



Ministry of Culture
and Innovation

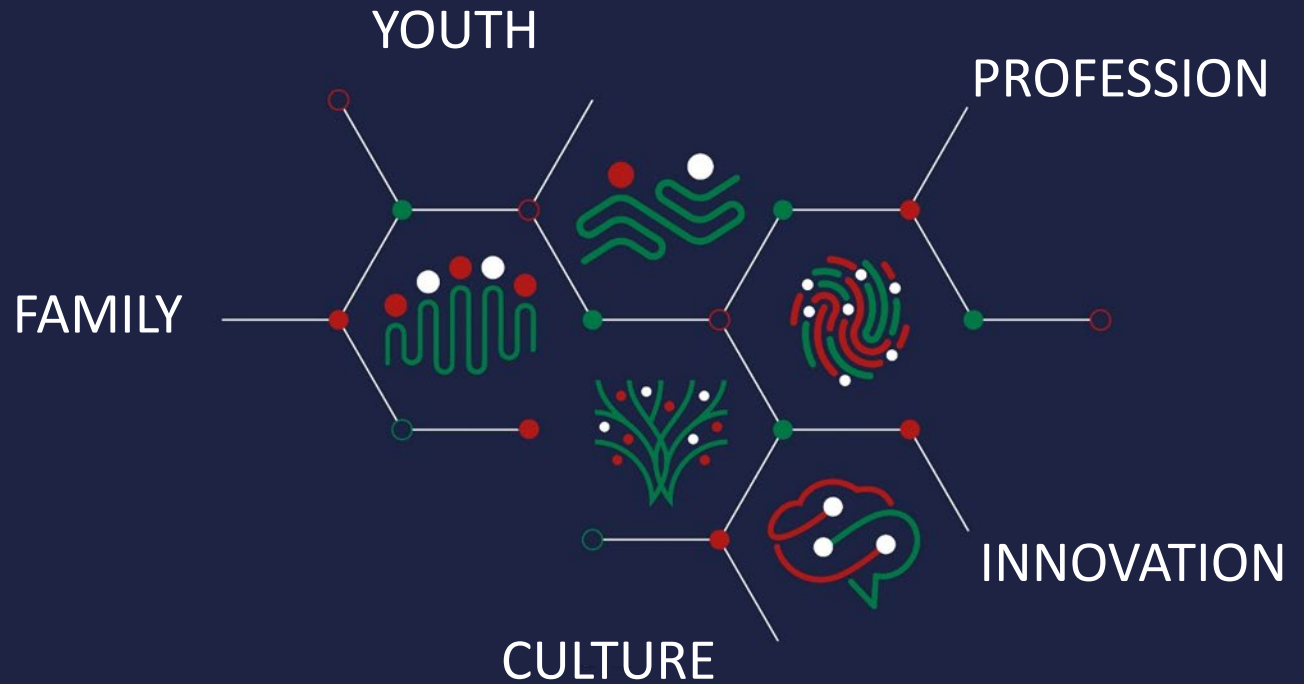
The Hungarian Vocational Education and Training System

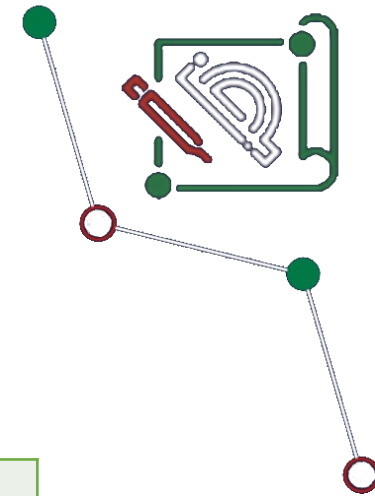
Katalin Zoltán

Senior Policy Counsellor

Department for VET Regulation and Governance

18 March 2026



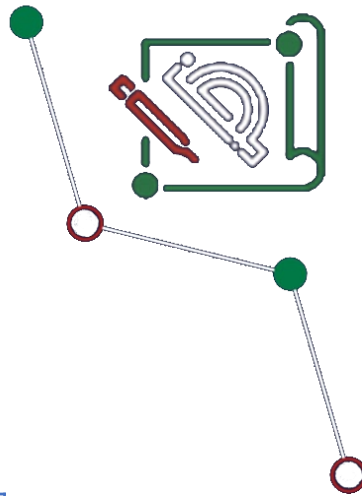


PARTICIPATION IN VET AND NUMBER OF INSTITUTIONS

	VET	General educational institution of multiple tasks, VET as basic task	Total
Number of schools	522	61	-
Number of pupils in 3year VET schools	86 646	3 219	89 865
Number of pupils in Technikums	205 558	8 866	214 424
Total	292 204	12 085	304 289



DATA ON TEACHERS AND TRAINERS IN VET

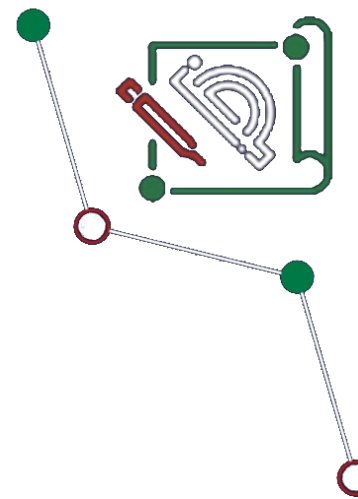


Number of Teachers and Trainers	VET	General educational institution of multiple tasks, VET as basic task	Total
Full-time	20 277	525	20 802
Part-time	2 129	67	2 196
Contractual	4 695	273	4 968
Total	27 101	865	27 966

Data based on 1 October 2025 SZIR-STAT and KIR-STAT



VET 4.0 STRATEGY



PRINCIPLES

Economic expectation

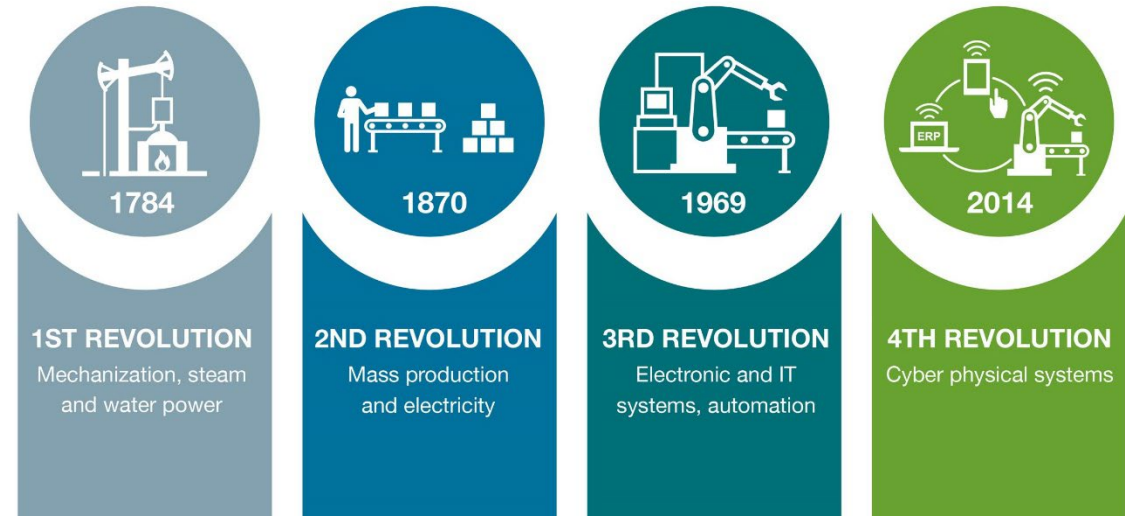
- Trainings that meet the needs of the labour market

Age-independent learning opportunity

- Pupil and adult education legal relationship

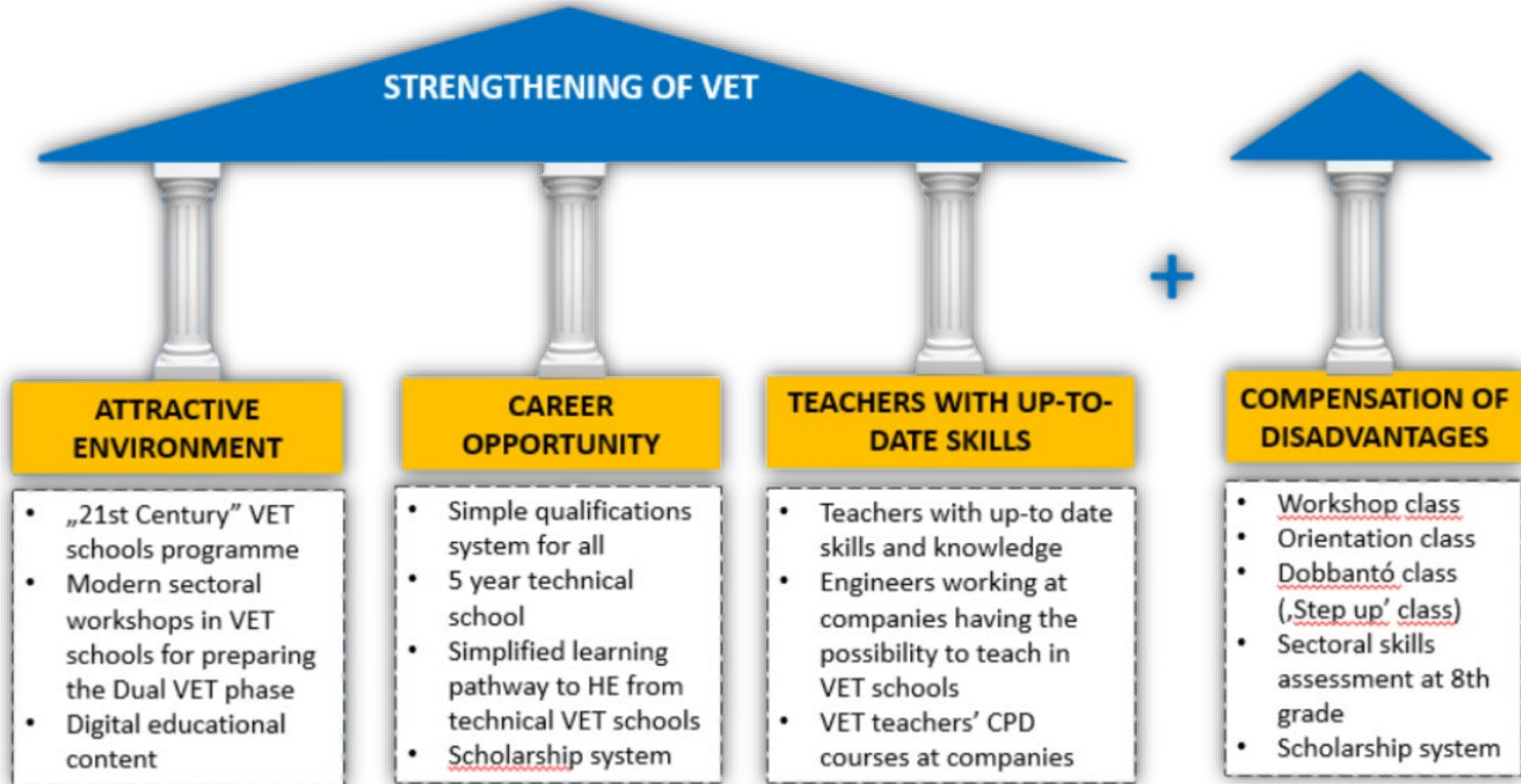
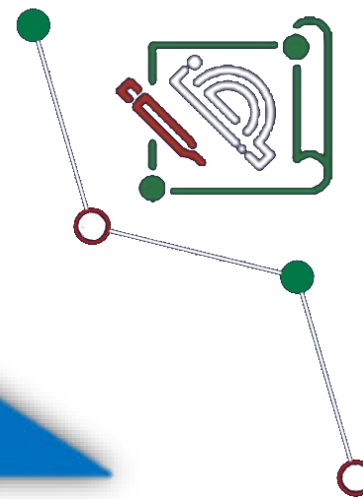
Training stages

- Sectoral basic education and specialized professional education



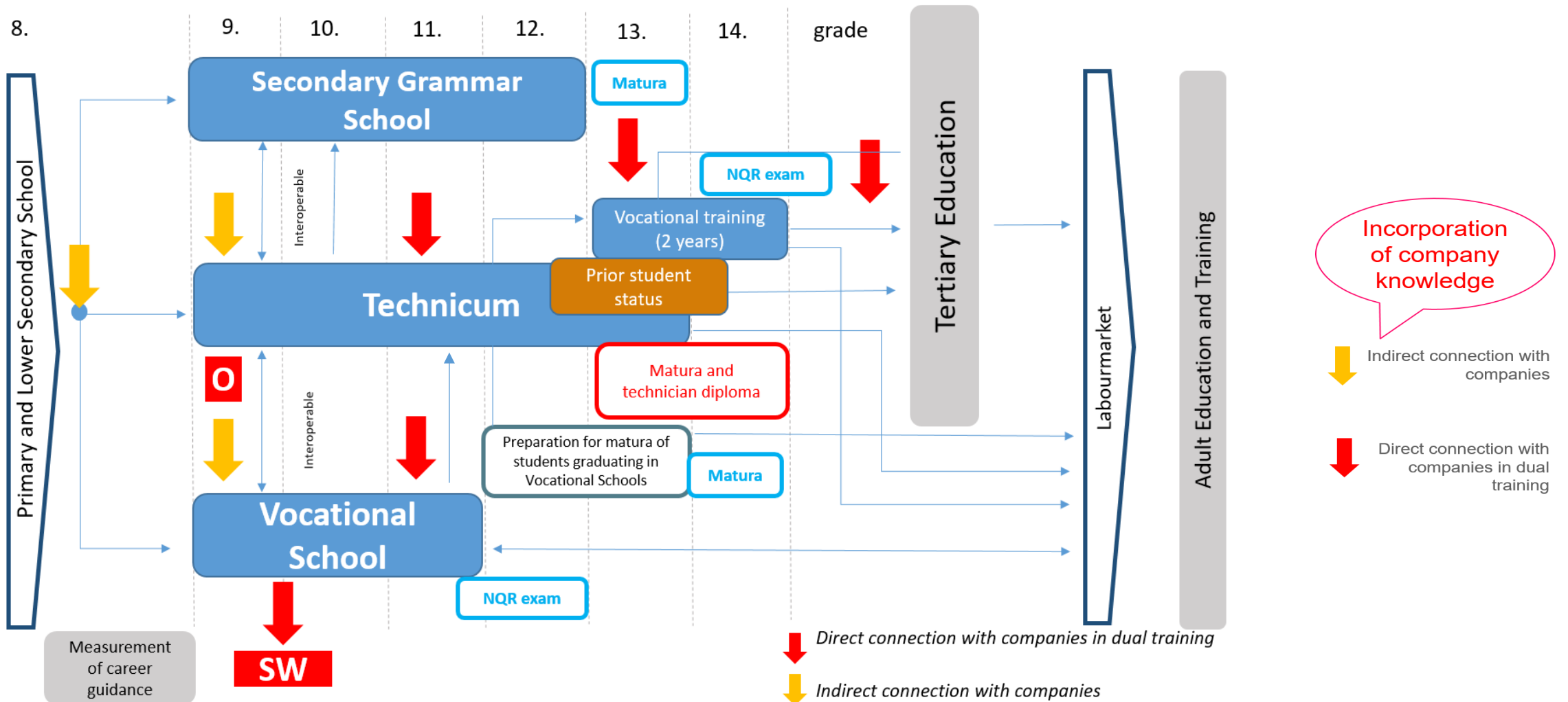
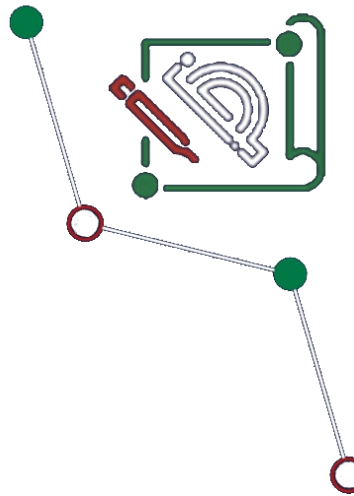


FOUR PILLARS OF VET 4.0 HAVE BEEN DEFINED





THE HUNGARIAN VET SYSTEM: FROM THE VIEW OF THE LABOR MARKET STAKEHOLDERS



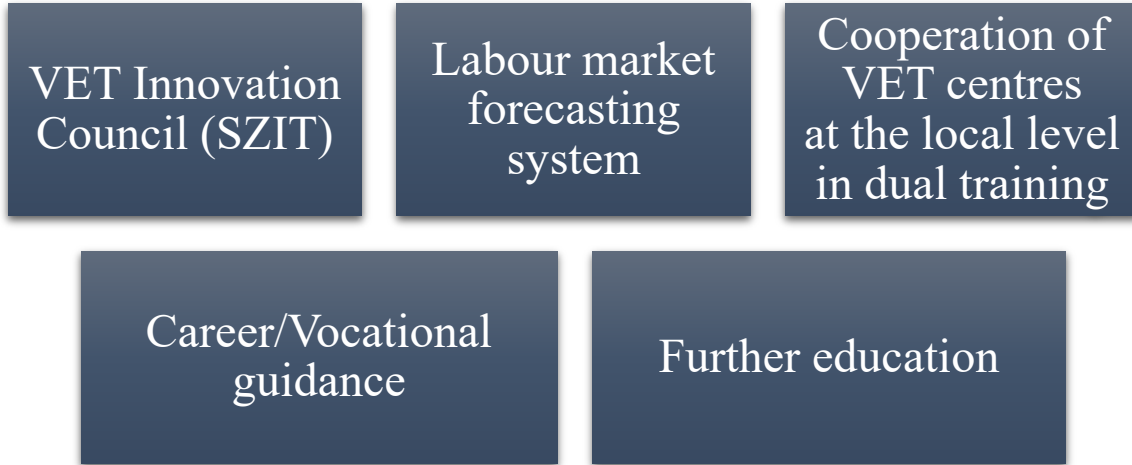


INVOLVEMENT OF THE ECONOMY AND PROFESSIONAL ACTORS



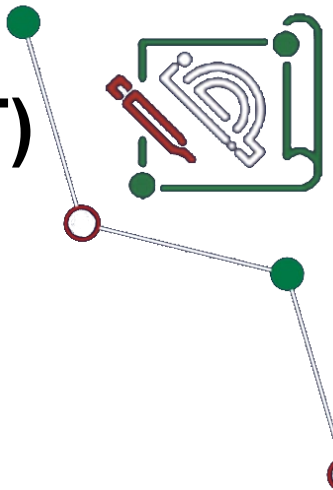
Professional policies grounded in collaboration, localized interventions tailored to the economic requirements of the regions

Cooperation with economic actors





THE SYSTEM OF SECTORAL SKILLS COUNCILS (ÁKT)



Ministry of Culture and Innovation

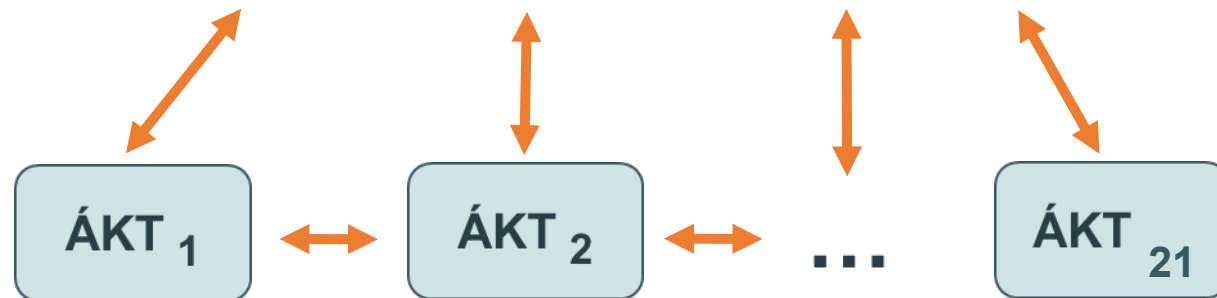


Policymaker

Hungarian Chamber of Commerce and Industry



Coordination



7-19
members

ONLINE website:

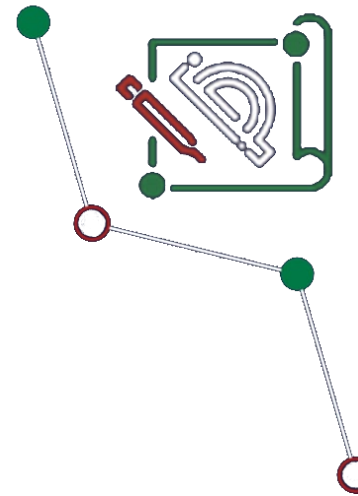
<https://akt.mkik.hu/>

Professional organizations, firms,
companies, other organizations





SECTORAL SKILLS COUNCILS (ÁKT)



Members

The majority of the members are the economic players of the given sector. Above them, the following are additional but obligatory members:

- 1 representative from the Ministry of Culture and Innovation
- 3 representatives of the sectorial ministries
- 1 representative of the Ministry of Higher Education
- 1 person as employee's organizations' representative

21 Skills Councils

**Nearly 330
economic operators**

 MINING AND METALLURGY SKILLS COUNCIL	 WOOD AND FURNITURE INDUSTRY SKILLS COUNCIL	 TRANSPORTATION AND LOGISTICS SKILLS COUNCIL
 HEALTHCARE TECHNOLOGY SKILLS COUNCIL	 MANAGEMENT AND ADMINISTRATION SKILLS COUNCIL	 CREATIVE SKILLS COUNCIL
 ELECTRONICS AND ELECTROTECHNOLOGY SKILLS COUNCIL	 MECHANICAL ENGINEERING SKILLS COUNCIL	 AGRICULTURE AND FORESTRY SKILLS COUNCIL
 FOOD INDUSTRY SKILLS COUNCIL	 INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS SKILLS COUNCIL	 SPECIALIZED MACHINERY AND VEHICLE MANUFACTURING SKILLS COUNCIL
 CONSTRUCTION SKILLS COUNCIL	 TRADE SKILLS COUNCIL	 BEAUTY SKILLS COUNCIL
 BUILDING SERVICES SKILLS COUNCIL	 ENVIRONMENTAL PROTECTION AND WATER MANAGEMENT SKILLS COUNCIL	 TOURISM AND HOSPITALITY SKILLS COUNCIL
 NATIONAL DEFENCE SKILLS COUNCIL	 CHEMICAL INDUSTRY SKILLS COUNCIL	 EDUCATION SKILLS COUNCIL



TASKS OF THE SECTORAL SKILLS COUNCILS (ÁKT)



They monitor the development of VET structure within their respective sectors, aligning it with economic, labour market and technical-technological processes, along which they

1) provide expert opinions on

- programme and outcome requirements (KKK)
- the duration of the vocational education

2) make proposals

- content of textbooks and other study aids
- the definition of the list of professions
- the operation of the training system of VET
- and the definition of the professional content of basic sectoral education

3) prepare forecasts

- to plan and define the short- and medium-term development directions and goals of VET



COOPERATION WITH THE ECONOMY

Basic definitions of dual training

Participants

- Vocational school grade 10-11
- Technicum grade 11-13

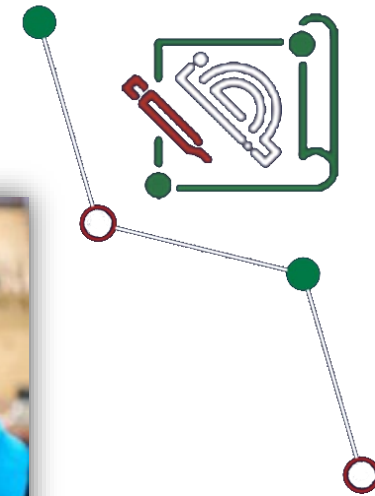
Teaching and training methodology

- Task of the school: education of general subjects
- Task of the dual training site: teach and train the professional content of the occupation

Important: During dual training, the company's task is to teach the **PROFESSION!**

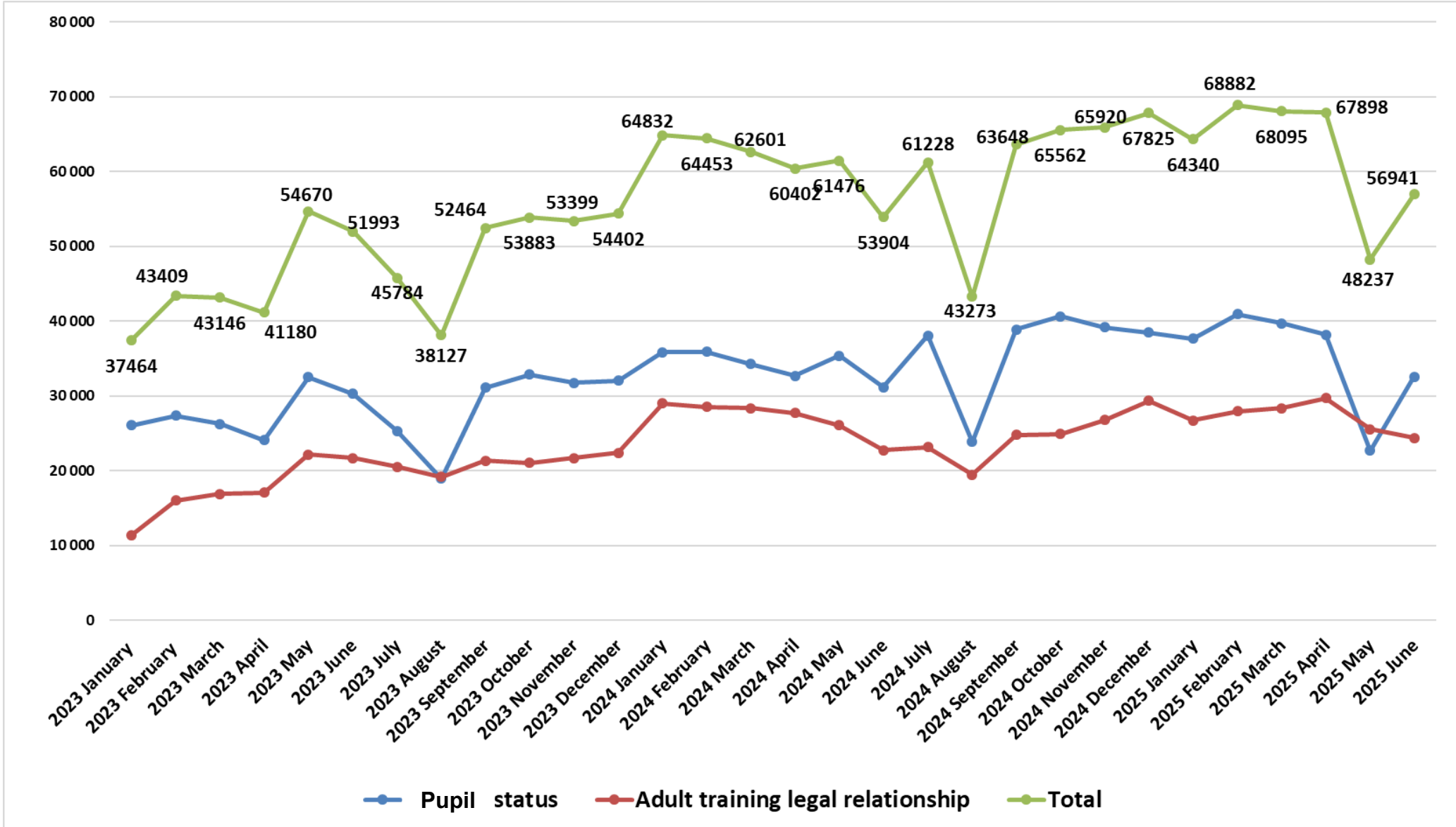
The legal framework of dual training

Those participating in education (both pupils and adults) conclude a **VOCATIONAL EMPLOYMENT** or **APPRENTICESHIP CONTRACT** with the dual training place



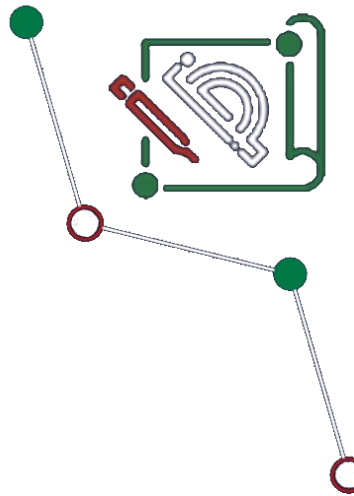


NUMBER OF APPRENTICES IN DUAL VET 2023-2025





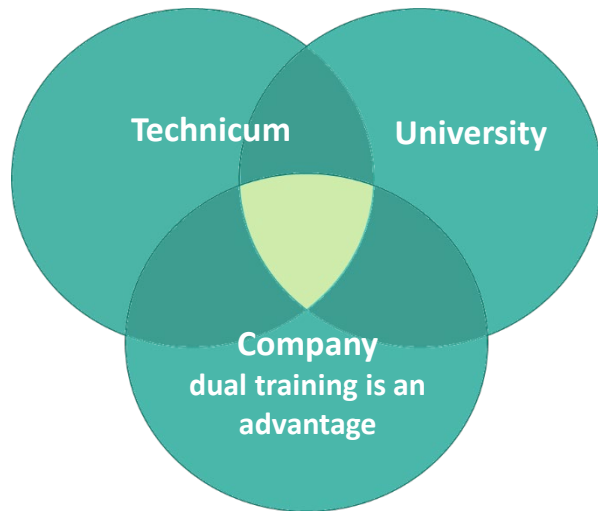
COOPERATION WITH HIGHER EDUCATION



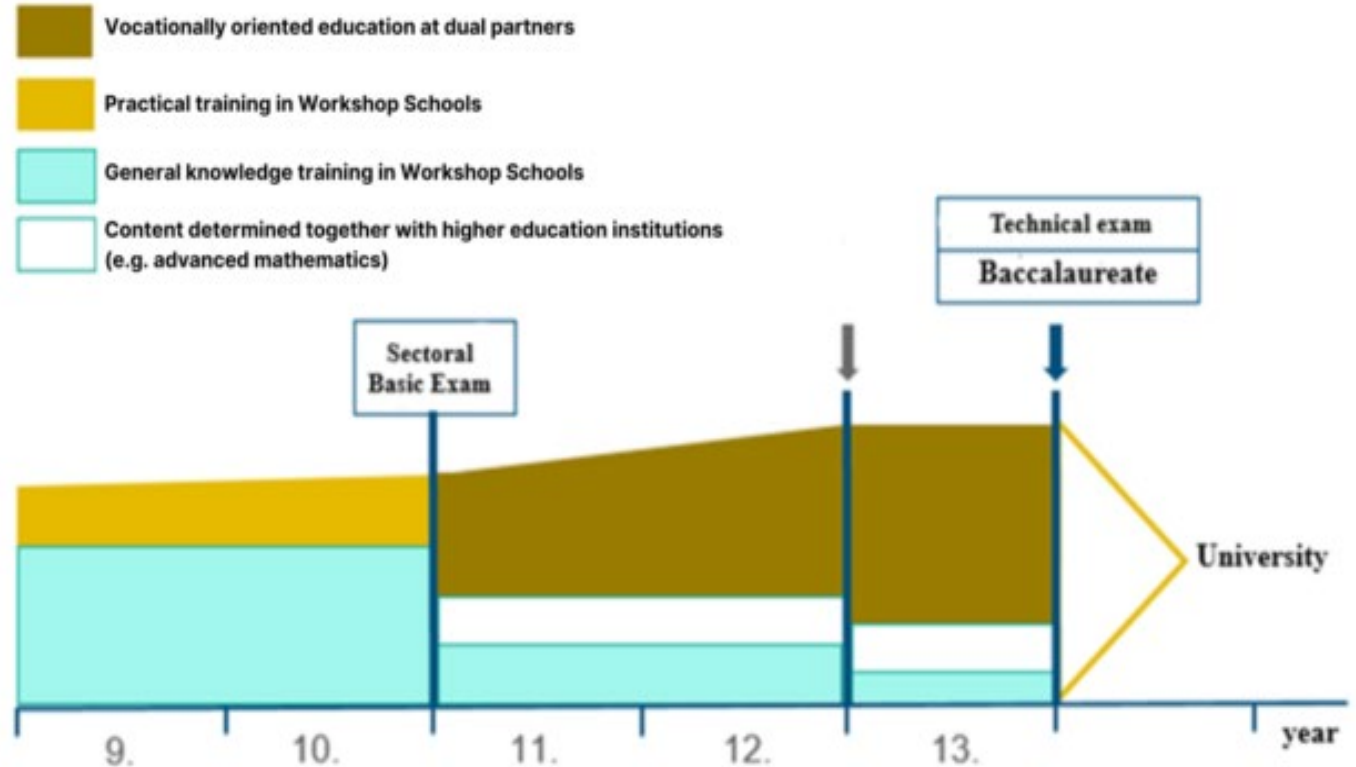
Certified technician training

It is a type of training implemented with the professional cooperation of a technicum, a higher education institution and a dual training site.

Essence: „Summary” of trainings

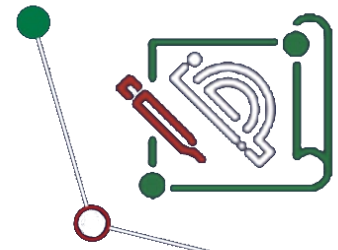


Facilitated further studies in Higher Vocational Education



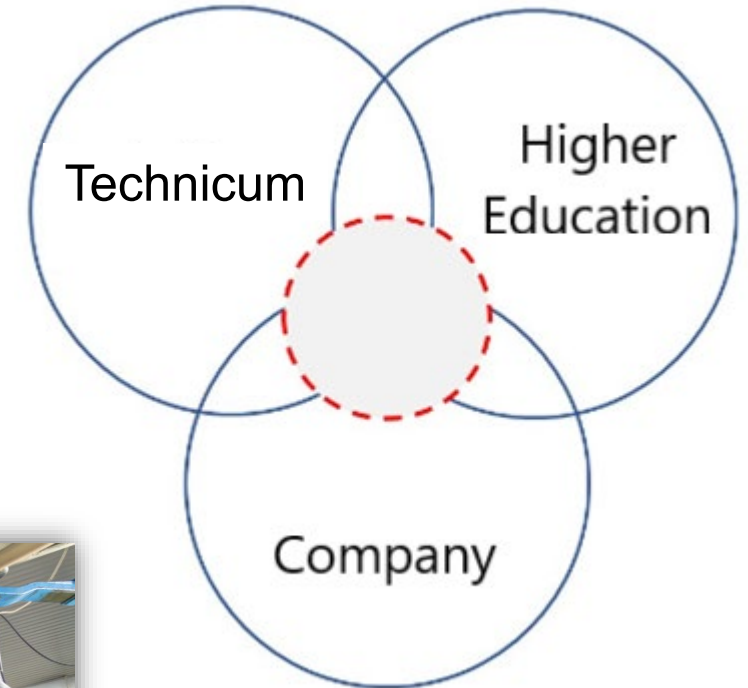


CERTIFIED TECHNICIAN TRAINING



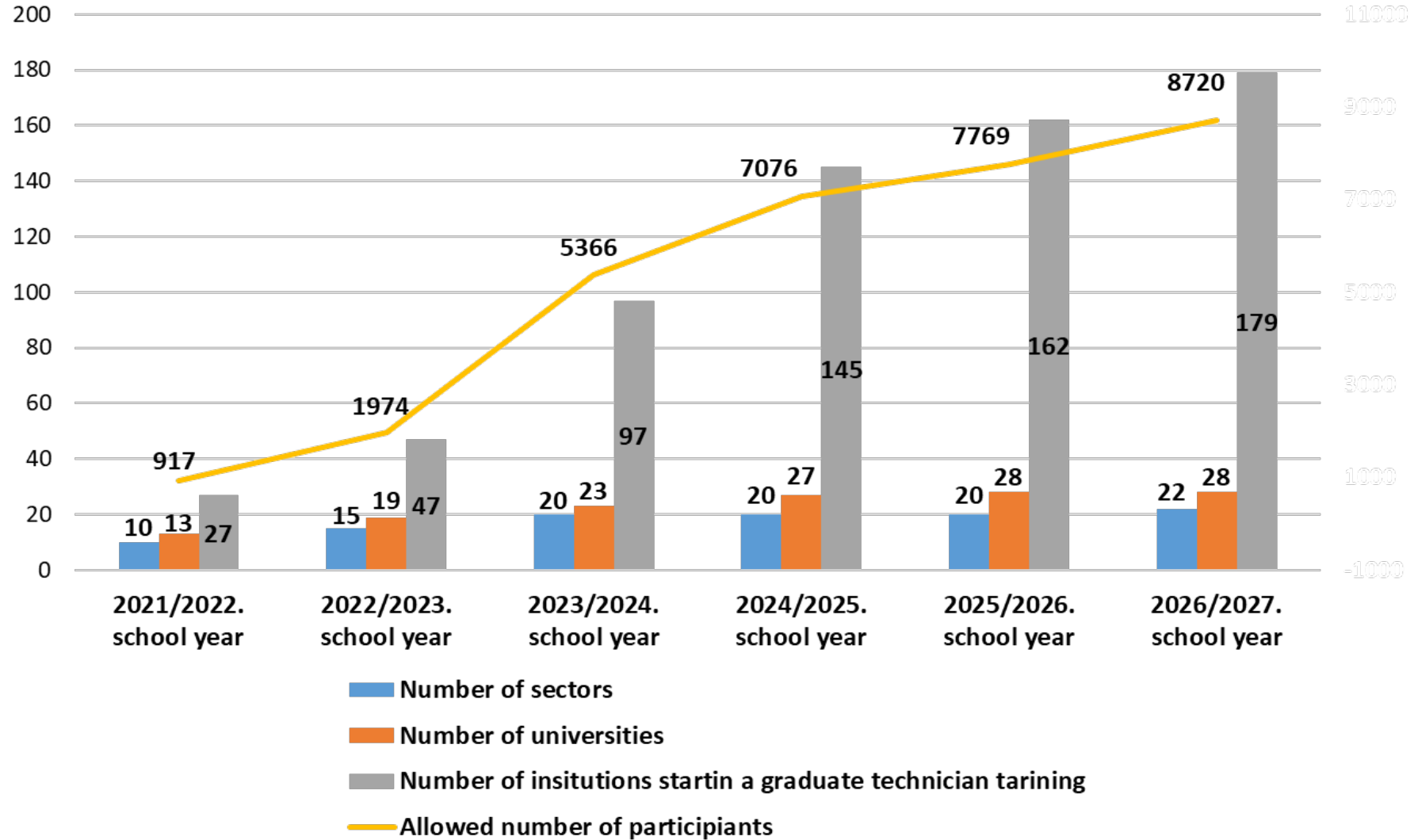
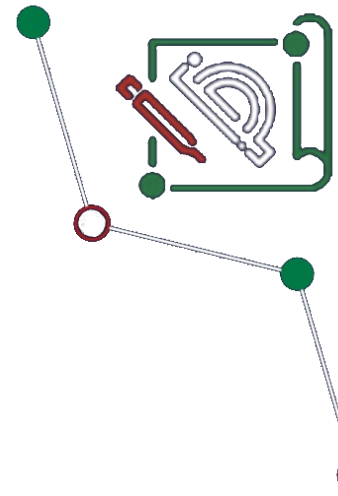
What are the advantages of the certified technician training?

- The additional knowledge built into the training is **primarily aimed at acquiring basic skills at tertiary level**
- The additional educational content is integrated into the training during the vocational education after the choice of the profession
- Up to **30 credits** can be recognised, thus **shortening the duration of higher education studies**





DATA ON THE CERTIFIED TECHNICIAN TRAINING





FLEXIBLE LEARNING PATHWAYS



The importance of the Springboard School class programme and the Workshop School programme

Keeping pupils at risk of dropping out of school without qualifications in education and training, and providing them with access to a profession or part of a profession is a priority task of vocational education and training.



Objectives

- Developing basic skills
- Developing the competences expected by employers
- Lay the foundations for entry into vocational training

Methods

- Project approach to education
- Experiential education
- Teamwork
- Individualised development
- New approaches to assessment



SPRINGBOARD
SCHOOL CLASS
PROGRAMME

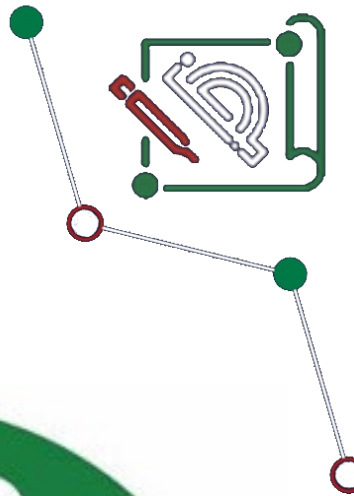
WORKSHOP
SCHOOL
PROGRAMME



ORIENTATION



SPRINGBOARD SCHOOL CLASS PROGRAMME



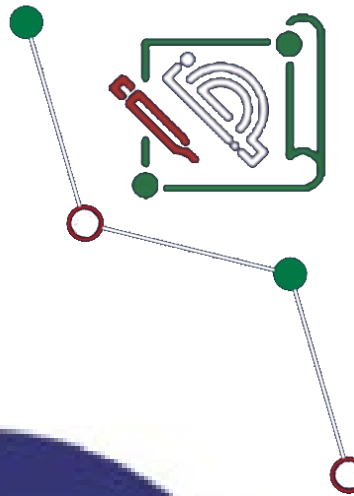
The aim of the Springboard School class programme is to

- Help children with **behavioural and learning difficulties**, who are lagging behind in the school system and who have **not completed primary school**
- Provide opportunities for young people **over the age of 15**
- The programme is flexible and adapted to the **pupil's individual needs**
- It uses personalised and specific pedagogical methods to prepare the person for **entry into a Workshop School programme**, which can lead to a basic qualification and a partial vocational qualification





WORKSHOP SCHOOL PROGRAMME



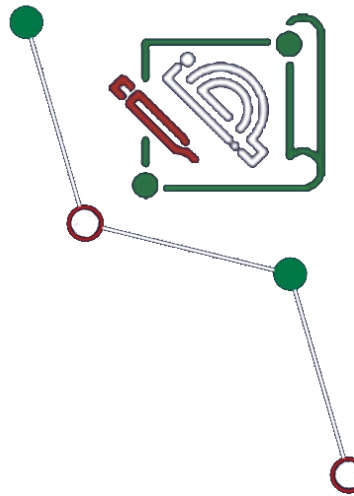
Key features of the Workshop School programme

- Anyone who has completed the Springboard School class programme or has only a primary educational attainment and is 16 years of age or older is eligible
- Pupils can learn a partial vocational qualification in 6-24 months
- The training is based on a traditional master-apprentice relationship. The partial vocational qualification is learnt at the apprenticeship training site. The trainer will work with 3-5 pupils
- No traditional assessment is used in the Workshop School programme. The training can be joined at any time, the duration of the training depends on individual progress

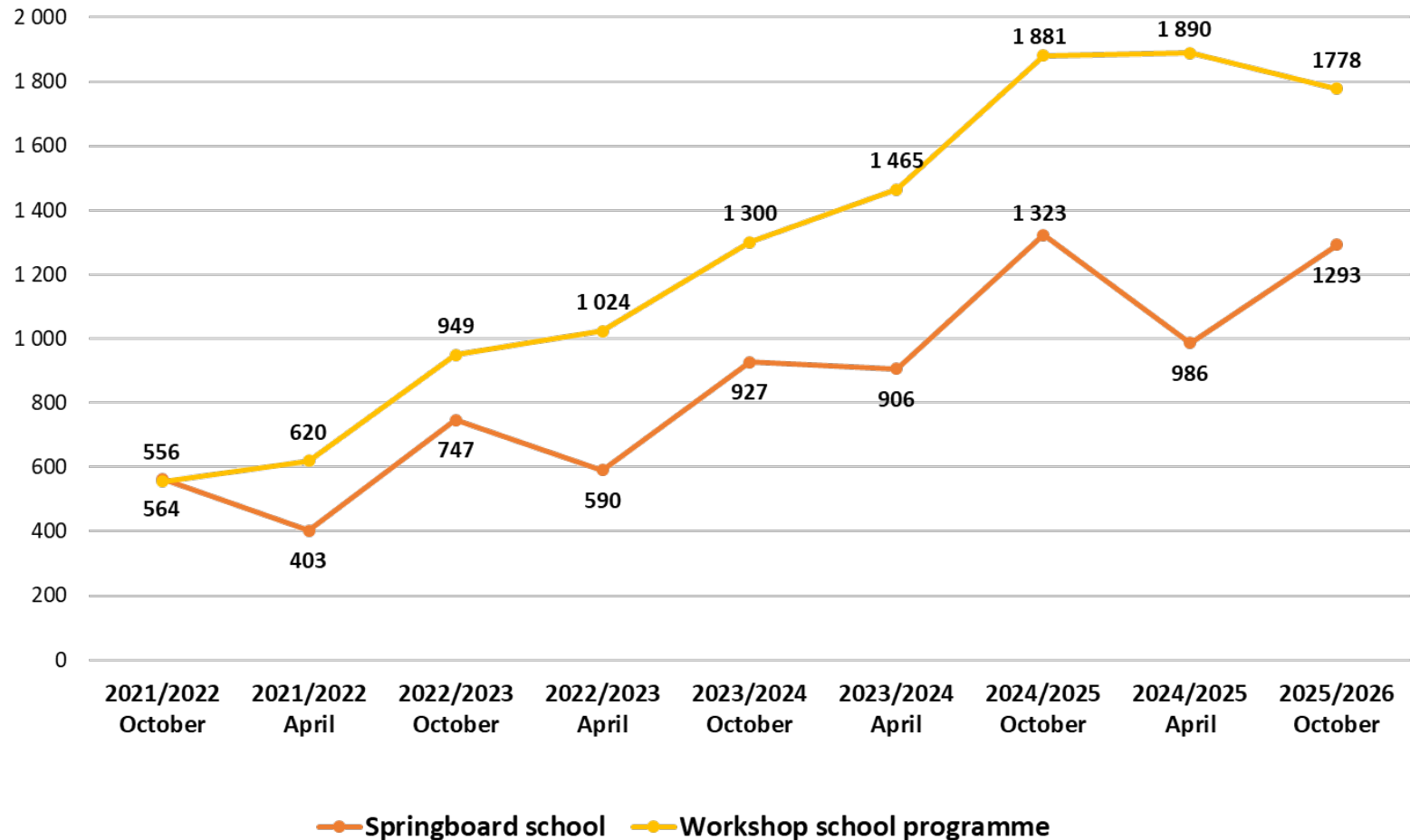




FLEXIBLE LEARNING PATHWAYS – NUMBER OF PARTICIPANTS 2022-2026



Changes in the number of participants in the Springboard School class programme and the Workshop School programme



Thank you for your attention!

FAMILY

YOUTH

PROFESSION

CULTURE

INNOVATION

