken in maths and Hungarian (and, in case the number of applicants were twice as much as available spaces on average in the past three years, also an oral exam organised by the school). However, secondary vocational schools typically are not selective and they do not organise entry exams.
- [228] All public education (covering secondary and post-secondary levels) VET qualifications are included in the national vocational qualifications register (OKJ/NVQF).
- [229] The local curriculum of general education provided in VET schools is prepared by the schools based on the National Framework Curriculum published in a government decree as well as framework curricula published by the minister responsible for education.
- [230] All public education (covering secondary and post-secondary levels) VET qualifications are included in the national vocational qualifications register (OKJ/NVQF).
- [231] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [232] The structure and curriculum of skilled workers training at ISCED 353 were transformed as of 2013/14 as well as 2016/17 (see Section: VET learning options).
- [233] Fehérvári, A. (2016). Pályakövetési vizsgálatok a szakképzésben. *Education* 2016/1, p. 76. <http://folyoiratok.ofi.hu/educatio/palyakovetesi-vizsgalatok-a-szakkepzesben>
- [234] The local curriculum of general education provided in VET schools is prepared by the schools based on the national framework curriculum published in a government decree as well as framework curricula published by the minister responsible for education.
- [235] The list of key competences in the Hungarian NCC differs from that in the EU recommendation of 2006 in one minor aspect. It breaks the EU key competence of 'mathematical competence and basic competences in science and technology' into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in: Bükki, E. et al. (2016). *Key competences in vocational education and training – Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf
- [236] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the vocational requirements modules – and the framework curricula based on them – are not defined in the form and language of learning outcomes (as understood in the EQF).
- [237] 217/2012 (VIII.9) Government decree on the vocational requirement modules of State-recognised qualifications.
- [238] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full- or part-time programmes;

excluding VET learners in adult training programmes provided outside the formal school system. Source: Central Statistical Office STADAT database: https://www.ksh.hu/stadat_eves_2_6 and Educational Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak.

EQF 4
School-based theory-focused
VET programmes,
4 (5) years,
WBL10-26%
ISCED 344

Vocational grammar school (theory-focused) programmes leading to EQF level 4, ISCED 344 (szakgimnázium középiskolai évfolyamok)

EQF level	4	ISCED-P 2011 level	344 (239)
Usual entry grade	9 (240)	Usual completion grade	12
Usual entry age	14	Usual completion age	18 (241)
Length of a programme (years)	4 (242)		
Is it part of compulsory education and training?	Yes and no Schooling is compulsory for learners up to 16 years old.	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ Public education is free of charge for learners up to the obtainment of the secondary school leaving certificate and two VET qualifications.	Is it available for adults?	✓ In adult education (available to learners over 16) the same programme is offered in flexible learning forms (243)

ECVET or other credits Information not available (244)

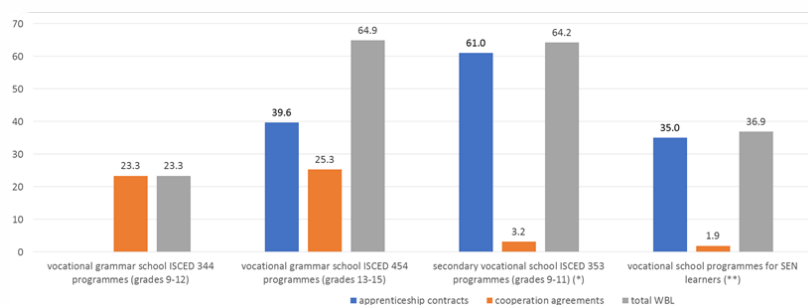
Learning forms (e.g. dual, part-time, distance)

- regular school-based full-time education (up to age 25)
- adult education for learners over 16 available in full-time attendance (90% of regular school-based full-time education), part time (evening classes, 50%), correspondence courses (10%) or other (e.g. distance learning) (see also Section 6. VET learning options)
- practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL) (245)

Main providers VET schools that provide these types of programmes (246)

Share of work-based learning provided by schools and companies = 10-26% (247)
22.7% (in companies, via a cooperation agreement 2016/17)

**Share of students by type of WBL and programme type
(%), school year 2016/17**



NB: (*) Data on cooperation agreements in 'vocational schools for SEN learners' are included under 'secondary vocational schools' – except for agreements signed in programmes that award a partial qualification, which are included under 'vocational school for SEN learners'.

(**) Including 103 cooperation agreements signed in vocational bridging programmes.

Source: Hungarian Chamber of Commerce and Industry (MKIK), KSH STADAT database http://www.ksh.hu/stadat_eves_2_6

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training in school workshops
- practical training in a company based either on a cooperation agreement between the school and the company or (as of 2018) an apprenticeship contract between the learner and the company in grades 11 and 12 (248)

Main target groups They target learners aged 14, and provide four years of combined general education and VET (some programmes may have an extra 'foreign language preparatory' year) (249) .

Graduates with the secondary school leaving certificate (ISCED 344) can continue studies either in post-secondary VET (ISCED 454 VET years of secondary grammar school programmes) or in higher education.

Entry requirements for learners (qualification/education level, age)	The entry requirement is holding the primary school certificate (EQF 2) and popular schools may select learners based on their performance in primary school and at a uniform secondary school entry exam taken in maths and Hungarian (and possibly also oral exam organised by the school). Learners with the primary school (primary and lower secondary) education certificate entering these programmes at age 14 (grade 9), and older learners may also enrol in grade 9 (250) . Young people and adults over 16 can enter these programmes at any age, delivered in the form of adult education (<i>felhőttoktatás</i>).			
Assessment of learning outcomes	Following the 2015 VET reform, since 2016/17 learners take the ‘VET secondary school leaving exam’ (251) at the end of the four-year programmes. This differs from the exam taken in grammar schools in that - in addition to the four mandatory general education exam subjects (Hungarian language and literature, Mathematics, History and a foreign language) - the fifth optional exam subject is replaced by a mandatory vocational subject. The vocational secondary school leaving certificate therefore qualifies holders not only to progress to post-secondary/higher education but also to perform at least one job (252) . New legislation in December 2017 introduced the possibility obtain an ‘additional vocational qualification’ that will be awarded (first in 2019/20) at the final complex examination organised in grade 12, a few months before the secondary school leaving exam. At the complex exam, learners’ competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board.			
Diplomas/certificates provided	Learners in upper secondary vocational grammar school ISCED 344 programmes take the final vocational secondary school leaving exam upon completion of the upper secondary grades. This awards the VET secondary school leaving certificate (<i>szakmai érettségi bizonyítvány</i>, ISCED 344) that entitles them to progress on to post-secondary/higher education as well as to perform at least one job in the pursued vocational grammar school sector (since 2016/17) (253) . Learners might opt in grade 10 to prepare in grades 11-12 also an ‘additional vocational qualification’ (<i>mellékszakképesítés</i>), an NVQR qualification from among those specified in the annex of the government decree on the NVQR (254) for each vocational grammar school sector. It is awarded at the complex exam organised in grade 12, a few months before the VET secondary school leaving exam (255) . Types and levels of NVQR (OKJ in Hungarian) (256) ‘additional vocational qualifications’ optionally delivered in upper secondary vocational grammar school ISCED 344 programmes			
<table><tr><td>NVQR/OKJ level</td><td>Definition</td><td>ISCED level (*)</td></tr></table>		NVQR/OKJ level	Definition	ISCED level (*)
NVQR/OKJ level	Definition	ISCED level (*)		

NVQR/OKJ level	Definition	ISCED level (*)
31	lower secondary level partial vocational qualification, which is based on primary school certificate (ISCED 244) or the theoretical and practical knowledge elements defined in its vocational and examination requirements (hereinafter: entry competences), and may be obtained in VET provided outside the formal school system, in a vocational programme for SEN learners or in a Vocational Bridging programme	3
32	lower secondary level vocational qualification, which is based on primary school certificate or the entry competences defined in the vocational and examination requirements and may be obtained in VET provided outside the formal school system	3
34	secondary level vocational qualification, which is based on primary school certificate or the entry competences defined in the vocational and examination requirements and may be typically obtained in VET provided within the formal school system	3
51	upper secondary level partial vocational qualification, which requires the secondary school leaving exam certificate and can be obtained in VET provided outside the formal school system	4
52	upper secondary level vocational qualification, which requires the secondary school leaving exam certificate and can be obtained in VET provided outside the formal school system	4

NB: (*) Qualifications included in the national register refer to attainment levels.

Examples of qualifications

The VET secondary school certificate qualifies for at least one job listed in the *Reference Standard Classification of Occupations (ISCO)*, as specified in the *Origin of the professions of its main school sectors* in an Annex of the government decree about the NQR – examples: solarium operator, electronic equipment mechanic and operator, waiter.

Examples for the optionally obtainable ‘additional vocational qualification’: dental assistant, social carer, mining technician.

Progression opportunities for learners after graduation	Learners having completed the four-year ISCED 344 vocational grammar school programmes may: • enrol in post-secondary ISCED 454/EQF5 programmes (called 'VET years of vocational grammar school' programmes) to study either in the same sector (one year programme) or a different sector (two-year programme); • move on to higher VET ISCED 554/EQF5 programmes offered in higher education institutions; • move on to higher education bachelor ISCED 665/EQF6 programmes (where they can get extra points at the admission procedure if applying for a bachelor programme in the same sector); or • enter the labour market. 46% of learners in these ISCED 344 upper secondary programmes of vocational grammar school do not continue studies in the post-secondary year to finish their VET programme (to obtain an ISCED 454 vocational qualification) (257) . The majority of these learners move on to higher education or continue studies in post-secondary VET in another VET sector (where their previous VET learning is not recognised).
Destination of graduates	Information not available
Awards through validation of prior learning	 The complex examination that awards NVQR (258) qualifications does not allow for recognition of prior learning (no exemption can be obtained from taking the whole or a part of the exam). Nevertheless, learners in VET schools can get their prior learning recognised during their training, subject to the principal's decision. The VET act also provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision.
General education subjects	 66% (259)
Key competences	 The curriculum of general education is based on the National Core Curriculum that includes key competence development (260) . Three key competences – foreign language, Hungarian language and competences in mathematics, science and technology – are to be developed as stand-alone subjects. Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Standards and framework curricula of NVQR qualifications define vocational, personal, social and methodological competences, corresponding to the particular task profile, by modules. They comprise several components/parts of key competences.

**Application of learning
outcomes approach**

VET standards (called 'vocational requirements') are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (261) .

The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a separate government decree and specify for each work activity:

(a) its 'task profile' (occupational standards); and

(b) the related 'character profile' that specifies different types of knowledge and skills required to perform those tasks (262) ;

- vocational competences: vocational knowledge and vocational skills;
- personal competences (e.g., independence, precision);
- social competences (e.g., empathy, comprehensibility); and
- method competences (e.g., prudence, practical thinking).

**Share of learners in
this programme type
compared with the
total number of VET
learners**

48.2% (263)

-
- [244] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en
- [245] Following the December 2017 law amendment, effective from 2019/20, apprenticeship may be offered in grades 11 and 12.
- [246] VET schools can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services. The maintainer of most State-maintained VET schools is the Ministry of Innovation and Technology (these schools are integrated into 44 vocational centres with 380 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to the Network of Agricultural VET schools with 46 schools.
- [247] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the standards and framework curricula of VET qualifications (which define the share of theory and practice within the VET part). As regards the latter, the standards of VET qualifications offered in this programme define the share of practice as between 30-70%.
- [248] Since 2015 apprenticeship contracts can be signed also by adult education participants, only in evening and correspondent courses the monthly payment is reduced to 60% and 20% of that provided in full-time education, respectively.
- [249] These programmes were last reformed in 2017 (effective from school year 2017/18) by providing the option to participate in a programme preparing for an 'additional vocational qualification' in grade 11-12, awarded at a complex exam organised in grade 12.

- [250] Including graduates of the VET bridging programme.
- [251] *Szakmai érettségi vizsga.*
- [252] Such as 'IT equipment repairman' or 'Assistant nurse'. This job (one listed in the Hungarian Standard Classification of Occupations, FEOR) is specified for each of the vocational grammar school sectors in an Annex of the government decree about the OKJ qualification (e.g. 'solarium operator' for the sector 'Beauty').
- [253] See previous entry: Assessment of learning outcomes.
- [254] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [255] Therefore, if the pursued additional vocational qualification is of NVQR level 51 or 52, the learner will receive that qualification only upon successfully passing the VET secondary school exam. The equivalence to ISCED P levels is not available.
- [256] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [257] Ministry of Innovation and Technology (2019). *Szakképzés 4.0 A Szakképzés és Felnőttképzés Megújításának Középtávú Stratégiája, a Szakképzési Rendszer Válasza a Negyedik Ipari Forradalom Kihívásaira. [VET 4.0 Mid-term strategy of the renewal of VET and adult training, response of the VET system to challenges of the 4th industrial revolution]*.
- [258] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [259] The local curriculum of general education provided in VET schools is prepared by the schools based on the national framework curriculum published in a government decree as well as framework curricula published by the minister responsible for education.
- [260] The list of key competences in the Hungarian NCC differs from that in the EU Recommendation of 2006 in one minor aspect. It breaks the EU key competence of 'mathematical competence and basic competences in science and technology' into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in Bükki, E. et al. (2016). *Key competences in vocational education and training – Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf
- [261] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the vocational requirements modules – and the framework curricula based on them – are not defined in the form and language of learning outcomes (as understood in the EQF).
- [262] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF (in a project led by NSZFH), the task and character profiles in the SZVKs – and the framework curricula based on them – are not defined in the form and language of learning outcomes – as understood in the EQF (Tót and ICF, 2016, p. 10).
- [263] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) *in full-time programmes*; excluding VET learners attending part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. Source: Central Statistical

Office STADAT database: https://www.ksh.hu/stadat_eves_2_6 and Educational Authority
KIR database:
https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak

EQF 5

School-based practice-oriented
programmes,
1-2 years,
WBL 27-64%
ISCED 454

Post-secondary VET (vocational grammar school) programmes leading to EQF level 5, ISCED 454 (szakgimnázium szakképző évfolyamok)

EQF level	5	ISCED-P 2011 level	454
Usual entry grade	13	Usual completion grade	13 14 (264)
Usual entry age	18 (265)	Usual completion age	19 or 20 (266)
Length of a programme (years)	1 or 2 (267)		
Is it part of compulsory education and training?	 Schooling is compulsory for learners up to 16 years old.	Is it part of formal education and training system?	
Is it initial VET?		Is it continuing VET?	 (268)
Is it offered free of charge?	 Public education is free of charge for learners up to the obtainment of two VET qualifications; add-on qualifications may also be offered free of charge.	Is it available for adults?	 In adult education (available to learners over 16) the same programme is offered in flexible learning forms (269) .
ECVET or other credits	Information not available (270)		

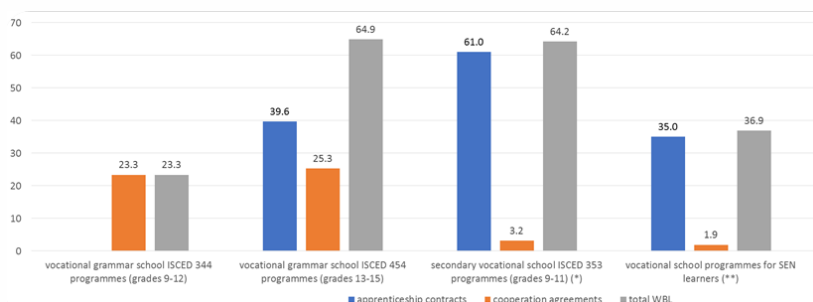
Learning forms (e.g. dual, part-time, distance)

- regular school-based full-time education;
- adult education for learners over 16 available in full-time attendance (90% of regular school-based full-time education)), part time (evening classes, 50%), correspondence courses (10%) or other (e.g. distance learning) (see also Section 6. VET learning options);
- practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL)

Main providers VET schools that provide these types of programmes (271)

Share of work-based learning provided by schools and companies = 27-64% (272)
65% of learners received (the whole or a part of) their practical training in companies 2016/17.

**Share of students by type of WBL and programme type
(%), school year 2016/17**



NB: (*) Data on cooperation agreements in 'vocational schools for SEN learners' are included under 'secondary vocational schools' – except for agreements signed in programmes that award a partial qualification, which are included under 'vocational school for SEN learners'.

(**) including 103 cooperation agreements signed in vocational bridging programmes.

Source: Hungarian Chamber of Commerce and Industry (MKIK), KSH STADAT database http://www.ksh.hu/stadat_eves_2_6

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training in school workshops
- practical training in a company based either on a cooperation agreement between the school and the company or an apprenticeship contract between the learner and the company (273)

Main target groups	Programmes are mainly targeting graduates from the secondary school years of vocational grammar school programmes (having already the secondary school leaving certificate as well as prior VET) as well as graduates of grammar schools (having only the secondary school leaving certificate) that wish to acquire a technician qualification at ISCED level 454 (274) . These programmes have also become more easily accessible to graduates of skilled workers training ISCED 353 – those aiming to acquire a higher level technician qualification – since the introduction (in 2012) of the opportunity to enter without the secondary school leaving certificate, but with a craftsman certificate and five years of experience; and also because of the introduction (in 2016/17) of the optional two-year follow-up general education programme in secondary vocational schools that awards the secondary school leaving certificate.
Entry requirements for learners (qualification/education level, age)	Entry requirements are: • holding the secondary school leaving certificate (ISCED 344, duration is two years, as learners do not have prior VET learning); or • holding the VET upper secondary school certificate (ISCED 344); duration is one year if training is followed in the same sector or two years if training is followed in a different sector; or • skilled workers without any of the above secondary school leaving certificates, but with an ISCED P 353 NVQR qualification, a master craftsmanship certificate (awarded by the chambers of economy) and five years of work experience may also enrol; duration is one year.
Assessment of learning outcomes	Their framework curricula for VET, based on the vocational and examination requirements of the pursued vocational qualification (275) are published by the minister responsible for VET, consulted by the minister of education (276) . Upon completion, these programmes award an NVQR (277) qualification at the final complex exam (278) . Learners' competences are assessed in various (written, oral, interactive and/or practical) exam activities (as defined in the vocational and examination requirements) by an independent examination board. In principle, those who fail to meet all requirements may still receive a partial qualification.

Diplomas/certificates provided VET learners prepare a technician qualification at ISCED level 454 listed in the national vocational qualifications register (NVQR) allowing them to perform several jobs.

Types and levels of NVQR (OKJ in Hungarian) (279) qualifications delivered in post-secondary vocational grammar school ISCED 454 programmes

NVQR/ OKJ level	Definition	ISCED level (*)
54	advanced level vocational qualification, which requires the secondary school leaving exam certificate and can be obtained primarily in VET provided within the formal school system	4
55	advanced level add-on vocational qualification, which is built on a vocational qualification(s) that requires the secondary school leaving exam certificate and can be obtained primarily in VET provided within the formal school system	4

NB: (*) Qualifications included in the national register refer to attainment levels.

Source: Refernet Hungary, based on 150/2012 (VII.6) Government decree on the OKJ and the procedure of its amendment.

Examples of qualifications Car mechanic, dental assistant or logistics assistant

Progression opportunities for learners after graduation Learners having completed post-secondary vocational grammar school programmes may:

- move on to higher VET ISCED 554/EQF5;
- move on to higher education bachelor ISCED 665/EQF6 programmes (where they may get their VET studies recognised in a bachelor programme of the same sector, at the discretion of the HE institution); or
- enter the labour market.

Destination of graduates Information not available

Awards through validation of prior learning 

The complex examination that awards NVQR qualifications does not allow for recognition of prior learning (no exemption can be obtained from taking the whole or a part of the exam).

Nevertheless, learners in VET schools can get their prior learning recognised during their training, subject to the principal's decision. The VET act also provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision.

General education subjects	 11% (only one subject: foreign language, in four lessons/week)
Key competences	 Curricula involve foreign language education. Standards and framework curricula of NVQR (280) qualifications define vocational, personal, social and methodological competences, corresponding to the particular task profile, by modules. They comprise several components/parts of key competences (281) .
Application of learning outcomes approach	 VET standards (called ‘vocational requirements’) are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (282) . The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a government decree (and specify for each work activity: (a) its ‘task profile’ (occupational standards); and (b) the related ‘character profile’ that specifies different types of knowledge and skills required to perform those tasks (283) ; • vocational competences: vocational knowledge and vocational skills; • personal competences (e.g., independence, precision); • social competences (e.g., empathy, comprehensibility); and • method competences (e.g., prudence, practical thinking).
Share of learners in this programme type compared with the total number of VET learners	16.1% (284)

[270] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[271] VET schools can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services. . The maintainer of most State-maintained VET schools is the Ministry of Innovation and Technology (these schools are integrated into 44 vocational centres with 380 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to the Network of Agricultural VET schools with 46 schools.

[272] Calculated on the basis of framework curricula of general education (i.e., foreign language education in 4 lessons/week, that make up 11% of the total number of lessons in these post-secondary programmes) and for VET qualifications (based on qualification standards that define the share of vocational practice for the whole four upper secondary +one post-secondary years as varying as 30-70%).

- [273] Since 2015 apprenticeship contracts can be signed also by adult education participants, only in evening and correspondent courses the monthly payment is reduced to 60% and 20% of that provided in full-time education, respectively.
- [274] These programmes are the so-called VET years in post-secondary of the vocational grammar school programmes which were last reformed in 2015 (effective from school year 2016/17) by changing their name with the intention to increase attractiveness.
- [275] All public education (covering secondary and post-secondary levels) VET qualifications are included in the national vocational qualifications register (OKJ / NVQF).
- [276] Vocational subjects account for 89% of the curriculum, there are only four lessons/week foreign language education in these programmes The local curriculum of general education provided in VET schools is prepared by the schools based on the National Core Curriculum published in a government decree as well as framework curricula published by the minister responsible for education.
- [277] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [278] All public education (covering secondary and post-secondary levels) VET qualifications are included in the national vocational qualifications register (NVQF).
- [279] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [280] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [281] More information is available in Bükki, E. et al. (2016). *Key competences in vocational education and training – Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf
- [282] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF. (Source: Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop.) https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf), the task and character profiles in the vocational requirements modules – and the framework curricula based on them – are not defined in the form and language of learning outcomes (as understood in the EQF).
- [283] Though qualification standards were transcribed in learning outcomes as understood in the European qualification framework (EQF) when referencing them to the NQF (in a project led by NSZFH), the task and character profiles in the SZVKs – and the framework curricula based on them – are not defined in the form and language of learning outcomes, as understood in the EQF (Tót and ICF, 2016, p. 10).
- [284] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full-time programmes; excluding VET learners attending part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. Source: Central Statistical Office STADAT database https://www.ksh.hu/stadat_eves_2_6 and Educational Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak

EQF 5

Higher education VET

programmes,

2 years,

WBL 40-80%

ISCED 554

Higher education VET programmes leading to EQF level 5, ISCED 554 (felsőoktatási szakképzés)

EQF level	5	ISCED-P 2011 level	554
Usual entry grade	n/a	Usual completion grade	n/a
Usual entry age	18	Usual completion age	20
Length of a programme (years)	2		
Is it part of compulsory education and training?	 Schooling is compulsory for learners up to 16 years old.	Is it part of formal education and training system?	
Is it initial VET?		Is it continuing VET?	 It can be considered as CVET when the learner has previously received an NVQR (285) vocational qualification.

Is it offered free of charge?  These programmes are offered both in State-financed and self-financed form. Learners can participate in State-financed higher education for up to at most 12 semesters (total allowance for higher education VET, bachelor and master programmes). Quotas are defined annually for the number of learners who may be admitted to State-financed education.	Is it available for adults?  In higher education the same programme may be offered in full or part time or distance learning forms (286)
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ECVET or other credits 120 (ECTS) credit points (287)

Graduates can transfer 30-90 credits to a bachelor programme in the same field.

Learning forms (e.g. dual, part-time, distance)

- full-time education;
- part-time education (evening or correspondence, in 30-50% of class hours of full-time education);
- distance learning (□30% of class hours)
- minimum 14-week company-based practice (if it is provided in a block of six or more weeks, it must be organised on the basis of a cooperation agreement between the HE institution and the company; in this case, the company also has to make a student work contract with the learner) (288) .

Main providers Higher education institutions

Share of work-based learning provided by schools and companies

= 40-80% (289)

Higher education VET programmes include a mandatory, one-semester-long (minimum 14 weeks) period of company-based practice in the last (4th) semester. In case that is provided in a block of six or more weeks, it must be organised on the basis of a cooperation agreement between the higher education institution and the company. The company then also has to make a student work contract (*hallgatói munkaszerződés*) with the student.

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training at the HE institution
- practical training at a company (if provided in a block of six or more weeks, on the basis of a cooperation agreement between the school and the company as well as a student work contract between the learner and the company)

Main target groups

Learners with the secondary school leaving certificate (ISCED 344), who wish to obtain a higher level certificate in a short and flexible programme. Transferability of credits can also help transition to bachelor level education.

In 2017/18, only 4.3% of all learners in higher education studied in these programmes.

Entry requirements for learners (qualification/education level, age)	Entry requirements are: • holding the upper secondary school certificate (ISCED 344); • higher education VET providers might also require previous VET studies.
Assessment of learning outcomes	Learners who completed all study and examination requirements and the professional practice specified in the curriculum obtain the final certificate (<i>abszolutórium</i>). The higher education VET qualification is awarded at the final exam (<i>záróvizsga</i>) that involves defending a thesis and may also have oral, written and practical parts (290) .
Diplomas/certificates provided	Higher education VET programmes award an ISCED 554 vocational qualification (not included in the OKJ (291) since 2013).
Examples of qualifications	Economist assistant in tourism and catering specialised in tourism', network information technology engineer assistant (292)
Progression opportunities for learners after graduation	Learners having completed higher education VET programmes may: • progress to a bachelor programme (where they can transfer 30-90 credits in the same field); or • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	 . Although higher education legislation permits earning (ECTS) credits by validation (of prior learning/work experience), at least one-third of the credits must be earned in the institution issuing the qualification (293) and it is not possible to acquire the higher education VET qualification by validation only.
General education subjects	 . Curricula of these programmes are modularised and involve: • a shared competence module of all higher education VET programmes (12 credits), including development of labour market, foreign language, VET and financial information and communication competences; • a shared module of all programmes in a training field (21 credits, including a shared module of the training branch of 15 credits); • a VET module (87 credits, including practical training of 30 credits and a specialisation module of 15 credits).
Key competences	 . Some key competence development is included in the shared competence module of all higher education VET programmes (12 credits) that involves labour market, foreign language, VET and financial information and communication competences.

Application of learning outcomes approach

The standards (called 'training and qualification requirements') of higher education VET programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.

Share of learners in this programme type compared with the total number of VET learners

In 2017/18, only 4.3% of all learners in higher education studied in these programmes.

3.9% (2017/18) (294)

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- [287] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en
- [288] Dual training in higher education is only available in bachelor and master programmes (but 'dual training' is different from 'dual VET' offered in VET school programmes).
- [289] The share of practice is defined in the standards – called 'training and qualification requirements', *képzési és kimeneti követelmények* (KKK) – of higher education programmes. The most typical is WBL 60-70%.
- [290] A State-recognised foreign language proficiency certificate is also a precondition of obtaining some (but not all) of these qualifications.
- [291] The national vocational qualifications register, which includes VET qualifications delivered in public education (for VET, this includes secondary and post-secondary levels) or in adult training
- [292] These are higher education vocational qualifications, not a higher education degrees.
- [293] Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, p. 5. Report commissioned by Cedefop. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf
- [294] Share of learners in higher ISCED 554 VET programmes compared to the total number of learners in secondary, post-secondary VET and higher education VET programmes (all levels, but excluding adult training provided outside the formal school system); 3.4% of full time learners. Source: Central Statistical Office STADAT database: https://www.ksh.hu/stadat_eves_2_6 and Educational Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statistikak
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<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/leaving-education-early-putting-vocational-education-an-5>
- [49] The National vocational qualifications register (NVQR) includes all State-recognised vocational qualifications regulated by the 2011 VET act.
- [53] Including training targeted at specific groups (the unemployed, other vulnerable groups).
- [54] Typically in the fields of road, water and air transport, plant and veterinary health inspection or food hygiene.
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See also the Eurydice country report on quality assurance in Hungary:
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