



spotlight on VET

HUNGARY

VET in Hungary

Recent legislation has led to more centralised vocational education and training (VET) governance. Since January 2013, the State has replaced local government in governance of schools. It has the right to employ head-teachers and pays pedagogical staff's salaries. Central administration of VET (and adult training) is led by the Minister for the National Economy, who shares responsibility with ministries for specific vocational qualifications and with the Minister for Human Resources on learning outcomes and framework curricula. Since the 1990s, business and industry have been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues. The Chamber of Commerce and Industry presently plays a dominant role in shaping VET and adult training.

VET for young people

At age 14, learners decide if they wish to enter VET and what type of VET to choose. Around two thirds choose a VET pathway. Nearly one third of all 14-year-olds enter the track that prepares directly for manual jobs at upper secondary level. Recent legislation has introduced fundamental changes into the structure, governance and funding of upper, post-secondary and tertiary VET, effective from September 2013.

The programmes are:

- vocational school (SZI) programmes leading to ISCED 3C (or 2C) level national qualifications register (OKJ) qualifications. They do not allow direct access to higher education. The new three-year programme is inspired by the 'dual principle'. It combines general education and vocational training throughout the three years and reinforces practical training;
- secondary vocational school (SZKI) programmes span upper and post-secondary level. The programme now combines VET and general education from the start, leading to a 'vocational secondary school leaving examination' (ISCED 3A) which does not award an OKJ qualification, but allows access to at least one occupation, higher education studies, or 'VET grades' awarding ISCED 4C level OKJ qualifications. 'VET grades' are also open to graduates from general upper secondary education. From September 2012, ISCED 4C

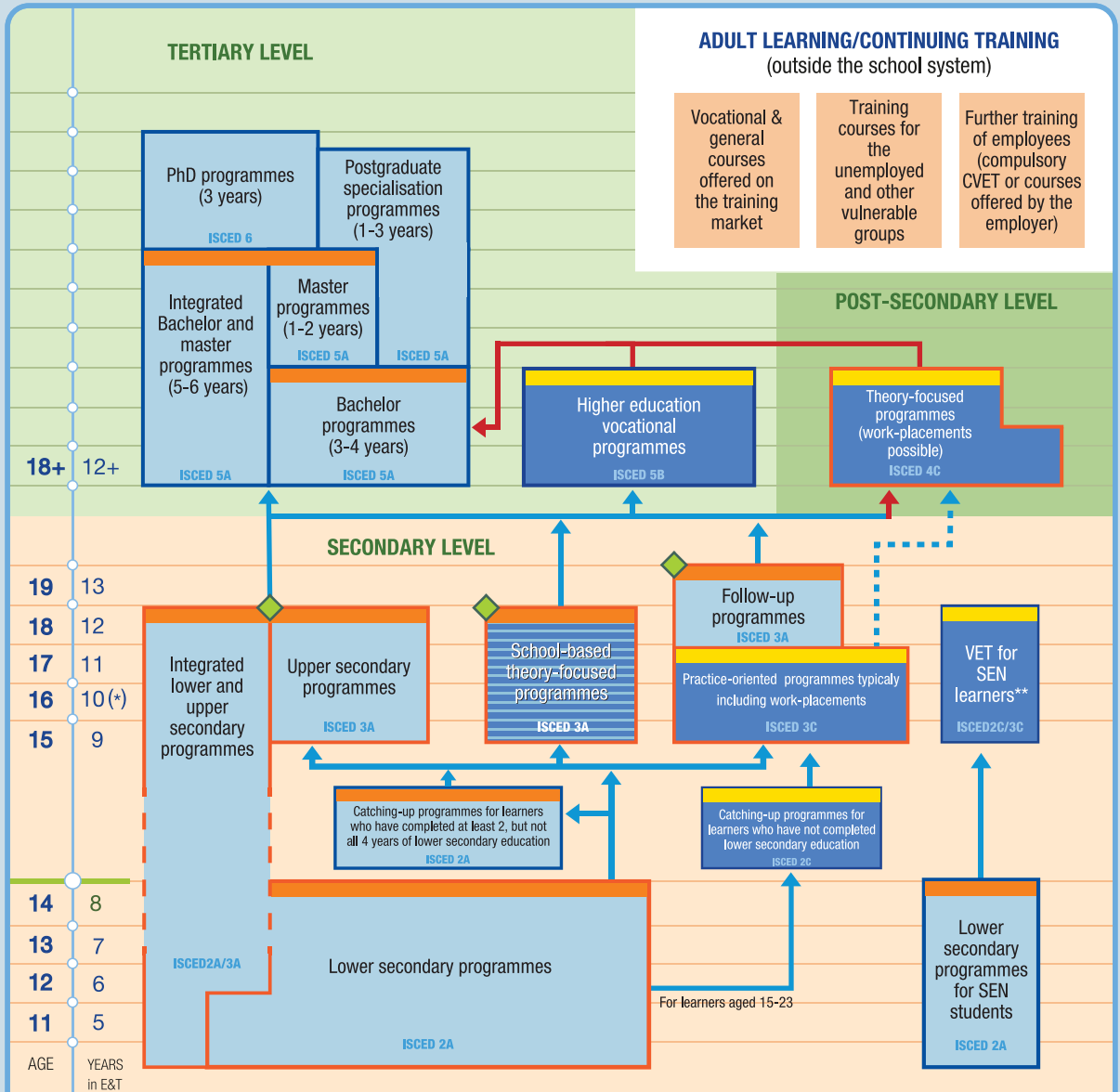
level programmes are open to students who do not hold a secondary school leaving certificate, but have obtained a master craftsperson certificate and have at least five years' relevant work experience;

- apprenticeships can be offered in all types of VET. Practical training is organised in enterprises and/or school workshops depending on availability of places and learners' and schools' decisions. Currently, most SZI students do (part of) their practical training in an enterprise;
- higher education VET, previously advanced vocational programmes (FSZ), are now exclusively provided by higher education institutions and are regulated by the Higher Education Act of 2011. Programmes require a secondary school leaving certificate and award ISCED 5B level higher education vocational qualifications. Graduates can transfer credits to a bachelor (BA/BSc) programme in the same field.

VET for adults

Formal education offers adults the same options as young people, in part-time or distance education. Adult training outside the formal school system comprises, among others: VET programmes which lead to OKJ qualifications; courses run by economic chambers preparing for master craftsperson exams; training awarding other (inter)nationally-recognised qualifications and licences, regulated by legislation; mandatory further training programmes for a given occupation; and other vocational, language and general courses. A new Adult Training Act was passed in 2013. It defines the legal framework for training provision regarding courses that award an OKJ qualification or a language proficiency certificate or those that have been financially supported by national/EU funds. The State supports vulnerable groups' and SMEs' training through grants.

VET in the Hungarian education and training system



- General education programmes
- VET programmes
- Programmes combining VET and general education
- Also available to adults (full - or part-time or distance education)
- Officially recognised vocational qualifications
- Qualifications allowing access to the next educational level
- Giving access to tertiary education

- Possible progression route
- Prior VET knowledge may be recognised affecting the duration of the programme
- Possible direct admission with master craftsmanship certificate and 5 years of work experience
- (*) End of compulsory education
- ** Duration is typically 4 years, but it may vary according to the educational needs of the learners. The programme typically leads to an officially recognised vocational qualification.

Distinctive features of VET

- The national qualifications register (OKJ) comprises officially recognised vocational qualifications that can be acquired within or outside formal education and training. They entitle holders to practise the occupation specified in the 'vocational and examinations requirements' (SZVK). The SZVK and vocational requirements modules regulate access to training and exams, indicate assessment standards, and list job tasks and learning outcomes for each module. The OKJ, as revised in 2004-06 based on job analyses, has a modular, competence-based structure. In 2012, it was revised again, primarily to simplify the system.
- Enterprises increasingly provide training. VET policy has devised financial incentives to promote training based on a training contract. Since 2001, the number of training contracts has quadrupled. However, more than half of apprentices train in only 10% of the occupations.
- To improve quality and efficiency in a heavily fragmented institutional IVET structure, regional integrated vocational training centres (TISZK) have been created.
- Each year the government issues shortage job lists based on county development and training committees' recommendations. To encourage training in shortage jobs, practice providers are offered incentives and students receive grants.
- A notable source of VET funding is the enterprise training levy (1.5% of the total labour cost) which dates back to the 1970s. Enterprises can either use their vocational training contribution to train IVET students or pay it into the national employment fund's training subfund that provides support for VET and adult training development. Companies that train at least 45 apprentices can spend a part of this training levy on cofinancing their employees' training (up to 16.5% of their training levy).

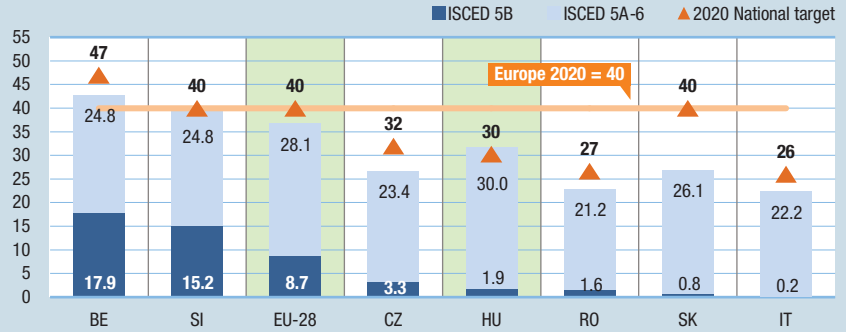
Challenges and policy responses

- High youth unemployment coexists with skills shortages. Business and industry criticise 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 between training providers and business and industry;
 - reduce dropout rates in vocational schools (SZI).
- Low image and attractiveness of VET as a route to become a skilled worker is another challenge, as higher-level qualifications bring higher returns. This and previously lacking progression routes have made VET in SZI the last resort for learners with poor prior education, low aspirations and motivation and/or from deprived backgrounds. There are, therefore, severe quality problems and high dropout rates in SZI. To address these problems, VET policy has introduced catch-up programmes and reformed SZI programmes.
- Very low participation of adults in education and training coincides with one of the lowest employment rates in the EU. Long training programmes and very few opportunities to have non-formal/informal learning and work experience recognised, seem to be disincentives. However, the government intends to increase participation from 2.7% in 2009 to 8% (2013) and steps have been taken towards this goal. The Adult Training Act of 2013 makes assessment and recognition of previous knowledge mandatory in training programmes that award officially recognised qualifications.



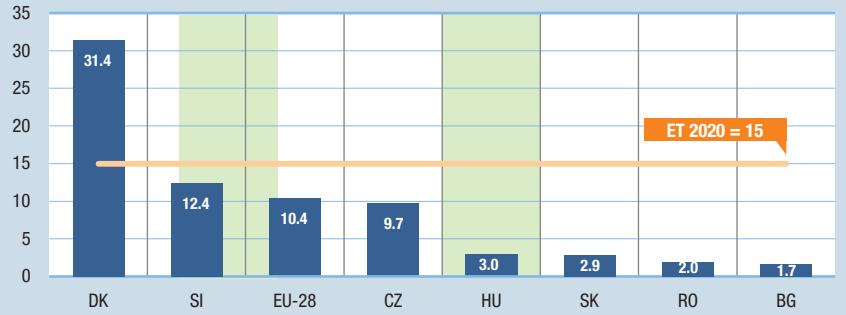
Education and training in figures

Tertiary education by type
% of 30-34 year-olds with tertiary education by type, 2013



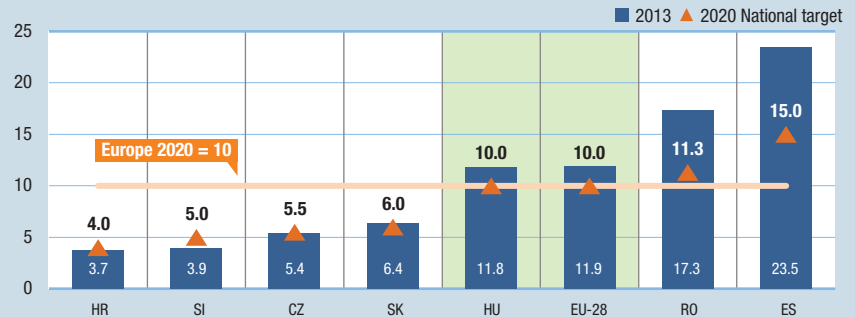
Source: Cedefop calculations based on Eurostat labour force survey, date of extraction 19.5.2014.

Lifelong learning
% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013



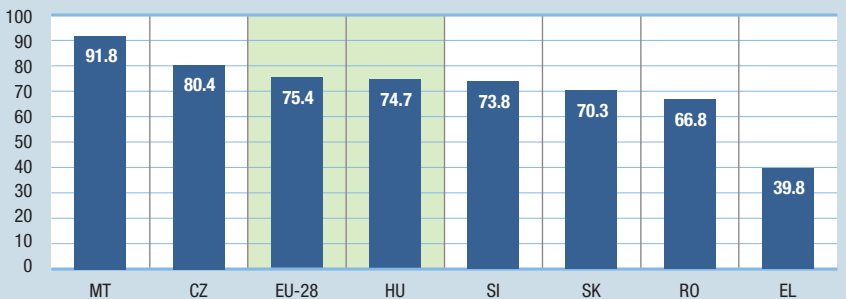
Source: Cedefop calculations based on Eurostat labour force survey, date of extraction 19.5.2014.

Early leavers from education and training
% of early leavers from education and training, 2013



Source: Eurostat labour force survey, date of extraction 19.5.2014.

Employment rates of young people not in education and training
Employment rates of 20-34 year-olds no longer in education and training, 2013



Source: Eurostat, date of extraction 29.5.2014.



Further information

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www.nive.hu	National Labour Office – Directorate of Vocational and Adult Education (including national reference point – Europass and CQAF)
www.mkik.hu/en	Hungarian Chamber of Commerce and Industry
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www.observatory.org.hu/en/refernet.hu/en	ReferNet Hungary
www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx	VET in Europe country reports Information resource on vocational education and training systems in Europe (Cedefop)

This spotlight is based on input from ReferNet Hungary.



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