Youth education attainment level
Population aged 18-24 having completed at least upper secondary education (2009, %)

Education and training in figures

Country | ISCED 0-2 | ISCED 3-4 | ISCED 5-6
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Czech Republic | 9 | 76 | 16
EU-27 | 28 | 47 | 25
Portugal | 70 | 15 | 15
United Kingdom | 25 | 41 | 33
Hungary | 19 | 61 | 20
Poland | 12 | 67 | 21
Finland | 18 | 45 | 37
Slovenia | 17 | 60 | 23
Germany | 15 | 59 | 26
Slovakia | 9 | 75 | 16

Early-leavers from education and training
Population aged 18-24 with no or most lower secondary education and not in further education or training (2009, %)

Participation in lifelong learning
Population aged 25-64 participating in education and training over the four weeks prior to the survey (2009, %)

Education attainment level
Population aged 25-64 having completed at least upper secondary education (2009, %)

Further information


Transition and modernisation

Policy decisions in the 1990s have shaped Hungary’s current VET: the VET Act, creation of a single national qualifications register (Központi Középiskolai Jegyzék, OKJ), start of tertiary-level VET, and major education reform to postpone tracking and ensure a sound general basis for further learning. At upper secondary level, only one track now prepares directly for jobs. After the change to a market economy, initial VET tended to be more school-based. In the early 2000s, the trend has moved back to more enterprise-based training.

Today, high youth unemployment coexists with skills shortages. Business and industry criticise the quality and relevance of training. Hence, current policy priorities are to:
- anticipate skill needs and provide incentives to match skills and jobs better;
- reinforce cooperation with business and industry;
- reduce drop-out rates in vocational schools (SZI);
- anticipate skill needs and provide incentives to match skills and jobs better;
- improve the quality of VET.

Structure

VET for young people

The age of all learners decides if and what type of VET to choose. In 2009/10, two thirds of 14-year-olds moved towards VET tracks, almost half of them to prepare directly for jobs. Overall, programmes that lead to higher education are more popular. VET tracks focus initially on general and pre-vocational education. The second tier, from the age of 16 at the earliest, prepares for a vocational qualification. The next chance to opt for VET is at the end of upper-secondary education.

- Vocational school (szakközépiskola, SZKI) programmes lead to ISCED 3C (or 2C) level OKJ qualifications. They do not allow access to higher education. In September 2010, three-year programmes started which immediately focus on vocational skills (‘early VET’).
- Secondary vocational school (szakközépiskola, SZKI) programmes span upper and post-secondary level. The general part leads to the secondary school leaving certificate (érettségi bizonyítvány, ISCED 3A); then learners can move on to higher education or stay in the ‘VET grades’ to acquire an ISCED 4C level OKJ qualification. These are open to anyone holding the secondary school leaving certificate. The average duration of two years is reduced to one for ISCED 3C/3D graduates.
- Apprenticeship is not a separate pathway. Whether practical training is organised in enterprises and/or in school workshops depends on the availability of training places and learner and school decisions.
- The secondary school leaving certificate is a prerequisite to entering four-term advanced vocational programmes (képzési szakközépiskola) which award ISCED 5B level vocational qualifications. Graduates can transfer 30-60 credits to a bachelor programme in the same field and reduce its duration by one or two terms.

VET for adults

- Formal adult education offers adults the same options as young people.
- Adult training outside the formal school system comprises VET programmes which lead to OKJ qualifications; courses by economic chambers preparing for master craftsmen exams (mesteréről), training that awards (inter)nationally recognised qualifications and licences, and other courses.