



# **Initial vocational education and training (IVET) in Hungary**

**Detailed Thematic Overview**

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## TABLE OF CONTENTS

<b>0401</b>	<b>INTRODUCTION TO INITIAL VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)</b>	<b>5</b>
040101	Development of IVET	8
040102	Relationship between IVET and general education (incl. statistics)	13
040103	Qualifications structure	16
040104	Schools/training centres/providers	20
040105	Role of social partners and enterprises	22
040106	Planning and forecasting	25
040107	Diagram of main pathways within IVET	27
<b>0402</b>	<b>IVET AT LOWER SECONDARY LEVEL (INCL. STATISTICS)</b>	<b>28</b>
<b>0403</b>	<b>IVET AT UPPER SECONDARY LEVEL: SCHOOL-BASED AND ALTERNANCE (INCL. STATISTICS)</b>	<b>29</b>
040301	Access requirements	31
04030101	<i>Promoting participation</i>	33
040302	Curricula	34
04030201	<i>Content and delivery</i>	35
04030202	<i>Assessment</i>	38
04030203	<i>Quality assurance</i>	40
040303	Learning outcomes	41
04030301	<i>Qualifications/certification</i>	42
04030302	<i>Progression and transition (incl. statistics)</i>	42
<b>0404</b>	<b>APPRENTICESHIP TRAINING (INCL. STATISTICS)</b>	<b>45</b>
040401	Access requirements	47
04040101	<i>Apprenticeship contracts</i>	48
04040102	<i>Promoting participation</i>	49
040402	Curricula	51
04040201	<i>Content and delivery</i>	51
04040202	<i>Assessment</i>	52
04040203	<i>Quality assurance</i>	52
040403	Learning outcomes	54
04040301	<i>Qualifications/certification</i>	54
04040302	<i>Progression and transition (incl. statistics)</i>	54
<b>0405</b>	<b>OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS (INCL. STATISTICS)</b>	<b>56</b>
040501	Access requirements	58
040502	Curricula	59
040503	Learning outcomes	59
<b>0406</b>	<b>VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (INCL. STATISTICS)</b>	<b>60</b>
040601	Access requirements	61
040602	Curricula	62
040603	Learning outcomes	63
<b>0407</b>	<b>VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (INCL. STATISTICS)</b>	<b>64</b>
040701	Access requirements	66
040702	Curricula	68
040703	Learning outcomes	71
<b>0408</b>	<b>BIBLIOGRAPHICAL REFERENCE AND WEB SITES</b>	<b>73</b>

### Annexes:

Annex 1: Development objectives and measures defined in the 1057/2005 (V. 31.) Government Resolution on the Measures necessary for the implementation of the strategy of the development of VET

Annex 2: Vocational School Development Programme

Annex 3: Types of qualifications included in the National Qualifications Register  
(Országos Képzési Jegyzék, OKJ)

- Annex 4: Statistics of IVET providers
- Annex 5: Diagram of the Hungarian IVET system
- Annex 6: Statistics of practical training in IVET
- Annex 7: Statistics - Section 0403
- Annex 8: Structure of subjects and number of teaching hours recommended in the framework curricula (*kerettanterv*) of the general education grades of vocational training schools (*szakképző iskola*)
- Annex 9: Number of applicants choosing a vocational subject as the optional subject of the maturity examination (*érettségi vizsga*) in secondary vocational schools (*szakközépiskola*)
- Annex 10: Statistics – Section 0406
- Annex 11: Statistics – Section 0407
- Annex 12: List of Abbreviations
- Annex 13: List of key Hungarian VET terms

## 0401 INTRODUCTION TO INITIAL VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)

### *Definition and legal framework*

There is no specific legal definition of initial vocational education and training in Hungary. *Act LXXVI of 1993 on Vocational education and training* that regulates the provision of VET awarding state recognized vocational qualifications (*szakképesítés*) of the National qualifications register (*Országos Képzési Jegyzék, OKJ*) and other vocational programmes covers all forms of both initial and continuing VET and makes a distinction rather between VET as provided within (*iskolai rendszerű szakképzés*) or outside the school system (*iskolarendszeren kívüli szakképzés*).

The major difference between the two forms is that school based VET is offered in state-recognized public and higher education institutions whose operation is governed by *Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*, respectively, and its participants are students (*tanuló* or *hallgató*) in respect of their legal status. People can participate in VET provided outside the school system only if they have already completed their compulsory schooling (i.e., over the age of 16 in case s/he started primary education before 1998, and over the age of 18 otherwise), and they do not have the legal status of students; their consumer rights are to be protected by an adult training contract (*felőttképzési szerződés*), pursuant to *Act CI of 2001 on Adult Training* which provides a general regulatory framework for this sector of education.

However, the state provides for obtaining the first OKJ qualification in public education (*közoktatás*, the system of institutions providing compulsory and further general and vocational education at pre-primary, primary and secondary/post-secondary levels, whose operation is the duty of the state) free of charge and the attainment of the first higher level OKJ vocational qualification (*felsőfokú szakképesítés*) offered by universities/colleges may as well be state-financed. Currently around two-thirds of students aged 14-18 study in vocational training schools (*szakképző iskola*), while in 2004 less than 2% of people aged 15-24 participated in IVET outside the school system. Therefore, IVET in Hungary may to a large extent be identified with vocational education and training offered within the school system and this report discusses primarily VET provided within public and higher education. VET provided outside the school system, in adult education, is discussed briefly in section 0405 as regards adult training courses offered to disadvantaged and unemployed young people; for more information on adult training, please refer to Detailed Thematic Analysis 5 (especially to section 0502 on adult training outside the school system).

In addition, although Hungarian legislation does not classify higher education degree programmes as part of VET (*szakképzés*), the degree and qualification (*szakképzettség*) all these programmes provide enable participants to enter a profession in the labour market, including regulated occupations. Therefore, these tertiary level degree programmes will also be discussed briefly in section 0407.

### *Pathways and main access points*

In accordance with the 1996 amendment of the Act on Public Education, since school year 1998/1999 vocational education and training in Hungary can be commenced in the 11<sup>th</sup> grade of specific upper secondary institutions at the earliest. These vocational training schools admit pupils upon completion of the 8 grades of primary school (*általános iskola*). However, in compliance with the new regulations, they may provide only career orientation and vocational preparatory training in addition to general education to students younger than the age of 16.

### IVET at upper and post secondary level

There are two main types of vocational training schools providing IVET within the public education system:

- vocational school (*szakiskola*), offering 2 years of (primarily) general and typically (depending on the OKJ qualification awarded) 2 years of VET to students aged 14-18; and
- secondary vocational school (*szakközépiskola*), offering 4 years of (primarily) general, and an additional (and optional) 1 or more years of VET (depending on the OKJ qualification awarded) to student aged 14-19 (or older).

The major difference between the two school types is in their objectives and the level of qualifications they offer. Secondary vocational schools prepare students first for the maturity examination (*érettségi vizsga*) awarding the maturity certificate (ISCED 3A) that is a prerequisite of higher level studies, and then students can choose to continue studies in the VET grades (i.e., at post secondary level) to take the vocational examination (*szakmai vizsga*) and obtain an ISCED 4C level OKJ vocational qualification. Students studying in vocational schools, however, can take only the vocational examination and can attain only ISCED 3C or 2C level OKJ vocational qualifications.

Apprenticeship training in the form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) concluded between the student and the enterprise is not a separate pathway in IVET. It is rather one available form of the delivery of the practical training part of a vocational training programme provided within the school system at upper secondary level in vocational schools, post secondary level in secondary vocational schools, and (since January 2006) also at tertiary level in higher level VET programmes (see below). Alternatively, students can participate in practical training provided in a school workshop and/or at an enterprise (its workshop or at the workplace) based on a cooperation agreement (*együttműködési megállapodás*) concluded between the school and the enterprise.

### IVET at tertiary level

A new and higher level form of IVET, the so-called higher level vocational education and training (*felsőfokú szakképzés*) was introduced into the Hungarian education system in 1998. These non-degree, tertiary level programmes can be organized only by higher education institutions, although they may be provided also by secondary vocational schools based on an agreement between the institutions. The precondition of participating in such courses is having the maturity certificate and they provide typically 2-year-long training (depending on the OKJ qualification awarded) to students older than the age of 18 to obtain an ISCED level 5B qualification. Students of higher level VET courses could so far receive their practical training only in the school and/or at an enterprise based on a cooperation agreement, but from 1 January 2006 apprenticeships will as well be available to them based on a student contract (*hallgatói szerződés*).

Higher education degree programmes are offered in colleges (*főiskola*) and universities (*egyetem*) where the general entry requirement is having the maturity certificate. In the current dual system of higher education there are more practice-oriented college and more theory-oriented university level programmes (ISCED 5A) that award degrees and qualifications equivalent to the international BA/BSc and MA/MSc levels but these do not build directly on each other. This system of higher education, however, is to be radically changed gradually from September 2006 when – as the major outcome of the Bologna process – the new multi-cycle training and the BSc/BA-MSc/MA-PhD/DLA qualification structure enters into force.

## Statistics

The table below shows the proportion of full time students aged 15-20 studying in vocational training schools at upper- and post-secondary levels or attending higher level vocational education and training courses at tertiary level. Participation rates in higher education undergraduate degree programmes are presented in section 0407.

As the numbers show, the proportion of students participating in IVET has decreased considerably since school year 1990/1991, although this was in part due to a restructuring of the school types providing IVET within public education ongoing in the 1990s. In school years 1990/1991 and 1995/1996 vocational training schools provided only VET or VET parallel to general education (secondary vocational schools preparing students also for the ISCED 3A level maturity examination, *érettségi vizsga*), therefore for these years the table presents the total number of students studying in these schools as participants of IVET. For later years, however, when the majority of vocational training schools had already changed to the new structure (this change was compulsory in their first grade from September 1998), the table differentiates general education and VET grades and considers only students studying in the VET grades as participants of IVET.

Participation rates in full and part time IVET as a proportion of young people aged 15-20 (%)					
		1990/1991	1995/1996 <sup>1</sup>	2001/2002 <sup>2</sup>	2004/2005
VOCATIONAL SCHOOL <sup>3</sup>	GENERAL EDUCATION GRADES (9TH-10TH)	n/a	n/a	6.43	6.96
	VET GRADES (11TH-12TH AND POSSIBLY HIGHER)	17.45	14.87 <sup>4</sup>	7.86 <sup>5</sup>	8.62
	TOTAL:	17.45	14.87	14.29	15.59
SECONDARY VOCATIONAL SCHOOL	GENERAL EDUCATION GRADES (9TH-12TH)	n/a		21.43	22.04
	VET GRADES (13TH AND POSSIBLY HIGHER)	22.82 <sup>6</sup>	22.64 <sup>4</sup>	7.31 <sup>7</sup>	6.91 <sup>8</sup>
	TOTAL:	22.82	22.64	28.74	28.94
HIGHER LEVEL VET		n/a	n/a	0.85	1.82
<b>TOTAL IVET:</b>		<b>40.26</b>	<b>37.52</b>	<b>16.02</b>	<b>17.35</b>

<sup>1</sup> Although some schools had already changed to the new structure (separating general education and VET), since the available statistics do not always clearly differentiate students studying in the older or in the new structure and the proportion of the latter should not have been very significant at this time, all students studying in this year in any kind of vocational school, skilled workers' school (*szakmunkásképző iskola*) and secondary vocational school were considered here as participants of IVET.

<sup>2</sup> The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. There were in this year still a number of students (exact number is not available) participating in IVET provided in the old structure who appear in the available statistics in the category of students studying in the 'general education grades', therefore the actual proportion of students aged 16-19 participating in IVET is somewhat higher than the number presented in the table.

<sup>3</sup> Including skilled workers' schools in school years 1990/1991 and 1995/1996 and special vocational schools (*speciális szakiskola*).

<sup>4</sup> Based on the number of students aged 15-20 and older.

<sup>5</sup> Estimated number (based on the number of students studying in the VET grades of vocational schools, excluding the estimated number of those participating in an ISCED 4 or 5B level programme whose number is not available by age distribution).

<sup>6</sup> Based on the total number of full and part time students (student numbers are not available in age distribution).

<sup>7</sup> Estimated number (based on the number of students studying in the VET grades of secondary vocational schools, excluding the estimated number of those participating in an ISCED 5B level programme and including the estimated number of those participating in an ISCED 4 level programme provided by a vocational school – their exact numbers are not available by age distribution).

<sup>8</sup> Based on the number of students participating in an ISCED 4C level training programme (including 3 612 students studying at a vocational school).

Source: calculation of the Hungarian National Observatory based on the statistics of the Ministry of Education and the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

## **040101 DEVELOPMENT OF IVET**

### *Historical developments*

The beginnings of the development of vocational education and training (*szakképzés*) in Hungary go back to Middle Ages, but it became institutionalized and legally regulated only in the second half of the 19<sup>th</sup> century. The more immediate antecedent of the current upper and post secondary level IVET system emerged after World War II, within the framework of a new public education system put under almost exclusive state control. The major school types providing IVET in the ensuing half century in largely the same format developed in the 1950s and 1960s.

Short-term (2- or 3-year) skilled worker training originated from the German-type dual model and was integrated in the formal school system in 1969. As a major consequence, the legal status of apprentices in skilled workers' training or apprenticeship schools (*szakmunkásképző iskola*) became the same as their fellows attending other schools.

Secondary vocational schools (*szakközépiskola*) were set up by *Act III of 1961 on Education* in line with the contemporary education policy aiming to educate and train skilled workers and provide them also with the maturity certificate (*érettségi bizonyítvány*) that allows access to further studies at tertiary level.

Four-grade technical schools (*technikum*) were set up in 1950-51 awarding qualifications that provided access to further studies as well as to the labour market in medium level management positions or skilled worker jobs. After 1969, technical schools were transformed partly into secondary vocational schools, partly into 'upper' technical schools awarding tertiary-level vocational diplomas to their graduate students (these became the predecessors of technical colleges).

### *Developments after the change of the political system (1989)*

The system of initial vocational education and training had to be fundamentally restructured and revised after the change of the political system, in the 1990s, in connection with the ultimate changes in the national and international economic and political environment, the pressing and rapidly changing needs and demands of the evolving labour market, as well as with the new expectations of the participants. In school year 2004/2005 still more than two thirds of full time students at upper and post secondary level were studying in one of the two school types in vocational training schools (*szakképző iskola*), but the distribution of participants by school type had changed considerably since 1989. The share of secondary vocational schools preparing students also for the maturity examination (*érettségi vizsga*) increased from 33% to

45% (in line with the governmental intention to increase the proportion of school types providing access to tertiary education), while the percentage of students studying in the other type decreased from 44% to 24%.

The reasons behind this major decline of the popularity of apprenticeship schools (*szakmunkásképző iskola*) and their successor vocational schools (*szakiskola*, see below) include the cumulated impact of decreasing birth-rates (since 1981) and the related counter-selective admission policies of schools that were forced to admit the lowest achieving students to fulfil the school capacities, as well as the outdated structure, infrastructure, and content/pedagogy of their education and training. The dominant form of practical training provided at a workplace or in company workshops also changed due to the privatization of the former large state-run companies whose new owners often refused to continue training students. The modernization of vocational training schools began in the 1990s, but especially in the case of vocational schools, it is still in many respects an outstanding task.

The transformation of the system of IVET in the 1990s began with a series of reforms related to its structure, administration, financing, and the modernization of content, initiated by a number of new laws and regulations. The restructuring was part of the overall reconstruction of the Hungarian educational system, but the economic and social significance of vocational education and training was also increasingly recognized by the Hungarian society. As a consequence, it has now become a key area of government policies aiming to create a modern, effective system of VET, including a flexible and differentiated system of qualifications, in conformity with the internal demands of the economy and society as well as with the regulations of the European Union.

*Act LXXVI of 1993 on Vocational education and training* established the framework of a transparent system of VET by setting up the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) through merging various former registers to include all state recognized vocational qualifications at each available level (ISCED 2-5), and by regulating the process of defining the professional and examination requirements (*szakmai és vizsgakövetelmény*) of OKJ qualifications. As a consequence, the obtainment of state recognized qualifications through participation in VET both within and outside the school system was sanctioned, although there do exist some qualifications obtainable exclusively in school-based form or in adult training. Besides, different acts regulate the establishment, maintenance and operation of institutions providing IVET within public education (*Act LXXIX of 1993 on Public Education*), higher education (*Act CXXXIX of 2005 on Higher Education*), or within the framework of adult training (*Act CI of 2001 on Adult Training*).

The major structural changes of IVET (in this report it refers to IVET provided within the school system, due to reasons discussed in 0401) were related to the extension of compulsory education to the age of 16 (which will be further extended to 18 applicable for those who began their primary level studies in 1998 or later) and the clear separation of general education and VET, with the extension of general education until the completion of the 10<sup>th</sup> grade. The most significant steps of the restructuring process included:

- transformation of secondary vocational schools to provide only general education and (optionally) vocational orientation and preparatory training in the first four grades and offer VET proper only in the subsequent, post-secondary grades (whose number depends on the OKJ qualification pursued);
- gradual replacement of apprenticeship schools by vocational schools with the typical 2+2 years structure; and
- introduction of so-called higher level VET courses (*felsőfokú szakképzés*) awarding ISCED 5B level OKJ qualifications in 1998.

Currently, the overall responsibility (sectoral management) for vocational education and training (as well as for public and higher education) lies with the Minister of Education, the Minister of Employment and Labour is responsible for adult training, while other ministers are in charge of defining the professional and examination requirements and developing the content of framework curricula for the OKJ qualifications falling under their competence. The development of the content and methodology of IVET is assisted by a national research and development institution, the National Institute of Vocational Training (*Nemzeti Szakképzési Intézet, NSZI*), and the Act on Vocational education and training provides for the involvement of the economy and the social partners in the policy-making, implementation and quality assurance processes (please refer to section 040105).

### *Strategy of the Development of Vocational Education and Training*

In spite of the development of the system of initial education and training discussed above, there are still important areas where further reform is necessary. The greatest challenge of IVET is to ensure its adequacy to the fast changing needs and demands of the economy and the labour market. In addition to modernising the qualification structure, training providers should also be better encouraged through legal and financial measures to adapt their training supply to the needs of all stakeholders, and a comprehensive information and career tracking system should be set up to provide information to decision-makers as well as to applicants and training providers.

The *Strategy of the Development of Vocational Education and Training* (concerning VET providing state recognized OKJ qualifications as well as other vocational trainings within or outside the formal school system) was accepted in 2005 for the period 2005-2013. Its main objective is to ensure the provision of high quality VET in accordance with the individual and social demands of the 21<sup>st</sup> century, that will contribute to the socio-economic development of Hungary and prepare the individual for a successful career through the development of her/his capacities.

The reform measures defined in the *1057/2005 (V. 31.) government resolution* related to IVET target (for more detail, please refer to Annex 1):

#### 1. Providing quality VET for everyone:

- *restructuring the system of VET according to the users' demands* (creating a labour-market oriented and adequate VET system, through improving quality assurance, creating the planning system of VET based on labour market demands, improving the efficiency of education and the involvement of enterprises in practical training provision, etc.);
- *improving the accessibility of VET* (making VET more flexible and more attractive, through developing measures to prevent early school leaving, introducing scholarship programmes, developing a new qualification structure and modular training programmes, facilitating the recognition of any kind of prior learning in VET and of the knowledge and skills obtained through a vocational training programme in higher education, etc.);
- *creating modern teaching/learning materials for VET* (developing digital teaching/learning materials for VET and ensuring the technical and human conditions of their application), and
- *modernizing the training of VET teachers and trainers* (modernizing pre-service training within the framework of the reform process of higher education, and promoting the application of modern teaching materials and methods through in-service training);

#### 2. Developing a more cost efficient administration and financing system of VET:

- *improving the users' opportunity to advocate their interests* (ensuring the participation of social partners and all stakeholders of VET in the national, regional and local decision-making processes in order to make efficient use of available funds and ensure future-oriented planning, developing the administration system of VET aimed at its coordinated and efficient development),
  - *making more efficient use of resources and improving the allocation of capacities* (optimizing the size of vocational training schools so that the emerging institutions would be able to continuously develop their infrastructure, react promptly to the changing market demands and operate in a cost efficient way, transforming the financing system of vocational training schools to encourage them to adapt their training structures to the changes in the labour market and increase the efficiency of their training), and
  - *developing the institution system of VET* (establishing further regional integrated vocational training centres [see below], creating a system of vocational examination independent from training providers and capable of validating all forms of prior learning); and
3. Developing the information and statistical system of VET (improving the regional labour market information system, ensuring continuous analysis of the employment status of VET graduates, developing the statistical system of VET, operating a complex VET information system providing data for national VET policy development and the follow-up of programmes supported by national and EU funds, introducing a system of tracking the career of graduates).

Most recently, a *Strategy for the enhancement of lifelong learning* has also been accepted by the Hungarian government for the period ending in 2013 that provides for an overall development programme focused on the concept of knowledge and a broader interpretation of learning that aims at the development of individual competences. This strategy abandons the sectoral approach linked to the existing institutional systems in favour of one that proposes government responses to social and economic problems as a whole. The LLL strategy and the related *2212/2005 (X.13.) government resolution* aim at constituting a consensus-based ground for the action programmes and action plans of a variety of sectors (public education, VET, higher education, adult training) that would provide for development in a system-like manner.

#### *Major current developments*

The development of the system and content of IVET defined in these strategic documents is implemented partly through amending existing or introducing new legal regulations, partly through various national and international programmes. Presently the most important development projects are implemented within the framework of the national Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, for more information, see Annex 2) and of the Human Resources Development Operational Programme (HRD OP) of the I. National Plan of Hungary governing the use of Structural Funds assistance.

An important current development is the introduction of a new qualification structure through the publishing of the considerably modified OKJ by the *1/2006 (II.17.) decree of the Minister of Education*. The new OKJ was developed through a project of HRD OP Measure 3.2.1. (component called *The new vocational training structure*), based on an analysis of the Hungarian employment structure and a developed version of recently drafted programmes of a modular VET system.

The major objective of the programme was to strengthen links between VET and the economy through:

- adjusting the OKJ to the demands of the labour market;
- decreasing the number of vocational qualifications available in the 21 groups of occupations by setting up a modular system of qualifications (it was 805 prior to the modification of the OKJ);
- ensuring mutual OKJ and FEOR (*foglalkozások egységes osztályozási rendszere*, unified job classification system) compliancy; and
- establishing a system in which participants may receive complete vocational qualifications within or outside the school system, but which also provides for continuing training periods that may award also partial or specialized qualifications.

The new structure of the OKJ is based on so-called module maps developed by a comparative analysis of and the identification of the links between training modules derived from the competence profile analysis of each occupation. These module maps present the links between the content of individual modules and their integration into vocational qualifications. Participants will be awarded a vocational qualification after the completion of a pre-defined group of training modules each of which involve:

- a professional requirements module (*szakmai követelmény-modul*) that defines as outcome requirements the necessary and sufficient level, content and quality of competences identified through the job profile analysis concerning a group of tasks involved in the occupation (competence profile: presenting the tasks and the related vocational knowledge of a given type and vocational skills of a given level, and the personal, social, and methodological competences necessary to perform those tasks);
- an examination requirements module that defines the characteristics of the vocational examination (*szakmai vizsgakövetelmény-modul*); and
- one or more programme modules (*tananyagegység*) corresponding to the given professional requirements module and defining the characteristics and form of the learning-education-training process of mastering the competencies needed to perform a group of tasks involved in the occupation (a programme module is made up of programme elements, *tananyagelem*).

The new OKJ ensures the classification of vocational qualifications by ISCED levels and the identification of 'basic' (*alap-szakképesítés*), 'branch' (*elágazás*), 'partial' (*rész-szakképesítés*), and specialized 'built-on' (*ráépülés*) vocational qualifications. Basic vocational qualifications refer to those that involve modules occurring most frequently in a given occupational group: they contain a basic and an auxiliary module groups which together qualify one to take more than one job. Branches refer to related qualifications that comprise common basic and auxiliary module groups as well as a special module group/module chosen on a mandatory basis, and they also qualify one to take more than one job. Partial qualifications will be obtainable upon completing some but not all modules of a complete qualification and they qualify one to take at least one job. Finally, 'built-on' qualifications will be obtainable in CVET on the basis of a previously earned complete qualification. The number of OKJ qualifications has been reduced to 416 (including 95 in whose case in fact only branches or partial qualifications are obtainable), and currently there are 321 branch, 436 partial, and 118 specialized vocational qualifications defined in the OKJ (basic qualifications have not yet been defined but their number is expected to be about 10% of the complete vocational qualifications, around 40).

The advantages of the new modular system of the OKJ include:

- it defines the links between various vocational qualifications and thus enables mobility between them;
- it ensures the opportunity to flexibly and quickly react to changes in the labour market and adapt the content of qualifications accordingly;

- it creates a better linkage between IVET and CVET, thus promotes lifelong learning;
- it facilitates the development of a uniform system of validating and recognizing prior learning; and
- it supports the development of a unified system of training materials.

VET in accordance with the new OKJ will be introduced from September 2006 in two occupational groups (*szakmacsoport*) in the member schools of the integrated regional vocational training centres (*térségi integrált szakképző központ, TISZK*) whose establishment is currently supported through HRD OP Measures 3.2.2. and 4.1.1. So far there have been 16 TISZKs set up with 120 vocational training schools and 6 higher education institutions providing higher level VET as member schools, and the creation of further TISZKs will be supported in the future through tenders from the Labour Market Fund (*Munkaerő-piaci Alap, MPA*). The rationale of TISZKs is to coordinate and harmonize the training offer and operation of their member (6-8) schools. In order to ensure the more cost efficient use of resources and capacities, they may also operate a "central training place" (*központi képzőhely*) that would serve as a modern, flexible and fully utilized centre of vocational practical training in VET within (or also outside) the school system. The TISZKs may offer career counselling services as well, and may participate in the performance of tasks related to career tracking of graduates.

Other important recent developments in IVET include:

- creation of professional advisory boards in larger vocational training schools and in the TISZKs, in order to strengthen the involvement of social partners and all stakeholders in the decision-making processes at institutional level (see section 040105);
- modification of the access requirements of OKJ vocational qualifications at the level 31-34 (ISCED 3C) so that they may be obtained even by those having no formal school certificate but gained the necessary competences by participating in a VET preparatory programme; the competence-profiles have been developed in 10 OKJ occupational groups within the framework of the Vocational School Development Programme (see Annex 2) and such 1- or 2-year "catching-up" programmes (*felzárkóztató oktatás*) are currently being piloted in 23 participating schools (see section 04030101);
- modification of the framework curricula of the general education grades of vocational schools in order to strengthen basic skills and the grounding of vocational subjects in a greater number of teaching hours, developed within the framework of the Vocational School Development Programme and will be introduced gradually from school year 2006/2007 in the 90+90 participating schools (affecting about 9000 students) and in every school from school year 2007/2008;
- promotion of labour market-oriented training through providing (from September 2007) higher amount of financial support to students and enterprises participating in/providing apprenticeship training (based on student contract, *tanulószerződés*) in qualifications in short supply in the labour market (*hiány-szakképesítés*), whose regional lists have to be defined the first time by 30 September 2006 by the regional development and training committees (*regionális fejlesztési és képzési bizottság*, see section 040105);
- introduction of student contract (*hallgatói szerződés*) in higher level VET from 1 January 2006 (this form of practical training can be chosen in case the practical training is organised in one block in at least 25% of the duration of the training).

## **040102    RELATIONSHIP BETWEEN IVET AND GENERAL EDUCATION (INCL. STATISTICS)**

*Differences between IVET and general education*

The system of IVET provided in vocational training schools (*szakképző iskola*), i.e., secondary vocational schools (*szakközépiskola*) and vocational schools (*szakiskola*), is similar to that of (upper) secondary level general education offered in grammar schools (*gimnázium*) in so far as both are part of the public education system regulated by *Act LXXIX of 1993 on Public Education*, and differs from it in so far as the provision and content of VET is regulated by *Act LXXVI of 1993 on Vocational education and training*. Therefore, although there is not much difference between IVET and general education in terms of maintenance and operation of schools, and of responsibilities, curricula, assessment, etc. related to general education provided in both types of vocational training schools, they do differ in the curricula and the qualifications offered in the VET grades of these schools (11<sup>th</sup>-12<sup>th</sup> grades of vocational schools, and the 13<sup>th</sup> and possible higher grades of secondary vocational schools).

There is more similarity between secondary vocational schools and grammar schools in so far as both schools types prepare students for the maturity examination (*érettségi vizsga*), a prerequisite of studies at higher level, organized at the end of the 12<sup>th</sup> grade (therefore only these two school types are referred to as "secondary schools", *középiskola*). Secondary vocational schools, however, offer also VET in their 13<sup>th</sup> and possible further grades to prepare students for the vocational examination (*szakmai vizsga*) that awards a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). In vocational schools students can obtain only an OKJ vocational qualification (and only of a lower level than in secondary vocational schools), their graduates therefore have to complete two or three more years of full or part-time general education programmes in order to pass the maturity examination, before they can continue their studies at a higher level.

In spite of the above mentioned differences, the law provides for the possibility of switching between the two tracks in the general education grades, in compliance with the provisions concerning admission of the Acts on Public Education and on Vocational training, and subject to the preconditions defined in the local curricula of schools. In fact, one of the main reasons for the extension of general education until the age of 16 and the related restructuring of vocational training schools was to extend the time of deciding on a career path. Changing tracks is, however, typical primarily between secondary vocational schools and grammar schools, or between secondary vocational schools and vocational schools.

### *Statistics*

In school year 2004/2005 altogether 474 807 students were studying full time at upper secondary level in one of the three available school types: grammar schools, secondary vocational schools and vocational schools. The increase of the number of students studying at secondary level (i.e., in school types awarding the maturity certificate) was a general trend throughout the preceding decade, in spite of the demographical decline, but the total number of full time participants in any kind of upper and post secondary level training programme offered in vocational training schools has gradually decreased, from 393 801 in 1990 to 366 386 in 2004.

Nevertheless, vocational training schools retained their dominance in respect of the distribution of participants, although there was a major internal change in the share of students studying in either of the two types of vocational training schools. While in 1990 43.5% of full time participants in upper and post secondary level education were studying in apprenticeship schools (*szakmunkásképző iskola*), 32.6% in secondary vocational schools (and 23.9% in grammar schools), by school-year 2004/2005 the share of vocational schools (successors of apprenticeship schools) decreased to 24%, and that of secondary vocational schools increased to 45% (the figures for 2004/2005 are 26.7% and 38.5%, respectively, considering only upper secondary level education).

The main reasons behind this major decline of the popularity of apprenticeship/vocational schools include the cumulated impact of decreasing birth-rates (since 1981) and the related counter-selective admission policies of schools that were forced to admit the lowest achieving students to fulfil the school capacities, as well as their outdated structure, infrastructure, and content/pedagogy of education and training. Secondary vocational schools offering education and training to obtain both the maturity certificate (*érettségi bizonyítvány*), a precondition of studies in higher education, and a vocational qualification, are currently the most popular type of upper secondary schools.

As Table 1 below shows, the distribution of participants between vocational and general education has changed considerably since 1995: as a consequence of the restructuring of vocational training schools, i.e., the extension of general education (to the 11<sup>th</sup> grade of vocational schools and the 13<sup>th</sup> grade of secondary vocational schools), and due also to the falling prestige and popularity of vocational schools, currently only 15.01% of students studying at upper-secondary level (i.e., in grades 9-12) participate in VET.

	1990/1991 <sup>1</sup>	1995/1996 <sup>1,2</sup>	2001/2002 <sup>3</sup>	2004/2005
<b>IVET</b>	76.11	73.28	15.01	15.01
<b>GENERAL</b>	23.89	26.72	84.99	84.99
<b>TOTAL</b>	100.00	100.00	100.00	100.00

<sup>1</sup> Since at this time some VET programmes in secondary vocational schools might have been provided in part also after participants obtained the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), the participation rate of IVET presented here covers some students studying at post secondary level as well.

<sup>2</sup> The restructuring of the school types providing IVET within public education was ongoing at this time: as its outcome, vocational training schools currently provide only general education in their first two or four grades. Since, however, the available statistics do not always clearly differentiate students of schools providing education in the older or in the new structure, and the proportion of students studying in schools operating with the new structure should not have been very significant at this time (change to the new structure was compulsory only from September 1998), all students studying in this year in any kind of vocational schools, skilled workers' schools (*szakmunkásképző iskola*) and secondary vocational schools were considered here as participants of IVET.

<sup>3</sup> The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. In this year there were still a number of students (exact number is not available) participating in IVET provided in the old structure (parallel to general education and awarding a qualification not included in the OKJ, who appear in the available statistics in the category of students studying in the 'general education grades', therefore the actual proportion of students participating in IVET is somewhat higher than the number presented in the table.

Source: calculation of the Hungarian National Observatory based on the statistics of the Ministry of Education and the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

However, it should be emphasized that this number refers only to students who participate in a vocational training programme awarding an OKJ qualification, and so it excludes those participating in vocational preparatory/pre-vocational programmes that are typically part of the curricula of the general education grades of both types of vocational training schools. As Table 2 shows, in school year 2004/2005 two thirds (65,2%) of students at upper secondary level studied in one of the two types of vocational training school.

<b>Table 2: Number and distribution of students in full time upper (and post) secondary education by school type (2004/2005)</b>			
		<b>NUMBER</b>	<b>% OF SUBTOTAL</b>
<b>VOCATIONAL SCHOOL</b>	<b>GENERAL EDUCATION GRADES (9TH-10TH)</b>	56014	11.8
	<b>VET GRADES (11TH-12TH AND POSSIBLY HIGHER)</b>	62589	13.2
	<b>TOTAL:</b>	<b>118603</b>	<b>25.0</b>
<b>SPECIAL VOCATIONAL SCHOOL</b>	<b>GENERAL EDUCATION GRADES (9TH-10TH)</b>	4279	0.9
	<b>VET GRADES (11TH-12TH AND POSSIBLY HIGHER)</b>	4090	0.8
	<b>TOTAL:</b>	<b>8369</b>	<b>1.7</b>
<b>SECONDARY VOCATIONAL SCHOOL</b>	<b>GENERAL EDUCATION GRADES (9TH-12TH)</b>	178069	<b>37.5</b>
	<b>VET GRADES (13TH AND POSSIBLY HIGHER)</b>	61345 <sup>1</sup>	<b>n/a (1.0<sup>2</sup>)</b>
	<b>TOTAL:</b>	<b>239414</b>	<b>n/a</b>
<b>GRAMMAR SCHOOL (9TH-12TH AND POSSIBLY 13TH GRADES)</b>		<b>165182</b>	<b>34.8</b>
<b>SUBTOTAL (UPPER SECONDARY LEVEL):</b>		<b>474807</b>	<b>100.0</b>
<b>TOTAL:</b>		<b>531568</b>	<b>n/a</b>

<sup>1</sup> Including 4584 students participating in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades, and 4655 students studying at a vocational school pursuing a vocational qualification of ISCED 4 level (it was possible to organize such training programmes in vocational schools before 2006).

<sup>2</sup> Referring to those 4584 students participating in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades.

Source: statistics of the Ministry of Education and the KSH

The unemployment rate of people aged 20-24 was 13.4% in 2004. During the period between January 2001 and January 2004, the highest proportion (30-35%) of these unemployed young people had at most the primary school graduation certificate (*általános iskolai végzettség*, ISCED 2A), the share of grammar school graduates was 10-13%, around 25% of them graduated from secondary vocational schools and 20% from vocational schools. There are no data available about the unemployment rates of schools leavers specifically 1 and 5 years after leaving school (the career tracking system is to be set up by 2008 pursuant to the Strategy of the Development of VET).

#### **040103 QUALIFICATIONS STRUCTURE**

The qualification structure of initial - as well as of continuing - vocational education and training is defined by the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), set up by *Act LXXVI of 1993 on Vocational education and training* and modified several times in the past 13 years. This register - published (at most) twice a year by a decree of the Minister of Education in agreement with the Minister of Employment and Labour and other ministers of the relevant fields - includes all state recognized vocational qualifications which enable people to enter one or more occupations in the labour market, including regulated occupations. (The OKJ, however, does not contain the qualifications obtainable in higher education degree programmes, and in so-called trainings regulated by public authorities, *hatósági képzés*, that award nationally or

internationally recognized licenses primarily in the fields of road, water and air transportation, plant and veterinary health inspection or food hygiene within the framework of adult training).

The qualification structure defined by the OKJ has been altered considerably recently as the outcome of a development project implemented within the framework of Human Resources Development Operational Programme Measure 3.2.1., supported by Structural Funds assistance. The component called *The new vocational training structure* has aimed at the renewal of the content and structure of VET based on an analysis of the Hungarian employment structure and the development of a modular vocational training system (for more information on the project, please refer to section 040101). VET in accordance with the new OKJ - published by the *1/2006 (II.17.) decree of the Minister of Education* - will be introduced gradually from school-year 2006/2007, first in 2 occupational groups (*szakmacsoport*, see below for an explanation) in the member schools of the regional integrated vocational training centres (*integrált regionális szakképzési központ*, see section 040101).

Currently, the Act on Vocational education and training orders the OKJ to contain the following data for each vocational qualification:

- its *identification number*: in the new OKJ, the first two digits indicate its *level* (based on the general access requirements and whether it is physical or intellectual work the qualification qualifies for, and corresponding to ISCED levels 2C, 3C, 4C, 5B or 5A), the third through the fifth digits its *field of study*, and the 6<sup>th</sup>-7<sup>th</sup> digits specify its *serial number* among qualifications of the same level within the same field of study;
- its *official name* (in the new OKJ, the designation of the chamber of economy in charge of organizing its master examinations as a special form of CVET is indicated as a reference number written in superscript to the name);
- the *FEOR (foglalkozások egységes osztályozási rendszere, unified job classification system) number* assigned to it;
- its *type (szakképesítések köre)*: in the new OKJ, it is defined by the 8<sup>th</sup> through the 11<sup>th</sup> digits of its identification number, i.e., whether it is a 'basic' (*alap-szakképesítés*), 'branch' (*elágazás*), 'partial' (*rész-szakképesítés*), or specialized 'built-on' (*ráépülés*) vocational qualification (for an explanation of these terms, please refer to section 040101), while the 12<sup>th</sup>-13<sup>th</sup> digits of this number define the *level of partial, branch and specialized qualifications*, and the 14<sup>th</sup>-15<sup>th</sup> digits its *serial number among partial, branch or specialized qualifications of the same level*;
- the *occupational group* to which it belongs (an occupational group involves vocational qualifications which are based on the same technological processes and activities but differ according to the division of labour and the level of technical development, therefore they have a part in common in their training programme; for a list of these occupational groups, please refer to Table 1 of Annex 3);
- the *year of its introduction* into the register;
- *whether it is obtainable exclusively through VET within the school system* (in the new OKJ these are all higher level vocational qualifications, *felsőfokú szakképesítés*, of ISCED 5B level);
- the *maximum duration of training* necessary to obtain it (number of VET grades in vocational training schools, *szakképzőiskola*, and/or the number of teaching hours in the case of training courses offered outside the school system); and
- the *designation of the minister who is in charge* of defining its professional and examination requirements (*szakmai és vizsgakövetelmény*).

The highest level of the vocational qualifications listed in the OKJ is ISCED 5A, obtainable in CVET, in adult training (precondition: college/university diploma), but the highest level of qualifications achievable through the IVET system is ISCED 5B, awarded

in so-called higher level vocational education and training (*felsőfokú szakképzés*, precondition: maturity certificate, *érettségi bizonyítvány*). Qualifications at the lower levels - ISCED 4C (precondition: maturity certificate or completing the last grade of secondary school, and possibly also some vocational qualification), ISCED 3C (precondition: primary school graduation certificate, *általános iskolai végzettség*, or completing the 10<sup>th</sup> grade, and possibly also some vocational qualification) and ISCED 2C (these have no prequalification requirements) - are available in secondary vocational schools (*szakközépiskola*), in vocational schools (*szakiskola*), or in adult training offered outside the school system. Table 2 of Annex 3 presents the distribution of qualifications listed in the new OKJ by type and ISCED level.

In the current OKJ only higher level vocational qualifications (ISCED 5B) are identified as obtainable exclusively within the formal school system (in higher level VET courses that are organized by higher education institutions, although they may in fact be provided by a secondary vocational school, based on an agreement between the two institutions). In the 2005 version of the OKJ, however, 217 out of 805 qualifications belonged to this category, the majority (175) offered in 2-year-long training. Table 3 of Annex 3 presents the distribution of qualifications in the 2005 OKJ by ISCED level and by the duration of training in the case of qualifications obtainable only within the school system.

Training programmes awarding an OKJ qualification can be launched only following the publication in a ministerial decree of its professional and qualification requirements (*szakmai és vizsgakövetelmény*). Although pursuant to the new 2006 OKJ all (except for higher level VET) qualifications available in IVET are in principle obtainable both within and outside the school system, school-based training programmes can be provided only following also the publication of the central programmes (*központi program*) of the subjects of the given OKJ qualification. An indication regarding where an OKJ qualification can in fact be obtained is provided by the specification of the maximum duration of training programme in the OKJ: if a qualification can be obtained within the school system, then the duration is indicated (only or also) as the number of vocational grades. Currently the new OKJ includes 251 qualifications obtainable within the school system.

All OKJ vocational qualifications achievable through the IVET system enable participants to enter one or more occupations in the labour market. They are not equivalent to the qualification available in grammar schools (*gimnázium*), the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) which is the prerequisite of further studies in higher education, but secondary vocational schools do offer both types of qualifications. These schools prepare students first for the maturity examination (*érettségi vizsga*), and then students can choose to continue studies in the VET grades to prepare for the vocational examination (*szakmai vizsga*) awarding an ISCED 4C level OKJ qualification.

The bodies involved in creating and defining qualifications – irrespective of the pathway since this process is defined uniformly for all OKJ qualifications - include ministries, national professional research and development institutes and the social partners. The process of introducing, modifying, or deleting a qualification in the OKJ, the duration of which has been shortened to less than 100 days by the *1/2006. (II.17.) decree of the Ministry of Education*, involves the following steps:

1. The minister of the relevant field can initiate the introduction, modification, or deletion of any OKJ qualification falling under her/his competence, by her/his own initiation or by the proposal of anyone else – this proposal must include:
  - the detailed professional and examination requirements (*szakmai és vizsgakövetelmény*) of the proposed qualification,

- an analysis of its relation to the other existing OKJ qualifications, and
  - supportive documents and declarations of the economic and professional chambers, social partner organisations, labour centres (*munkaügyi központ*), etc. regarding its economic and labour market justification;
2. The minister of the relevant field sends the proposal – except for the case of higher level VET qualifications (see below) - to the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*), the OKJ committee of the occupational group (*OKJ szakmacsoportos bizottság*, see section 040105), and the National Institute of Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*), to ask for their professional opinion to assist her/his decision;
  3. The minister of the relevant field sends the accepted proposal to the Minister of Education who forwards it to the National Vocational Training Council (*Országos Szakképzési Tanács, OSZT*, see section 040105) for a professional review;
  4. Based on the recommendation of the OSZT, the Minister of Education – in agreement with the Minister of Employment and Labour and the minister of the relevant field – orders the introduction to, modification, or deletion from the OKJ of the given qualification.

In the case of higher level vocational qualifications (ISCED 5B), higher education institutions and the economic (professional) chambers - in cooperation with the national economic interest representative groups/associations – can develop the professional and examination requirements of a new qualification and initiate its registering in the OKJ, based on an agreement with the relevant ministry.

The detailed learning outcome requirements of each OKJ qualification are defined in its professional and examination requirements that must be drafted according to the principles and uniform structure specified in the Act on Vocational education and training. These requirements, published by a decree of the minister of the relevant field, include the following data:

- its data listed in the OKJ:
  - its identification number,
  - official name, and
  - the assigned FEOR number;
- pre-qualification requirements:
  - the theoretical and practical competences necessary for entering VET,
  - general academic and/or vocational qualifications,
  - vocational/career aptitude and medical requirements, or
  - the required prior professional experience;
- the occupational field of the qualification:
  - the most typical position or occupation that the qualification enables one to enter,
  - brief description of the occupation, and
  - list of the related vocational qualifications;
- organisation of the training programme:

- duration of training necessary to obtain the qualification, maximum number of teaching hours or the number of VET grades in vocational training schools (*szakképző iskola*);
  - balance of time devoted to vocational theoretical and practical training;
  - duration of the vocational foundational training (*szakmai alapképzés*); and
  - the possibility of organizing a level examination (*szintvizsga*) to evaluate the efficiency of the practical training.
- professional requirements:
    - the learning outcome requirements of the vocational qualification or partial qualification,
    - the number of credits obtainable, and
    - the register of the necessary tools and equipments;
  - examination requirements:
    - preconditions of taking the vocational examination;
    - parts and subjects of the vocational examination;
    - conditions of exemption from parts of the vocational examination; and
    - criteria of assessment different from those defined in the regulation of the vocational examination (*szakmai vizsgaszabályzat*).

The database of the professional and examination requirements of each OKJ qualifications is available from the homepage of the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*) at <http://www.nive.hu> (in Hungarian).

OKJ vocational qualifications recognized on a national level are awarded upon passing the state vocational examination (*szakmai vizsga*) that ensures their uniform content and requirements and awards a state certificate (*bizonyítvány*). The vocational examination is conducted in front of an Examination Board, an independent professional body chaired by a president nominated by the minister of the relevant field, and involving at least two other members: the representatives of the institution organizing the examination and of the local relevant chamber of economy. Vocational examinations in school-based VET are organized by the public and higher education institutions that provide the training programme, while in adult training they can be organized by the institutions authorized by the minister in charge of the given OKJ qualification (in addition, those public and higher education institutions that engage in adult training can also organize the exam for those participants with whom they concluded an adult training contract).

#### **040104    SCHOOLS/TRAINING CENTRES/PROVIDERS**

Due to reasons discussed in section 0401, IVET in Hungary is provided primarily within the formal school system, in public (*közoktatás*) and higher education (*felsőoktatás*). VET offered outside the school system within the framework of adult training (*felnőttképzés*) is discussed in Detailed Thematic Analysis 5 (please refer to section 0502).

##### *IVET in public education*

IVET within public education is offered in two types of vocational training schools (*szakképző iskola*) that both provide general education as well as VET. Vocational schools (*szakiskola*) offer general education and vocational preparatory/pre-vocational training in the 9<sup>th</sup>-10<sup>th</sup> grades and VET in the following (1, 2 or more) grades. Secondary vocational schools (*szakközépiskola*) provide only general education and

may in addition offer vocational preparatory/pre-vocational training at upper secondary level (in the 9<sup>th</sup>-12<sup>th</sup> grades) and provide VET awarding a state recognized qualification only at post-secondary level. Both types may provide full and part time adult education (*felnőttoktatás*) targeting primarily drop-outs and early school leavers, and they may also engage in adult training, i.e., they may offer IVET or CVET courses in the form of VET provided outside the school system.

The provision of secondary level public education, including VET, is the duty of local governments at the county level, pursuant to *Act LXV of 1990 on the system of self-governments and on local self-governments*. As the fulfilment of this obligation there are currently 449 vocational training schools maintained by county/capital municipalities, but these make up only one third of all schools. Other school maintainers include local governments at settlement level, ministries, churches and foundations, etc., as regulated in *Act LXXIX of 1993 on Public Education*. Presently more than 70% of all schools are still public institutions, and the biggest group (41%) involves schools maintained by city/village local governments. Table 1 of Annex 4 presents the distribution of vocational training schools by type and by maintainer in school year 2004/2005.

Schools and their maintainers have the right to decide in which qualifications of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) they offer training programmes, and they may specialize in one sector of the economy (e.g. commerce and economics, agriculture, etc.). The only important limitation is that they can provide VET only in those qualifications whose central programmes (*központi program*) - based on the relevant professional and examination requirements (*szakmai és vizsgakövetelmény*) - are already published in a decree by the minister of the relevant field.

Vocational training schools enjoy wide-ranging autonomy in professional-pedagogical questions, such as deciding on the teaching methodologies and training materials, delivering training programmes and assessing students, although in developing local curricula they have to or may comply with various central documents specifying the required learning outcomes, frame curricula and guidelines:

- in preparing the local curricula for their general education grades, they have to observe the regulations of the National Core Curriculum (*Nemzeti Alaptanterv, NAT*) and may follow the recommendations of the frame curricula (*kerettanterv*) developed by the Ministry of Education, and
- in developing the vocational programmes (*szakmai program*) offered in their VET grades, they have to observe the professional and examination requirements (*szakmai és vizsgakövetelmény*) of the OKJ qualification offered, and may (and usually do) follow the recommendations of the central programmes issued by the ministry of the relevant field.

The internal management and the professional work of the school are supervised by its maintainer whose approval is necessary for enacting every major decision or document (e.g. the pedagogical programme including the local curricula, the organisational and operational regulations, etc.) accepted by the school board of teachers/trainers.

In addition to vocational training schools, practical training for students may be provided by:

- enterprises and individual entrepreneurs;
- non-profit organisations;
- budgetary institutions, e.g. public authorities, the regional training centres (*regionális képző központ*) whose core activity is providing adult training for

unemployed people and others vulnerable to exclusion in the labour market, etc.; and

- from September 2006, “central training places’ (*központi képzőhely*) set up by the regional integrated vocational training centres (*térségi integrált szakképző központ*, see section 040101) may also participate in the practical training of vocational training school students.

Table 2 of Annex 4 presents the distribution of students participating in practical training organised outside the school, by school type and the type of practical training provider in school year 2004/2005.

### *IVET in higher education*

IVET in higher education is offered by colleges (*főiskola*) and universities (*egyetem*) in the form of non-degree higher level VET programmes (*felsőfokú szakképzés*) awarding an ISCED 5B level OKJ higher level vocational qualification, and also in degree programmes which can be classified as IVET inasmuch as they all provide participants a higher education degree and a qualification (*szakképzettség*) that entitles one to enter an occupation. Higher level VET introduced in 1998 can be organized only by a higher education institution, although the training programme may be delivered by a secondary vocational school, based on an agreement between the institutions. Higher education institutions offer CVET opportunities as well (e.g. postgraduate specialization programmes, *szakirányú továbbképzés*).

Although in the new system of higher education introduced gradually from September 2006 (see section 0407) both colleges and universities may provide training programmes in any training cycle, the differentiation between the institution types will be maintained: pursuant to the new Act on Higher education (*Act CXXXIX of 2005*), a university is a higher education institution which is entitled to offer master level training in at least two training fields and doctoral level training in at least one field and two branches of science or one branch of art, and if at least one third of its instructors and researchers hold an academic degree.

Table 3 of Annex 4 presents the number of higher education institutions and faculties, including institutions providing higher level VET, by type and by maintainer. As data show, the majority of universities are public (state maintained) institutions with a much more varied educational profile than non-public institutions. Ecclesiastical and private institutions tend to specialize in only one training field also at college level.

Higher education institutions enjoy even wider autonomy in both management and educational-pedagogical matters than public education institutions do, although also in their case, the local curricula of both degree and non-degree programmes have to be developed in accordance with the relevant central document defining the required learning outcomes (the training and outcome requirements, *képzési és kimeneti követelmények*, of the given degree programme, defined by the government, or the professional and examination requirements of the given higher level OKJ qualification, defined by the minister of the relevant field). While in the case of degree programmes the local curricula prepared by the institutions have to be accredited by the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*) before they can be launched, the local curriculum of a higher level VET course is approved only by the Institutional Council (*Intézményi Tanács*).

## **040105      ROLE OF SOCIAL PARTNERS AND ENTERPRISES**

The involvement of the social partners in the policy- and decision-making processes of vocational education and training prescribed by *Act LXXVI of 1993 on Vocational*

*education and training* and other legislation is extensive. National social partner organisations have a clear influence on the policy development of IVET and - through influencing the content of the professional and examination requirements (*szakmai és vizsgakövetelmény*, see section 040103) of OKJ vocational qualifications - also on curricula. In addition, enterprises may participate in the delivery of vocational training programmes through providing practical training and assessing participating students. Although the law thus provides for the representation of the interests of the economy and the labour market at all levels of administration, the more extensive involvement of the social partners, chambers and enterprises and the development of new forms of cooperation, especially at local level, are still important strategic objectives in current government policies (see the discussion of the Strategy of the Development of VET in section 040101).

At national level there have been various councils involving the social partners established over the past 10-15 years to serve as forums for dialogue and the conciliation of interests regarding VET, including:

- the National Council for the Conciliation of Interests (*Országos Érdekegyeztető Tanács*, OÉT) that involves representatives of national employers' and employees' associations and the government, set up in 1988 to discuss all questions related to the world of work, and - also through its Vocational Training Committee (*Szakképzési Szakbizottság*) - to cooperate in defining strategies for the development of VET;
- the National Vocational Training Council (*Országos Szakképzési Tanács*, OSZT) that involves representatives of national employers' and employees' associations, chambers of the economy, school maintainers and the government, appointed by the Minister of Education for three years, established in 1995 to serve as a consultative-advisory body in VET (e.g. the OSZT forms opinions on questions regarding the development of VET, on draft legislation, and the range of qualifications to be included in the National Qualifications Register, *Országos Képzési Jegyzék*, OKJ; it makes proposals regarding the development of professional requirements, training materials and new methods and the sources of its funding, etc.); and
- the Higher Education and Research Council (*Felsőoktatási és Tudományos Tanács*, FTT) that involves representatives delegated by the competent chambers, the Hungarian Rectors' Conference (*Magyar Rektori Konferencia*), the Hungarian Academy of Science (*Magyar Tudományos Akadémia*), the National Union of Students in Hungary (*Hallgatói Önkormányzatok Országos Konferenciája*), National Association of PhD Students (*Doktoranduszok Országos Szövetsége*), Trade Union of Higher Education Employees (*Felsőoktatási Dolgozók Szakszervezete*), and by the ministers of education, employment and labour, agriculture and rural development, of economy and transport, operating as a professional advisory board of the Minister of Education in development, financing and research and development questions of higher education.

At national level, the development of the professional and examination requirements of OKJ qualifications is assisted by expert committees of the relevant stakeholders set up by the Minister of Education in 2001 in the 21 occupational groups (*szakmacsoport*, see section 040103). Pursuant to the Act on Vocational education and training, these committees review the OKJ at least once in every three years, and they participate also in the process of creating and defining OKJ qualifications (please refer to section 040103).

At regional level, the regional development and training committees (*regionális fejlesztési és képzési bizottságok*), hosted by the National Centre for Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont*, OKÉV, a central

budgetary state administration agency), are developing regional strategies of the development of VET and assist in the tendering of public subsidies from the decentralized section of the training sub-fund of the Labour Market Fund (*Munkaerőpiaci Alap, MPA*). The county labour councils (*megyei munkaügyi tanács*) serve as forums for the county level conciliation of interest concerning VET.

The two chambers of economy – the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara, MAK*) - play a particularly important role in VET at national, sectoral as well as local level. Regarding IVET provided within public education, the chambers participate in the development of the professional and examination requirements of OKJ qualifications, and - in cooperation with the national economic interest representative organizations – they perform also various quality assurance tasks:

- the chambers promote and supervise apprenticeship training, i.e., practical training provided by an enterprise based on a 'student contract' (*tanulószerződés*): the chambers assist both enterprises and students in concluding a student contract, which has to be signed in front of the representative of the competent local chamber; the chambers are assigned to accredit training enterprises (check if the enterprise fulfils the preconditions of providing practical training) and monitor the quality of practical training provided by them afterwards;
- the competent local chamber is assigned by the law to supervise practical training provided at an enterprise within the framework of a cooperation agreement, and it has to check compliance with the relevant regulations also in the case of school-based training provided in qualification whose professional and examination requirements had been developed by the chamber;
- level examinations (*szintvizsga*) are organized by the competent local chamber in case the chamber was assigned to develop the professional and examination requirements of the given qualification, otherwise it participates in the organization of such exams;
- a representative of the competent local chamber is a member of the Examination Board which awards OKJ qualifications based on the results achieved at the vocational examination (*szakmai vizsga*).

Pursuant to a recent amendment to the Act on Vocational education and training, professional consultative boards (*szakmai tanácsadó testület*) of 9-15 members (involving the principal and representatives of teachers/trainers and the maintainer of the school, the social partners, economic and professional chambers, and the cooperating enterprises) have to be established in every vocational training school that has been training more than 500 students as an average in the past 3 years and in the newly established regional integrated vocational training centres (*térségi integrált szakképző központ*, see section 040101). These professional advisory bodies can form opinion on and make proposals in any question regarding VET provided in the school. The law prescribes that its opinion has to be consulted in particular:

- before accepting the vocational programme (*szakmai program*, i.e., the local VET curriculum) of the school;
- regarding the draft work plan and budget of the school;
- regarding the evaluation of the career tracking activity of the school (to be introduced by 2008);
- regarding the range of qualifications offered in the school; and
- regarding the use of the development subsidy (*fejlesztési támogatás*) provided by an enterprise to the school from the amount of its vocational training contribution (*szakképzési hozzájárulás*, kind of tax levied on enterprises in the amount of 1.5% of wage costs).

At local level enterprises may deliver practical training and assess students of vocational training schools within the framework of alternance training (based on an agreement of cooperation, *együttműködési megállapodás*) or apprenticeship (*tanulószerződés*), in accordance with the provision of the professional and examination requirements of the given OKJ qualification.

#### **040106 PLANNING AND FORECASTING**

Forecasting labour market needs and demands and planning IVET accordingly is an area where there is still need for much improvement in Hungary. Currently the only built-in mechanism for forecasting labour force needs and skills shortages is provided by the mainly short-term prognoses of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*). In general, forecasting in Hungary is limited for multiple reasons: significant differences in needs and demands according to size of enterprise and region, fast development of alternative employment forms, size and openness of the economy, weakness of social partner mediation, etc. (cf. Tordai; Mártonfi, 2005).

The county labour centres (*megyei munkaügyi központ*) of the ÁFSZ and their branch offices make short-term surveys of the labour force management of enterprises and ask employers about their related plans every quarter of a year. In addition, they collect data on prosperity indices and employers' intentions regarding employment and/or dismissal of labour force annually. Data supply is, however, only voluntary and in 2004 information was provided by less than 3% of enterprises (although this covered more than 20% of employed people). Analysis of data and forecasts on labour force shortage and surplus as well as on the demand for fresh graduates by occupations, are made at three levels: in the immediate environment of the labour centre branches, at county, and at national level. As an outcome, national and county level lists of jobs/occupations in short supply or in surplus in the labour market are published on the website of the ÁFSZ (<http://www.afsz.hu>).

According to the 2005 autumn short-term labour force prognosis, for example, the distribution of jobs in which there is permanent demand (shortage of labour force) by type was as follows:

TYPE OF JOB	NUMBER	DISTRIBUTION (%)
UNSKILLED PHYSICAL	2 040	31.0
SKILLED PHYSICAL	3 124	47.5
INTELLECTUAL (PRIMARY AND SECONDARY LEVEL)	326	5.0
INTELLECTUAL (HIGHER LEVEL)	1 083	16.5
TOTAL	6 573	100.0

Source: ÁFSZ, *Tájékoztató a keresett és romló pozíciójú szakmákról* (2<sup>nd</sup> half of 2005)

Apart from these short-term prognoses on the improving or deteriorating labour market position of occupations, researches and surveys of labour market needs and demands are conducted occasionally by private institutes or social partner associations, usually financed by the state. The most important recently prepared studies include:

- a longer term forecast prepared by the GKI Economic Research Co. (*Gazdaságkutató Intézet Rt., GKI*) in 2005 for the period until 2013, commissioned by the Ministry of Employment and Labour;
- in 2005 the short-term labour force survey of the ÁFSZ (surveying 4844 enterprises) was extended by an extensive survey of enterprise prosperity, including

labour force needs and shortages and focusing on the small and medium enterprises (altogether 3196), conducted by the Research Institute of Economics and Enterprises of the Hungarian Chamber of Commerce and Economy (*MKIK Gazdaság és Vállalkozáselemző Intézet*).

The survey of enterprise prosperity conducted in 2005, for example, forecasted higher than average labour force demand in the construction industry, economic services, tourism, processing industry and other community services, and higher than average surplus in the energy, transport and telecommunication, agriculture, health, public administration and education sectors in 2006. It also indicated long-term shortage of mostly qualified physical workers in the food, textile and construction industry and medical services.

The existing forms of labour market forecasting can thus provide mainly short-term prognoses, based on information about the number of unemployed people and of school leavers and the labour force needs indicated by enterprises. Such prognoses, however, are quite inadequate for planning IVET within the school system since it may take as much as three years to introduce a training programme in a new qualification. Although there are various national and regional/county level advisory bodies involving the social partners and economic/professional chambers (please refer to section 040105), the existing planning mechanisms of IVET are still considered rather insufficient.

Creating the planning system of VET based on labour market demands and improving the labour market information system at national, regional and local levels - in order to provide adequate information for assisting the career choice of young people and the decision-making processes at national, regional and local levels - are therefore prime education policy objectives, manifested in several measures of the Strategy of the Development of VET (please refer to section 040101). Recent developments in the field of planning and forecasting include:

- pursuant to an amendment of the *Act LXXVI of 1993 on Vocational education and training*, professional consultative boards (*szakmai tanácsadó testület*, see section 040105) should be established in larger vocational training school (*szakképző iskola*) that may in the future assist in the planning of training activities at institutional level;
- regional lists of qualifications in short supply in the labour market (*hiányszakképesítés*) have to be prepared by the regional development and training committees (*regionális fejlesztési és képzési bizottság*, see section 040105), the first time by 30 September 2006 to be updated once in every three years;
- the career tracking system of VET graduates has to be developed by 2008;
- Measure 1.2. of the Human Resources Development Operational Programme (HRD OP, please refer to section 040101) supporting the modernisation of the ÁFSZ involves the development of labour force-planning and short, medium and long-term forecasting (including regional and sectoral prognoses and international comparison of labour force structure) and the planning of a statistical database.

As regards the content of state recognized qualifications and their adequacy to the labour market needs, there were expert committees involving the relevant stakeholders (enterprises and employers' associations) set up in the 21 occupational groups in 2001, to assist in the continuous revision and updating of the professional and qualification requirements (*szakmai és vizsgakövetelmény*). Meeting labour market needs and transforming them into programmes and curricula is ensured ultimately by the process of creating and defining new qualifications of the OKJ (see section 040103). The *1/2006. (II.17.) decree of the Minister of Education* that regulates this process requires the documentation of the labour market justification of introducing, modifying or

deleting any OKJ qualification in the proposal sent to the minister of the relevant field (there is a similar process also in the case of higher education degree programmes, see section 040702).

Most recently, the renewal of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) aiming to modernize the structure and content of qualifications, implemented within the framework of HRD OP Measure 3.2.1., was based on an extensive analysis of the Hungarian employment structure and the skills required in each occupations, in order to make the VET system more transparent and responsive to demands of the labour market (please refer to section 040101).

#### **040107     DIAGRAM OF MAIN PATHWAYS WITHIN IVET**

The diagram in Annex 5 presents the main pathways within initial vocational education and training in Hungary, including general education pathways from which and to which participants of IVET can move. The place of practical training is not indicated in the diagram since all forms of practical training (school-based, alternance and apprenticeship training) are available in all IVET pathways.

#### 0402 IVET AT LOWER SECONDARY LEVEL (INCL. STATISTICS)

This level of IVET is nonexistent in Hungary, as the 1998 Amendment of the Act on Public Education defines the 11<sup>th</sup> grade and age 16 as the earliest time when vocational educational and training can be commenced. There is only one exception to this regulation identified in the law: in vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*) preparing students for the vocational examination (*szakmai vizsga*) in a branch of art, vocational education and training may be provided parallel to general education. Although education and training may start in the 5<sup>th</sup>, 7<sup>th</sup> or 9<sup>th</sup> grade in such schools, a qualification is obtainable only in the 10<sup>th</sup> grade of vocational schools of art in case of parallel education, and after passing the maturity examination (*érettségi vizsga*) organized in the 12<sup>th</sup> grade of secondary vocational schools of art. There are no data available on the number of students studying art in the 5<sup>th</sup>-8<sup>th</sup> grades of these schools; at upper secondary level their number was altogether 8260 in school year 2005/2006 (718 studying in vocational schools and 7542 in secondary vocational schools).

The ISCED 2C level vocational qualifications of the 2005 National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are available either within the school system in the upper secondary level (special) vocational schools (*[speciális] szakiskola*, see section 0403) or in adult training. Pursuant to the new OKJ published in 2006, all ISCED 2C level qualifications belong to the category of the so-called partial qualifications (*rész-szakképesítés*, see section 040102) and may be obtained upon completing some but not all the modules of a complete vocational qualifications either within or outside the regular school system.

## 0403 IVET AT UPPER SECONDARY LEVEL: SCHOOL-BASED AND ALTERNANCE (INCL. STATISTICS)

Initial vocational education and training within the public education system (*közoktatás*, for an explanation, please refer to section 0401) is provided by two types of vocational training schools (*szakképző iskola*). The operation of these schools and the content of education and training they provide are regulated by the *Act LXXVI of 1993 on Vocational education and training* as regards the provision of VET and by the *Act LXXIX of 1993 on Public education* in every other aspect.

The two types of vocational schools are:

- vocational school (*szakiskola*), offering 2 years of (primarily) general and typically (depending on the qualification awarded) 2 years of VET to students aged 14-18; and
- secondary vocational school (*szakközépiskola*), offering 4 years of (primarily) general, and an additional (and optional) 1 or more years of VET (depending on the qualification awarded) to student aged 14-19 (or older).

Although vocational training schools admit pupils typically upon completion of the 8 grades of primary school (*általános iskola*, ISCED 2A), since 1998 they can provide only career orientation and vocational preparatory/pre-vocational training in addition to general education in their (first 2 or 4) general education grades. IVET provided in the VET grades awards a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) that provides access to one or more occupations in the labour market. In school year 2004/2005, vocational schools offered VET in 261 different OKJ qualifications (special vocational schools in 61, see section 0405) and secondary vocational schools in 273 qualifications. The most popular fields of study included the building industry and engineering, hotel and catering industry, wholesale and retail, ICT and nursing.

The major difference between the two school types is in their objectives and the level of qualifications they offer. Secondary vocational schools prepare students first for the maturity examination (*érettségi vizsga*) organized in the end of the 12<sup>th</sup> grade awarding the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), the prerequisite of higher level studies, and then students can choose to continue studies in the VET grades - i.e., at post secondary level - to take the vocational examination (*szakmai vizsga*) and obtain an ISCED 4C level OKJ vocational qualification. Students studying in vocational schools, however, can take only the vocational examination and (since 2006) they can attain only an ISCED 3C or 2C level OKJ vocational qualification.

In addition to these typical forms, the Act on Public education permits the establishment of vocational training schools operating with VET grades only, and there are also an increasing number of institutions providing training programmes of more than one school type. According to the results of a research survey (Mártonfi, 2002), 11.5% of vocational schools have only VET grades, three fourths of institutions providing vocational school programmes operate also secondary vocational school programmes, and one fourth offer grammar school programmes as well.

Within the system of IVET in public education, there are in fact no differing pathways according to the form (or rather place) of practical training: school-based, alternance and apprenticeship training - in their Hungarian versions - are all available in both school types. Pathways, type of learning outcome and providers of IVET do not differ according to economic sectors either, although some of the vocational training schools may specialize in one field or another (e.g. they may typically provide agricultural trainings, or

programmes in commerce and economics, etc.). Part-time courses are available after the age of 16 within the framework of adult education ( *felnőttoktatás*, see section 0405).

Current education policy aims to encourage students, schools and enterprises alike to organize practical training in such a way that its first phase focusing on mastering basic vocational skills should be provided in a workshop (maintained by the school, one or more enterprises, or a regional training centre,  *regionális képző központ*) which should be followed by training at a real workplace in the final vocational grade to provide specialized vocational skills and competences. Although the Act on Vocational education and training permits two (legal) forms of practical training organized at an enterprise, the form preferred by the law and education policy is apprenticeship training based on a student contract ( *tanulószerveződés*). This can be replaced by a kind of alternance training only if the practical training is:

- provided at a budgetary organization;
- organized by a vocational training school and the place of the summer (continuous) training is at an enterprise;
- provided as supplementary practical training by another provider in case the organizer of the practical training does not possess all the conditions necessary for providing practical training;
- provided at a training shop maintained jointly by several enterprises (*üzemközi tanműhely*);
- provided at a training shop maintained by a regional training centre; or
- provided at a "central training place" (*központi képzőhely*) maintained by a regional integrated vocational training centre (*térségi integrált szakképző központ*, TISZK, see section 040101).

In such cases the vocational training school is obliged to contract an enterprise/economic organization for cooperation to provide practical training for its students (official name: *együttműködési megállapodás*, cooperation agreement). The agreement is a written document that the maintainer of the vocational training school has to approve in order to ensure the operational expenses, and the relevant local chamber of the economy has to be informed about. Pursuant to the *13/2004. (IV.27.) decree of the Minister of Education*, this cooperation agreement has to specify:

- the name (company name) and particulars of the contracting parties (seat, tax identification number, statistical number, bank account number, Ministry of Education identification number);
- the number of vocational training school students participating in the practical training organized by the enterprise, broken down by school, grade and programme;
- the duration of the practical training as defined in the local curriculum of the school;
- a description of the tools and equipments necessary for providing the practical training;
- the tasks of the vocational training school concerning the organization of the practical training,
- the tasks and duties of the enterprise concerning the organization of the practical training;
- the students' allowances as prescribed by the Act on Vocational education and training and this decree, and the expenses of the liability insurance;
- the expenses related to the provision of the practical training refundable pursuant to the relevant acts;
- a description of where and how (in a school workshop, group training place, individual training at the workplace) practical training is provided in each stage of the training, and who provides for the supervision of students.

While practical training is typically provided in school workshops in the (post secondary level) VET grades of secondary vocational schools, it is more often delivered outside the school – either in a workshop or at the workplace – in vocational schools, especially in the last VET grade. In school year 2004/2005, the majority of vocational school students participated exclusively or in a part of their training programme in practical training provided at an enterprise or a budgetary institution, of which 61% based on a cooperation agreement and 39% based on a student contract (see Annex 6).

As it is explained in section 0401, most OKJ qualifications of any level except for ISCED 5B, therefore also many of the qualifications offered in vocational schools, are obtainable also outside the school system, in adult training (*felnőttképzés*). For more information on vocational adult training programmes, please refer to Detailed Thematic Overview 5, especially section 0502.

### *Statistics*

The statistical tables in Annex 7 present data on the participation rate and absolute number of students studying full time in both the general education and VET grades of vocational schools as well as of students studying in secondary vocational schools at upper secondary level (data on the number of secondary vocational school students studying at post secondary level is presented in section 0406). Since as it was mentioned above, alternance and apprenticeship training based on a cooperation agreement or a student contract, respectively, are not in fact separate pathways within IVET in public education, statistical data collection provides data on the number of students by age and gender only by school type and not by the form of practical training. Therefore the tables of Annex 7 include students receiving their practical training based on a student contract as well.

## **040301 ACCESS REQUIREMENTS**

*Act LXXIX of 1993 on Public education* grants much autonomy to the principal of the vocational training school (*szakképző iskola*) to define the access requirements, although these have to comply with the provisions of *Act LXXVI of 1993 on Vocational education and training* and the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*) of the vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) pursued.

Besides the general precondition that applicants must have their primary general education (the eight grades of primary school, *általános iskola*, ISCED 2A) completed, further access requirements may be defined by the school principal. Schools may admit students based on their performance in primary school and they may also organize an entrance examination with a form and content defined by the school principal. This must be taken in front of a board composed of the teachers/trainers of the school, and it can be also a centrally regulated written entrance exam based on nationally uniform test questions in mathematics and mother tongue. In addition, the access requirements of OKJ qualifications may include vocational/career aptitude tests or certain medical requirements, as specified by the SZVK of the given qualification issued by the minister of the relevant field.

Students can apply to any number of any type of programmes of upper secondary schools (i.e., including also grammar schools, *gimnázium*) while defining an order for their preferences, and they get ranked at each school and programme they applied to based on the results achieved at the entrance exam or their performance in primary school. The applicant gets admitted to the programme of the school willing to admit her/him which ranks first on her/his list of preferences.

Although - due to the continuous increase of the number of announced programmes in spite of the largely stagnant absolute number of applicants - every year there are more available places than applicants, the number of schools - primarily secondary vocational schools (*szakközépiskola*) - organizing an entrance exam is increasing. According to the data of the National Centre of Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont, OKÉV*) in charge of organizing the centrally regulated written entrance exam (and the central administration of the admission procedure), in school year 2005/2006 this exam was taken by 50.6% of applicants to the 9<sup>th</sup> grade of upper secondary schools. In school year 2005/2006 93.1% of applicants got admitted to a school (programme) during the first round of the admission process called the general admission procedure (*általános felvételi eljárás*). Still, as the table below shows, the average filling up of available training places after this procedure is rather low, and schools that could not fill up their courses at least 90% are obligated to announce an extraordinary admission procedure (*rendkívüli felvételi eljárás*).

<b>Number and distribution of programmes announced by vocational training schools and filled up during the general admission procedure in school year 2005/2006</b>			
	<b>SECONDARY VOCATIONAL SCHOOL</b>	<b>VOCATIONAL SCHOOL</b>	<b>SPECIAL VOCATIONAL SCHOOL</b>
<b>Number of programmes (<i>tagozat</i>) announced – of which:</b>	1 882	1 351	260
<b>cancelled by the principal</b>	4.1%	3.5%	6.2%
<b>filled up 100%</b>	48.2%	27.3%	20%
<b>filled up 90 - 99%</b>	5.5%	3.4%	4.2%
<b>filled up 50 - 89%</b>	25.1%	27.3%	46.5%
<b>filled up 1 - 49%</b>	15.8%	33.2%	21.5%
<b>filled up 0%</b>	1.3%	5.3%	5.8%
<b>Number of institutions obligated to announce extraordinary admission procedure</b>	376	321	87

Source: OKÉV

Students in the compulsory schooling age who do not get admitted to any school during the general or the extraordinary admission procedures can continue their studies in vocational schools (*szakiskola*) obligated by the maintainer to admit every applicant.

As the above show, students are in theory free to choose their vocational training school and training programme (officially schools should admit students to an occupational group, *szakmacsoport*, see section 040103, but in fact they often admit them to specific OKJ qualifications), although this freedom is limited by their performance at the entrance exam or in primary schools, and by the range of programmes available in their neighbourhood. In the case of school-based and alternance training they do not have much freedom to choose the place of their practical training, rather the school decides how it organizes the practical training and which enterprise it makes a cooperation agreement (*együttműködési megállapodás*) with.

Students older than 16 with completed primary general education can enter also directly the VET grades of vocational schools (*szakiskola*) to obtain an OKJ qualification that requires only the primary school graduation certificate, while those who could not

finish the primary school by that age can participate in catching-up courses organized by vocational schools (see section 04030101).

#### **04030101 PROMOTING PARTICIPATION**

Pursuant to *Act LXXIX of 1993 on Public education*, students who for any reason do not want to or cannot continue their studies in regular full time education can enter adult education ( *felnőttoktatás*) at the age of 16 and participate in full, part time (evening or correspondence) or distance education. Adult education is offered by both types of vocational training schools (*szakképző iskola*) and its structure, outcome requirements and the awarded qualifications are the same as in regular full time education, apart from the peculiarities of the given delivery mode (for more information about adult education, please refer to Detailed Thematic Analysis 5, section 0502).

A significant recent measure to promote participation in IVET offered in vocational schools (*szakiskola*) targets students who could not finish the 8 grades of primary school (*általános iskola*) until the age of 16 (last year of compulsory schooling in the case of students who started primary school before 1998). The 2003 amendment of the Act on Public education provided for launching 1- or 2-year 'catching-up' programmes (*felzárkóztató oktatás*) in vocational schools (*szakiskola*) to help such students catch up with their age group and prepare them for entering the VET grades.

According to the law, students who could complete 6 grades of primary school can participate in the 2-year course, while those who completed 7 grades participate in the 1-year catching-up course, which will provide them a primary school graduation certificate (*alapfokú végzettség*). Those who could finish only less than 6 grades of primary school until the age of 16 can participate in the 2-year catching-up course which will enable them to enter the first VET grade of vocational schools to obtain a qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) the access requirement of which is the primary education graduation certificate, in case the number of VET grades is increased by one and they receive also general education in at least 340 hours in every VET grade. In this case, the awarded ISCED level 3C OKJ vocational qualification certifies also primary education graduation. However, if the student cannot or does not want to attain the primary education graduation certificate, s/he can participate in the 1-year catching-up course and then enter the VET grades of a vocational school to obtain an ISCED level 2C OKJ qualification with only theoretical and practical competences as access requirements.

A related legal measure effective from school year 2005/2006 is the modification of the access requirements of OKJ vocational qualifications at the level 31-34 (ISCED 3C) so that they may be obtained even by those having no formal school certificate but gained the necessary competences by participating in a catching-up programme. The competence-profiles of qualifications have been developed in 10 occupational groups (*szakmacsoport*, see section 040103) within the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 040101) and 1-year long catching-up courses are currently being piloted in 23 schools participating in this programme. Such VET preparatory courses will be introduced from school-year 2006/2007 in every vocational school in which there is a demand for it.

Currently only the recognition of prior formal learning is prescribed by the law: pursuant to *Act LXXVI of 1993 on Vocational education and training*, any studies completed in an institution providing VET and the exams taken shall be recognized in the accomplishment of the requirements of the same content of VET awarding a vocational qualification, subject to the decision of the head of institution or the

examination board. The new modularized OKJ qualification structure and the development of regulations concerning pre-qualification requirements based on competences, however, will facilitate also the development of a uniform system of validating and recognizing prior learning of any form (see section 040101).

## **040302 CURRICULA**

Curricula of vocational training schools (*szakképző iskola*) are varied, depending on the type of school and the qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) pursued. Pursuant to *Act LXXIX of 1993 on Public Education*, vocational education and training can be commenced only after the age of 16, but career orientation and vocational preparatory/pre-vocational training can be provided already in the general education grades: in the 9<sup>th</sup>-10<sup>th</sup> grades of vocational schools (*szakiskola*) where such training is mandatory since 2006, and in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools (*szakközépiskola*). Students of secondary vocational schools can choose a vocational subject as one of the 5 subjects of their maturity examination (*érettségi vizsga*) taken in the 12<sup>th</sup> grade, and such pre-vocational studies can be recognized in the VET grades (subject to the decision of the head of institution) which may reduce the duration of the vocational training programme.

The curricula for the general education grades (called local curriculum, *helyi tanterv*) of both types of vocational training school are developed by the institutions in compliance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv, NAT*) and following the recommendations of the framework curricula (*kerettanterv*) issued by the Minister of Education of every school type. Schools must develop the curricula of the vocational preparatory/pre-vocational training offered in these grades in accordance with the central programmes of the OKJ qualifications (see below) and the requirements of the maturity examination (in secondary vocational schools), and they may follow the guidelines of the framework curricula developed for the 21 occupational groups (*szakmacsoport*, see section 040103) by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*). Such preparatory programmes include:

- career orientation (*pályorientáció*) and practical training in the 9<sup>th</sup>, and 'vocational grounding theoretical and practical training' (*szakmai alapozó elméleti és gyakorlati oktatás*) in 10<sup>th</sup> grade of vocational schools (in at most 40% of the mandatory teaching hours), and
- vocational orientation (*szakmai orientáció*) from the 9<sup>th</sup>, and 'grounding training in an occupational group' (*szakmacsoportos alapozó oktatás*) from the 11<sup>th</sup> grade of secondary vocational schools.

Curricula for the VET grades of these schools are called 'vocational programmes' (*szakmai program*) and have to be developed by the institutions in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*) of the OKJ qualification offered, issued by a decree of the minister of the relevant field. Labour market needs are therefore taken into account ultimately through the SZVKs that are developed in cooperation with the representatives of the economy and the social partners (see section 040103). Although following the guidelines of the framework curriculum (called central programme, *központi program*) of the subjects/modules of an OKJ qualification issued by the relevant ministry is not mandatory, the precondition of launching a vocational training programme within the school system is that the central programme of the awarded OKJ qualification has already been published. The database of the central programmes is available on the homepage of the NSZI at <http://www.nive.hu>. In alternance training, the enterprise delivering the practical training part of the training programme based on a cooperation agreement (*együttműködési megállapodás*, see section 0403) provides training in

compliance with the local programme of practical training (*gyakorlati oktatás helyi programja*). This document specifying the training plan and time schedule is based on the vocational programme of the school and is in fact often developed and handed over to the enterprise by the school.

VET in accordance with the new OKJ published in 2006 will be based on so-called programme, professional requirements and examination requirements modules of the training modules that make up an OKJ vocational qualification, which are currently being developed by the NSZI within the framework of the Human Resources Development Operational Programme Measure 3.2.1. (see section 040101).

The pedagogical programme (*pedagógiai program*) of a vocational training school that involves both types of curricula discussed above is thus developed by the school in compliance with the central regulations, or the school may choose and adapt previously developed curricula to the local conditions. The pedagogical programme must be approved by the school maintainer which – except when the local curriculum is prepared in accordance with the framework curricula/central programme - also has to hire an expert listed in the National Register of Experts (*Országos Szakértői Névjegyzék*) or the National Register of Vocational Experts (*Országos Szakmai Szakértői Névjegyzék*) to assess the programme. The law also orders to make these pedagogical programmes public and open to everyone. There is no legal regulation concerning the regular review of institutional curricula, but these of course have to be modified in accordance with the change of the central/framework regulations, including the SZVKs that should be updated regularly (see section 040103).

Although it is estimated that the vast majority of schools apply an adapted version of the framework curricula, information on the characteristics of the local curricula of vocational schools will be available only in December 2006 as the outcome of a research project conducted by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*).

#### **04030201            CONTENT AND DELIVERY**

The specific details of the curricula of vocational training schools (*szakképző iskola*) vary according to the type of the school and the qualification(s) offered.

Secondary vocational schools (*szakközépiskola*) provide first 4 years of (primarily) general education at upper secondary level preparing students aged 14-18 to take the maturity examination (*érettségi vizsga*) that awards the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) which is the prerequisite of higher level studies. These schools offer 1 or more years of VET awarding a vocational qualification of the National qualifications Register (*Országos Képzési Jegyzék, OKJ*) only from the 13<sup>th</sup> grade, i.e., at post-secondary level (see section 0406), but they may provide vocational orientation (*szakmai orientáció*) and 'grounding training in an occupational group' (*szakmacsoportos alapozó oktatás*) already in their general education grades, and students can choose also a vocational subject as one of the 5 subjects of the maturity examination (see section 04030202).

Vocational schools (*szakiskola*) offer 2 years of (primarily) general education and (typically) 2 more years of vocational education and training to students aged 14-18 who can obtain an OKJ vocational qualification at the end of their training programme, upon taking the vocational examination (*szakmai vizsga*). In the first two general education grades they may (and from September 2006 must) provide career orientation (*pályáorientáció*), practical training and 'vocational grounding theoretical and practical training' (*szakmai alapozó elméleti és gyakorlati oktatás*).

### *Curricula of the general education grades*

General subjects in the general education grades of both types of vocational training schools are taught in accordance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv, NAT*), the recommendations of the framework curricula (*kerettanterv*) issued by the Minister of Education for every school type, and the local educational programmes (*pedagógiai program*) based on these. The local curricula of the vocational preparatory/pre-vocational training offered in these grades are developed in compliance with the central programmes of the OKJ qualifications (see below) and the requirements of the maturity examination (in secondary vocational schools), and they may follow the guidelines of the framework curricula developed for the 21 occupational groups (*szakmacsoport*, see section 040103) by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*). *Act LXXIX of 1993 on Public Education* limits the number of teaching hours to 5 or 6 per day (weekly average 5.5) in the 9<sup>th</sup> and 10<sup>th</sup> grades, and to 6 hours per day in the 11<sup>th</sup> and 12<sup>th</sup> grades of secondary vocational schools.

Annex 8 presents the structure of subjects and the number of teaching hours recommended by the framework curricula for both types of schools.

The objective of general education in secondary vocational schools is to develop further students' general knowledge, provide a ground for further VET, and prepare students for the maturity examination, for higher education or for entering the labour market. The content of education and the requirements of the "general subjects" (*általánosan művelő tantárgyak*), including the mandatory subjects of the maturity examination, are essentially the same as in grammar schools (*gimnázium*), and these schools typically put much emphasis on developing foreign language and ICT skills. They can increase the number of teaching hours devoted to information technology through decreasing the number of natural science subjects in the 11<sup>th</sup>-12<sup>th</sup> grades, and several schools offer even one extra preparatory grade dedicated almost exclusively to foreign language education (*nyelvi előkészítő évfolyam*): 409 out of 1882 programmes announced by 235 schools (out of the total 614) for school year 2006/2007 involved such an extra grade (mostly in English and German languages). The objective of the 'grounding training in an occupational group' that these schools may offer in these grades is to master and develop the common vocational theoretical and practical knowledge, skills and competences of the chosen occupational group, prepare for the maturity examination, and ground the career choice, further VET or higher education studies. The number of teaching hours of vocational theory and practical training recommended by the framework curricula is presented in Table 2 of Annex 8.

In vocational schools, the objective of the general education grades is ultimately to prepare students for entering VET in the 11<sup>th</sup> grade through increasing their motivation and develop their basic skills in the 9<sup>th</sup>, and develop further their general knowledge and skills in the 10<sup>th</sup> grade. Education is more practice-oriented in this type of schools that educate many disadvantaged, low achieving students, and there have been in fact two types of framework curricula developed for vocational schools, adapted to the needs and abilities of students. Type A targets the development of functional skills and competences that are indispensable to entering VET, while Type B aims to develop further the general knowledge of students with better prior achievements and more developed learning skills. According to the framework curriculum, the objective of career orientation offered in the 9<sup>th</sup> grade is to ground career choice, develop the independence, self-confidence and motivation of students, and provide them information about the VET system and the labour market. Vocational grounding theoretical and practical training which is offered in at most 40% of the teaching hours in the 10<sup>th</sup> grade aims primarily to develop the general

vocational knowledge and skills of students in the chosen occupational group, based on practice-oriented training providing experiences (e.g. learning about technologies, typical substances, etc.), often delivered in school workshops. The number of teaching hours of vocational theory and practical training recommended by the framework curricula is presented in Table 4 of Annex 8.

Modified framework curricula for these general education grades of vocational schools has recently been developed within the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 040101) in order to strengthen basic skills and the grounding of vocational subjects in a greater number of teaching hours. Education in accordance with these new framework curricula will be introduced gradually from school year 2006/2007 in the 90+90 schools participating in the programme (affecting about 9000 students) and in every school from school year 2007/2008.

### *Curricula of the VET grades*

The vocational training curriculum of vocational schools, called vocational programme (*szakmai program*), is based on the professional and examination requirements (*szakmai és vizsgakövetelmény*) of the OKJ qualification pursued. Therefore, the emphasis is on specialization, although compared to other qualifications, the qualifications that in the previous version of the OKJ were classified as 'obtainable exclusively within the school system' (see section 040103) were considered to convey broader vocational skills and provided access to more than one occupation.

The professional and examination requirements define the maximum number of VET grades, the balance of time (in percentages) that has to be devoted to technical theory and to practical work, and the most frequent tasks of the occupation the qualification qualifies for and the related professional requirements (knowledge and core set of skills to be mastered; please refer to chapter 040103 for more details). The balance of time given to technical theory and practical training varies greatly depending on the qualification pursued, from 15%-85% (e.g. in the training of 'clock maker' [*órás*]) to 70%-30% (e.g. in the training of bus drivers [*autóbuszvezető*]). However, there is a general trend initiated by the representatives of the economy to increase the time of practical training, and changes are expected also in this respect in relation with the gradual introduction of the new OKJ qualifications (see section 040101).

When preparing their vocational programmes, schools may follow the guidelines of the central programme (*központi program*) of the vocational subjects (modules) of the given OKJ qualification, published by the minister of the relevant field and typically developed by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*). These framework curricula specify the "general directives" of the training programme that define its structure (duration and proportion of vocational theory and practice, and the subjects with the respective number of teaching hours, including mandatory vocational subjects some of which students can choose), and the parts and subjects of the vocational examination. The central programme of each vocational subject defines its:

- training objective,
- outcome requirements,
- curriculum (structured themes with approximate number of teaching hours),
- relation to other subjects,
- the forms of assessment, and
- the register of tools and equipments specifying the minimum range of tools and equipments required for performing the training exercises.

The Act on Public education limits the number of teaching hours devoted to technical theoretical subjects to 7 hours per day, and the teaching hours of vocational theoretical and practical subjects must not exceed 8 hours a day. In the VET grades the whole week is devoted to vocational subjects apart from a few teaching hours (222 hours per school year is recommended in the framework curriculum of vocational schools) of skills developing, general education subjects (e.g. 'Social studies and ethics', physical education, mother tongue, vocational measurement, information technology, natural sciences related to the chosen vocation, or foreign language).

Although the currently applied vocational curricula are not modularized, there are 30 modules which can be built in the local curricula as optional subjects and thus reappear in many curricula (e.g. work safety, entrepreneurial skills, legal studies, measurement, etc.), and the first phase of training programmes awarding qualifications belonging to the same occupational group also involve common elements. The new modularized OKJ - in accordance with which IVET will be introduced gradually from September 2006 - is based on so-called training modules (a predefined group of which make up a qualification, see section 040101), and as the outcome of the modularisation of the outcome requirements, curricula of related OKJ qualifications may involve common modules.

Regarding the organisation of practical training, *Act LXXVI of 1993 on Vocational education and training* prescribes that it must alternate with theoretical education within a week during the study period (*szorgalmi idő*, the period between the first and last school day), and has to be conducted uninterrupted after it (during the summer vacation time). Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training which may be delivered in the school workshop and/or at an enterprise workshop or the workplace. In case the practical training part of the training programme is delivered by an enterprise based on a cooperation agreement (*együttműködési megállapodás*, see section 0403), the enterprise provides training in compliance with the local programme of practical training (*gyakorlati oktatás helyi programja*). This document specifying the training plan and time schedule is based on the vocational programme of the school and is in fact often developed and handed over to the enterprise by the school. Even in this form of alternance training, however, supplementary practical training may still be provided in the school workshop (for example, prior to examinations, or in case a special equipment is not available at the enterprise, etc.). The typical place and form of practical training is presented in the tables of Annex 6.

The SZVKs and the central framework curricula leave substantial freedom to the school to develop local curricula adjusted to the regional/local demands and individual needs through allowing instructors to choose the most adequate pedagogical methods and allocating 14% of teaching hours in the current (and 20% in the newly developed) central programmes to be spent on content most relevant to local needs. Educational policy and the central documents emphasize the importance of individualized instruction, but its most important precondition is the modernisation of pre-service teacher/trainer training and the promotion of individualized methods through in-service training, both of which are highlighted targets defined in the Strategy of the Development of VET (see section 040101).

#### **04030202      ASSESSMENT**

The performance and achievement of students studying in vocational training schools (*szakképző iskola*) is assessed continuously by their teachers/trainers as well as at national examinations. The requirements and forms of assessing and grading students, including oral and written tests, and the conditions of progression to higher

grades are defined in the pedagogical programme (*pedagógiai program*) of the school. On the basis of this programme teachers assess students' performance and advancement in every subject on a regular basis by giving marks during the school year, and by awarding final grades at the end of the term and of the school year.

This system of continuous assessment is supplemented by applying a 'work log' (*foglalkozási napló*) to monitor practical training in the VET grades provided by an enterprise. This log administered by the provider must include the exercises to be assigned, the time provided for them and the evaluation of students, and the trainer has to record here also the attendance or absence of students every day.

There are furthermore national examinations conducted of both general and vocational subjects.

The General Knowledge Examination (*alapképzési vizsga*), based on the requirements developed by the institution, may be (it is not compulsory) organized at the end of the 10<sup>th</sup> grade in both types of vocational training schools to provide students a certificate of general education, but only secondary vocational schools prepare students for the maturity examination (*érettségi vizsga*). The maturity exam organized at the end of the 12<sup>th</sup> grade is conducted in front of an examination board comprised of school teachers and a president delegated by the Ministry of Education. This secondary school leaving examination - awarding the ISCED 3A level maturity certificate (*érettségi bizonyítvány*) which is the precondition of and the basis of admission to tertiary level education - is based on nationally uniform requirements. It has to be taken in five subjects at (since school year 2004/2005) either intermediate or advanced level. Four subjects are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional which can be also a vocational subject studied during the 'grounding training in an occupational group' (*szakmacsoportos alapozó oktatás*). Statistical data show that about 13-14% of students choose a vocational subject as the optional subject of their maturity exam (see Annex 9).

Students' advancement in the first foundational phase of vocational practical training (*szakmai alapképzés*) provided either in a school workshop or at a workplace may be assessed by the provider of the training at a level examination (*szintvizsga*) in the 11<sup>th</sup> or 12<sup>th</sup> grade of vocational schools in a growing number (currently 16) of vocational qualifications. The objective of the complex exercise assigned at this exam is to measure the competencies needed to work under supervision and the professional and technological knowledge so far mastered by the student. Level exams are organized by the training provider with the assistance of the relevant local chamber of the economy in cooperation with the economic interests representative groups, professional organizations and the vocational school, or by the chamber in case the professional and examination requirements (*szakmai és vizsgakövetelmény*, see section 040103) of the qualification were developed by them. These exams are based on the databases of exercises, procedural regulations and examination requirements developed by the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*).

At the end of the training programme the vocational qualification is awarded upon passing the vocational examination (*szakmai vizsga*) in front of an independent examination board comprised of a president nominated by the minister of the relevant field, and the representatives of the institution organizing the examination and of the competent local chamber of the economy. The form, parts (written, oral, and/or practical), and the requirements of the examination are specified in the professional and examination requirements of the given OKJ qualification issued by the minister of the relevant field, and by the procedural regulations of the vocational

examination defined by the Minister of Education in cooperation with the relevant minister.

### **04030203**      **QUALITY ASSURANCE**

Although there do exist mechanisms within the public education system (*közoktatás*, for an explanation see section 0401) to which vocational training schools belong for assuring the quality of education, the improvement of these and the development of the quality assurance system of VET specifically are important objectives of current educational policies.

The quality assurance system of public education is regulated by *Act LXXIX of 1993 on Public Education*. Tasks related to the organisation of state examinations, national surveys, measurements and quality assurance are exercised by the National Centre of Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont, OKÉV*), while the external evaluation of the efficiency and quality of education in public education institutions is the duty of the school maintainer. The development of school curricula in line with the central framework regulations and the process of quality monitoring are assisted by a national professional expert network upon the request of the schools or maintainers.

The law provides for developing a quality management system in every public education institutions, which defines its quality policy and quality improvement systems, its work processes and the implementation of tasks related to management, planning, controlling, measurement and evaluation. The programme has to be made public, and its execution is assessed annually by the teachers and parents whose report is sent to the maintainer of the institution. The principal of the school is responsible for the professional and lawful operation of the institution, for the quality of the pedagogical work, and the implementation of the controlling, measurement, evaluation and quality assurance programme. Pursuant to the 2003 amendment of the Act on Public Education, the maintainer of the school has to evaluate the efficiency and quality of education provided in the institution at least once in every four years, but the professional work may be assessed only by experts listed in the National Register of Experts (*Országos szakértői névjegyzék*) or in the National Register of Vocational Experts (*Országos szakmai szakértői névjegyzék*).

Due to the highly decentralised institutional structure of public education, however, reliable methods and procedures for assuring and continuously monitoring the quality of education have not been developed, and as surveys show, school maintainers tend to concentrate on evaluating compliance with the legal, financial and administrative regulations and less on professional quality questions. In practice, there is no guarantee that the schools or maintainers will take the appropriate measures based on the results of institutional evaluation.

Regarding the practical training part of vocational training programmes, it can be provided at a school workshop or at an enterprise only if they fulfil the material and human resources preconditions defined in the Act on Public education, *Act LXXVI of 1993 on Vocational education and training*, and the related decrees. The supervision - control of compliance with the relevant regulations - over the provision of practical training at an enterprise is the duty of the competent local chamber of the economy (in cooperation with the vocational school). In case the training enterprise wants to apply for the reimbursement of some of its costs related to training provision from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*), it has to obtain also the Certificate (*Tanúsítvány*) of the chamber awarded through a deeper accreditation process (see section 04040203). Since 2006, the chambers are entitled to monitor also practical training delivered in school workshops in the case of

vocational qualifications whose professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*) were developed by the chamber, but the quality of training (provided either at an enterprise or in a school workshop) may be assessed only by a vocational expert listed in the above mentioned register.

In addition to these continuous monitoring activities, the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara, MAK*) play an important role in the quality assurance system of VET also through their other mandates defined by the law:

- the chamber assists in organizing, or, in case of qualifications whose SZVK were developed by it, organizes the level exams (*szintvizsga*, see section 04030202); and
- the chamber delegates a representative to the independent examination board which awards the vocational qualification at the vocational examination (*szakmai vizsga*, see section 04030202).

In the case of alternance training based on a cooperation agreement (*együttműködési megállapodás*, see section 0403), coherence between the training learning content provided at schools with that of the workplace is ensured by the fact that the local programme of practical training (*gyakorlati oktatás helyi programja*) provided by an enterprise is based on the same central documents as the local curriculum of the school is: the SZVK and the framework curriculum of the given vocational qualification. In fact, the local programme of practical training which specifies the training plan and time schedule is usually developed and handed over to the enterprise by the vocational training school. Coherence is furthermore to be ensured by:

- the application of a 'work log' (*foglalkozási napló*) in which the enterprise should register the weekly/monthly practical assignments and the time provided for them, as well as the evaluation of students;
- the application of a 'student work log' (*tanulói munkanapló*) provided by the school to the student who must administer it and have it certified by the practical training provider at least once in a month; and
- the supervision of training provided at an enterprise by the chamber in cooperation with the vocational training school.

### **040303 LEARNING OUTCOMES**

Students of secondary vocational schools (*szakközépiskola*) receive a certificate upon completion of the upper secondary level general education (9<sup>th</sup>-12<sup>th</sup>) grades and can obtain the ISCED 3A level maturity certificate (*érettségi bizonyítvány*) upon taking the state maturity examination (*érettségi vizsga*) organized at the end of the 12<sup>th</sup> grade. The maturity certificate qualifies graduates to apply to tertiary level education or to continue studies in the VET grades of a secondary vocational school at post secondary level.

Students of vocational schools (*szakiskola*) receive a certificate upon completing the 9<sup>th</sup>-10<sup>th</sup> general education grades and can obtain an ISCED 3C or 2C level vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) upon completing the vocational training programme of the (1-3) VET grades and passing the state vocational examination (*szakmai vizsga*). 'Catching-up' courses organized in the general education grades of vocational schools award the primary general education graduation certificate (*alapfokú iskolai végzettség*) to students older than 16 who could not obtain that certificate before (see section 04030101).

## **04030301      QUALIFICATIONS/CERTIFICATION**

All students of vocational training schools study for a formal certification or qualification. Students completing the general education grades of secondary vocational schools (*szakközépiskola*) and passing the maturity examination (*érettségi vizsga*) receive the maturity certificate (*érettségi vizsga*) which entitles them to continue studies at the VET grades or in higher education, while the vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) awarded in vocational schools (*szakiskola*) enables graduates to enter an occupation in the labour market.

The criterion of taking the state maturity examination is the completion of the 12<sup>th</sup> grade. This secondary school leaving exam has to be taken in five subjects at (since school year 2004/2005) either intermediate or advanced level, based on nationally uniform requirements. Four subjects are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional which can be also a vocational subject (see also section 04030202).

The criteria of obtaining an OKJ vocational qualification are defined in its professional and examination requirements (*szakmai és vizsgakövetelmény*) and include the completion of the (modules of the) vocational training programme, passing the level (or module) exam in case it is organised in that qualification, and successful performance at the state vocational examination (*szakmai vizsga*). The form, parts, and the requirements of the vocational examination are specified also in these requirements issued by the minister of the relevant field, and by the general and procedural regulations of the vocational examination defined by the Minister of Education in cooperation with the relevant minister (see also section 04030202).

## **04030302      PROGRESSION AND TRANSITION (INCL. STATISTICS)**

The vocational qualifications of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) awarded in vocational schools are all state recognized and provide access to regulated as well as non-regulated occupations defined in their professional and examination requirements (*szakmai és vizsgakövetelmény*). The existing mechanisms to assist graduates to enter the labour market and/or continue studies are not very effective and the high proportion (20%) of inactive and unemployed young people aged 20-24 (OECD, Education at a glance, 2005) shows that this is an area where improvement is needed. Disadvantaged and/or unemployed school leavers are the target groups of several central state programmes and tenders that aim to assist them to reintegrate into education and training or integrate in the labour market, for example through providing them re-training courses to obtain more competitive vocational qualifications (see section 0405).

The high number of drop-outs is a serious problem primarily in vocational schools (*szakiskola*). The Strategy of the Development of VET (2005) defined as an important policy objective to develop measures to prevent early school leaving and to help drop-outs reintegrate into IVET, and the measures to be applied immediately include:

- organisation of catching-up courses to assist young people without a primary school education graduation certificate (*általános iskolai végzettség*) to enter IVET (see section 04030101); and
- modification of the content of the general education grades of vocational schools in order to improve students' basic knowledge and skills and those needed for entering VET (see section 04030201).

Pilot catching-up courses and a modified framework curriculum for the general education grades have been developed within the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see Annex 2 in section 040101). Additional means of achieving the goal of reducing the number of drop-outs developed in this programme include creating alternative training methods and materials, organizing further trainings for teachers, and developing a modular structure of qualifications facilitating the recognition of prior education and the acquisition of further qualifications (this has been integrated into the development work producing the new modified OKJ, see section 040101).

Currently the destination of vocational training school (*szakképző iskola*) leavers is not monitored continuously (the introduction of a career tracking system is a policy objective defined in the Strategy of the Development of VET and has to be developed by 2008). Some data on the career path of vocational school graduates are available from a research survey conducted in 2002 (Mártonfi, 2002) which asked 311 ex-form masters about the current status of school leavers who had graduated about 3 years earlier. The specific question asked by a questionnaire was: "What do young people from the class of which you were the form master currently do, according to your knowledge or estimate?" The answers presented in the table below suggest that:

- about half of the graduates enter the labour market, but only a little more than their half in her/his vocation;
- about one third continue their studies either in a general education programme to obtain the maturity certificate (*érettségi bizonyítvány*) which is the precondition of higher level studies, or in a vocational programme to acquire another vocational qualification; and
- the others are unemployed or inactive.

<b>Current status of average vocational school graduates who had graduated about 3 years earlier, according to their ex form masters' knowledge or estimate (2002)</b>	
<b>TITLE</b>	<b>%</b>
CONTINUES STUDIES TO OBTAIN THE MATURITY CERTIFICATE	18
CONTINUES STUDIES TO OBTAIN A NEW VOCATIONAL QUALIFICATION	11
WORKS IN HER/HIS VOCATION AS AN EMPLOYEE	21
WORKS AS AN EMPLOYEE IN ANOTHER FIELD	13
WORKS IN HER/HIS VOCATION AS AN ENTREPRENEUR	5
WORKS AS AN ENTREPRENEUR IN ANOTHER FIELD	3
UNEMPLOYED	7
OTHER (SOLDIER, DISABLED, ETC.)	6
HAS NO INFORMATION	16
<b>TOTAL</b>	<b>100</b>

Source: Mártonfi, 2002 (quoted by the *Jelentés a magyar közoktatásról*, 2003, p. 445)

The research study furthermore found that four fifths of students in the 9<sup>th</sup> grade plan to continue studies to obtain the maturity certificate, and three fourth of them plan to do it immediately after finishing the vocational school and receiving a vocational qualification.

Although many students of secondary vocational schools (*szakközépiskola*) passing the maturity examination (*érettségi vizsga*) at the end of the 12<sup>th</sup> grade apply to

higher education (a higher level VET course or a degree programme), only around one fifth of them get admitted immediately. The majority of students therefore continue their studies in the VET grades of their school (or in another school or even in another occupational field, since the access requirement of these grades is only having the maturity certificate) to obtain a vocational qualification, and although there are no statistical data available, it is estimated that many of them later continue studies also in higher education.

#### 0404 APPRENTICESHIP TRAINING (INCL. STATISTICS)

Apprenticeship training in Hungary as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) concluded between the student and the enterprise is not a separate pathway in IVET. It is rather one form of the delivery of the practical training part of a vocational training programme provided within the school system available at:

- upper secondary level in the VET grades of vocational schools (*szakiskola*, see section 0403),
- post secondary level in the VET grades of secondary vocational schools (*szakközépiskola*, see section 0406), and
- (since January 2006) at tertiary level in higher level VET programmes (*felsőfokú szakképzés*, see section 0407).

Therefore the structure, content and learning outcome of the vocational education and training of students participating in this kind of apprenticeship training is ultimately the same as that of other students studying in either type of vocational training schools (*szakképző iskola*, or in higher level VET) who receive their practical training in the school workshop and/or at an enterprise based on a cooperation agreement (*együttműködési megállapodás*, see section 0403). However, training based on a student contract has indeed some important specific features and is increasingly promoted by the education policy (especially in the last VET grade, see section 0403) as the form of practical training most convenient to strengthen the relationship between VET and the economy. Therefore, its most important special characteristics are discussed in this chapter.

A major difference between this form of practical training and that provided at an enterprise based on a cooperation agreement is that the student contract is concluded between the student (not the vocational training school) and the enterprise, under the supervision of the representative of the competent local chamber of the economy who will also continuously monitor the conditions and quality of the training afterwards. The preconditions and content of the contract, including the rights and obligations of both the student and the training provider, and the duties of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara, MAK*) regarding the supervision of the training are defined in *Act LXXVI of 1993 on Vocational education and training*.

Currently, apprenticeships are a dynamically spreading form of practical training promoted by the state by several financial incentives offered to students, schools and enterprises alike, but still most students studying in vocational training schools receive their practical instruction in school workshops and/or at an enterprise through a cooperation agreement (see Annex 6). The number of students participating in training based on a student contract tripled between 2000 and 2005, as Table 1 shows.

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>NUMBER OF STUDENTS</b>	6616	7970	8312	10155	12747	14404	16976	21306	32117

Source: MKIK

Student contract-based training is in theory available to all students older than 16 studying in the VET grades of a vocational training school (or, since January 2006, in a

higher level VET programme) in all sectors, occupational areas, professions and trades. In practice, however, its availability is dependent on the availability of local enterprises willing and able to accept and provide training for students, and this does show significant variation according to:

- sectors: the majority of students participating in this kind of training study for a vocational qualification which falls under the competence of the MKIK (which has developed a nationwide administrative structure of promoting student contracts), while the legal form of practical training provided at a budgetary institution typical in, for example, the health or the education sectors is rather the cooperation agreement;
- professions: in general, enterprises are more willing to train students in vocations that are in short supply in the labour market; the most typical trades are presented in Table 2 below;
- geographical region (see Table 1 in section 040101); and also
- the type of the economic organization (see Table 1 in section 04010101).

Nevertheless, as it was mentioned above, the main features of apprenticeship training are regulated by the law and therefore there are no varying schemes according to these factors.

In school year 2005/2006, students of vocational training schools participated in student contract-based trainings in a total of 190 professions; more than 51% of the apprentices, however, were studying in vocational schools to obtain an ISCED 3 level qualification in one of 10 vocations as presented in Table 2.

<b>Table 2: The ten most typical vocations in which students of vocational training schools received their practical training based on a student contract in school year 2005/2006</b>		
<b>VOCATION</b>	<b>STUDENTS</b>	
	<b>NUMBER</b>	<b>%</b>
FOOD AND HOUSEHOLD RETAILER ( <i>ÉLELMISZER- ÉS VEGYI ÁRU KERESKEDŐ</i> )	2924	9.1
COOK ( <i>SZAKÁCS</i> )	2462	7.67
WAITER ( <i>PINCÉR</i> )	1920	5.98
HAIRDRESSER ( <i>FODRÁSZ</i> )	1873	5.83
PAINTER AND WALLPAPERER ( <i>SZOBAFESTŐ-MÁZOLÓ ÉS TAPÉTÁZÓ</i> )	1676	5.22
CARPENTER ( <i>ASZTALOS</i> )	1562	4.86
BODY IRONER ( <i>KAROSSZÉRIALAKATOS</i> )	1216	3.79
BRICKLAYER ( <i>KŐMŰVES</i> )	1211	3.77
GARMENT RETAILER ( <i>RUHÁZATI KERESKEDŐ</i> )	852	2.65
ELECTRICIAN ( <i>VILLANYSZERELŐ</i> )	850	2.65
<b>TOTAL:</b>	<b>16546</b>	<b>51.52</b>
<b>GRAND TOTAL:</b>	<b>32114</b>	<b>100.00</b>

Source: Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*)

*Statistics*

The proportion of young people aged 16-19 participating in practical training based on a student contract is shown in Table 3. Since this form of practical training is available only since 1997 and in order to be comparable with other statistics presented in this report, data is presented for years 1997, 2000, 2001 and 2004.

<b>Table 3: Proportion of young people aged 16-19 participating in practical training based on a student contract</b>				
	<b>1997/1998</b>	<b>2000/2001</b>	<b>2001/2002</b>	<b>2004/2005</b>
<b>NUMBER OF STUDENTS</b>	6616	10155	12747	21306
<b>PROPORTION TO POPULATION AGED 16-19<sup>1</sup></b>	1.09%	1.90%	2.42%	4.16%

<sup>1</sup> Proportions presented in the table are based on the total number of students participating in training based on a student contract which includes students not falling in the 16-19 age group (the number of participants by age distribution is not available), therefore, the actual proportions are somewhat lower than those presented here.

Source: calculation of the Hungarian National Observatory based on the statistics of the MKIK and the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

The available statistics do not provide data on the number of participants in this kind of training by gender. Data available on their number by age in school year 2005-2006 (see Table 4) are presented only as aggregate numbers which do not differentiate students of vocational schools and secondary vocational schools (although the age itself to a certain extent suggests the school type since IVET can be provided in the 11<sup>th</sup>-12<sup>th</sup> grades to students aged 16-17 only in vocational schools).

<b>Table 4: Distribution of students of vocational training schools receiving practical training based on a student contract by age in school year 2005/2006</b>	
<b>AGE</b>	<b>NUMBER OF STUDENTS</b>
<b>16</b>	8174
<b>17</b>	9478
<b>18</b>	6798
<b>19</b>	4084
<b>OLDER THAN 20</b>	3193

Source: MKIK

#### **040401 ACCESS REQUIREMENTS**

*Act LXXVI of 1993 on Vocational education and training* defines the conditions under which an enterprise and a student can conclude an apprenticeship (student) contract (*tanulószerződés*). All students of vocational training schools (*szakképző iskola*, see sections 0403 and 0406; and since January 2006, also participants of higher level VET, *felsőfokú szakképzés*, see section 0407) can participate in this kind of apprenticeship training in the practical training part of their vocational training programme, if they are at least 16 years of age and comply with the pre-qualification and medical requirements of the vocational qualification pursued. The enterprise chosen freely by the student is furthermore entitled to organize vocational aptitude tests or prescribe a career aptitude test as the precondition of concluding an apprenticeship contract with the student, both aimed at the examination of basic skills indispensable to master the practical skills of the given vocation.

Although the law does not differentiate apprenticeship schemes according to sectors/occupation areas/professions, the availability of this form of practical training varies according to these factors (see section 0404) as well as to geographic area.

Based on the number of students participating in apprenticeship training, the counties can be categorized into 6 groups as the table below shows. The regional differences may in part result from the varying economical background of the counties (level of economic activity and structure of local economy) and the varying number and structure of the local public education institutions.

Distribution of the counties according to the number of students participating in practical training based on a student contract in school year 2005-2006	
MORE THAN 3000	Budapest
2000-3000	Csongrád
1000-2000	Veszprém, Tolna
800-1000	Baranya, Békés, Bács-Kiskun, Borsod-Abaúj-Zemplén, Győr-Moson-Sopron, Hajdú-Bihar, Szolnok, Szabolcs-Szatmár, Tolna, Veszprém
500-800	Fejér, Heves, Pest, Somogy, Vas, Zala
LESS THAN 500	Komárom, Nógrád

Source: Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*)

#### **04040101 APPRENTICESHIP CONTRACTS**

An apprenticeship – student - contract (*tanulószerződés*) may be initiated by the student or by the enterprise, and the latter has to indicate its intention of training the student to the competent local chamber of the economy and the vocational training school (*szakképző iskola*, see sections 0403 and 0406) which provides the theoretical education to the student. Apprenticeship contracts are concluded between the student of a vocational training school and an enterprise, and they create a legal relationship between the parties. *Act LXXVI of 1993 on Vocational education and training* orders the student and the practical training provider to sign the contract in front of the representative of the local chamber who checks the fulfilment of the prescribed preconditions (see section 04040203) beforehand.

Through this contract the enterprise is obliged to provide adequate practical training and education for the student at a safe and healthy workplace, in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*, see sections 040103 and 040302) of the given vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). The student is likewise obliged to comply with the training scheme of the enterprise and obey its orders related to the training, and to observe the safety and medical regulations. Pursuant to the law, the student contract - which can be concluded for the whole duration of the vocational training programme defined in the OKJ and the SZVK or only for a part of it - has to contain the following data (irrespective of the sector):

- particulars of the enterprise and the student;
- name of the qualification and the duration of the vocational training programme, as defined in the OKJ;
- place of the practical training;
- the amount of payment the student is to receive; and

- other allowances and benefits to be given to the student by the enterprise, in addition to those prescribed by current regulations.

By concluding a student contract, the student of a vocational training school – while maintaining her/his legal status as student – is entitled not only to regular monthly payments (see section 04010102), but also to social security benefits, and the time of the apprenticeship training is counted in the time spent in work which is used to calculate pension.

The student contract usually establishes a much closer relationship between the student and the enterprise than that typical of alternance training. In the latter case the vocational training school referring its students to the enterprise with which it entered a cooperation agreement (*együttműködési megállapodás*, see section 0403) may at any time recall the student to provide her/him training in its school workshop, and the student also has the right to change the workplace where s/he receives the practical training. Student contracts, however, may be terminated only by mutual agreement or by ordinary or extraordinary notice under conditions specified by the law.

Typically, the economic organizations providing student contract-based trainings have Hungarian owners (around 95%) and in general they have large enough income that enables them to make use of the tax allowances and to apply for the reimbursement of their expenses. The distribution of providers by the legal form of the enterprise and by geographical region in school year 2003-2004 is presented in the following table.

Distribution of enterprises providing student contract-based training by region and the legal form of the company in school year 2003/2004 (%)						
REGION	Rt.	Kft.	Bt.	Ev.	E	TOTAL
	%					
CENTRAL HUNGARY	14.7	39.6	12.7	22.6	10.4	100.0
CENTRAL TRANS-DANUBIA	6.4	29.1	8.1	53.2	3.2	100.0
WESTERN TRANS-DANUBIA	8.9	39.1	12.7	36.8	2.5	100.0
SOUTHERN TRANS-DANUBIA	6.2	38.0	12.2	42.4	1.2	100.0
NORTHERN HUNGARY	16.1	30.5	10.2	42.4	0.8	100.0
NORTH GREAT PLAIN	4.4	21.1	10.6	60.8	3.1	100.0
SOUTH GREAT PLAIN	6.3	36.7	7.4	46.7	2.9	100.0
<b>TOTAL</b>	<b>8.1</b>	<b>33.0</b>	<b>10.3</b>	<b>44.7</b>	<b>3.9</b>	<b>100.0</b>

Rt. = public limited company, Kft. = limited liability company, Bt. = limited partnership, Ev. = private entrepreneur, E = other

Source: Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*)

#### **04040102 PROMOTING PARTICIPATION**

Promoting the participation of students in student contract-based practical training (*tanulószerződéses gyakorlati képzés*) and increasing the number of enterprises

providing apprenticeships are important education policy objectives. Students, enterprises and vocational training schools (*szakképző iskola*) alike are therefore encouraged by various financial incentives to favour this form of practical training (especially in the last VET grade, see section 0403). Furthermore, there is a network of advisors set up by the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara, MAK*) with the objective to propagate student contracts and to assist both enterprises and students in this form of apprenticeship training.

Pursuant to *Act LXXVI of 1993 on Vocational education and training*, in the case of student contract-based training the training provider has to give regular monthly payments to the student (during vacation times as well), while in case of school-based or alternance training (based on a cooperation agreement, *együttműködési megállapodás*, see section 0403) it is only optional but not compulsory, except for the time of the summer (uninterrupted) practical training. The amount of this payment is 15% of the compulsory minimal wages in the first term of the first VET grade, which has to be increased by at least 10% (or more, depending on the performance and diligence of the student) in each of the following terms. As recent developments show, enterprises tend to use it as an incentive and the amount of the monthly payment may rise to as much as 50% of the minimal wages. In addition this, students are entitled also to receive social security benefits through their apprenticeship contract, and the time of the apprenticeship training is counted in the time spent in work which is used to calculate pension.

Enterprises can apply for the reimbursement of their expenses not covered by their vocational training contribution (*szakképzési hozzájárulás*, a kind of tax levied on enterprises in the amount of 1.5% of total wage costs, 100% of which can be allocated for expenses related to training provision) from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*). The amount of the monthly payment they provide to students, as well as an annual 10,000 HUF of material costs can be refunded from the MPA, and they may also reduce their tax base by as much as 20% (since 2004) of the minimal wages each month per each student. Enterprises providing student contract-based training are favoured at development tenders.

The per capita financing system of vocational training schools has also been changed recently with the objective to encourage schools to favour the participation of their students in student contract-based training. The amount of the per capita support of practical training was raised to 140% in the first, but decreased to 60% in the final VET grade. In addition, schools are entitled to receive also a new 20% partial per capita support in case the student participates in apprenticeship training to cover costs related to its quality monitoring and provision of supplementary training in school workshops. These measures were necessary because many of the vocational training schools discouraged apprenticeships due to the financial disadvantages these used to cause them within the former system of per capita support.

Recent regulations permit the conclusion of student contracts also for only a part of the duration of practical training, which makes it possible for the student to master the basic vocational skills in a school workshop and then obtain specialized skills and competences at a real workplace.

The formal mechanisms available to overcome obstacles to access (e.g. recognition of prior formal vocational training prescribed by the law) or to respond to individual participants' needs are in general the same as in the case of school-based or alternance training discussed in section 04030101, since these different forms of the delivery of practical training do not comprise different pathways. In this form of practical training, however, there indeed may be more opportunities for students to

receive more individualized training due to their closer relationship with the training provider, their interests are more protected due to the legal nature of this relationship, and they also have more access to the support services provided by the local chambers which are entitled by the law to exercise control over practical training provided in apprenticeships.

## **040402 CURRICULA**

The curriculum of student contract-based practical training (*tanulószerződéses gyakorlati képzés*) is ultimately the same as that of school-based or alternance training (see section 0403), all being merely different forms of the delivery of practical training available in the same unified system of vocational training schools (*szakképző iskola*).

Curricula of the VET grades of these schools called vocational programmes (*szakmai program*) are developed by the schools in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*, see section 040103) of the vocational qualification offered and the recommendations of the framework curricula based on them (see section 0403). The enterprise delivering the (whole or a part of the) practical training part of the training programme through a student contract has to train students also in accordance with the SZVKs issued by the minister of the relevant field. The local programme of practical training (*gyakorlati oktatás helyi programja*) which specifies the training plan and time schedule of practical training can be developed by the enterprise but is in fact often based on the vocational programme of the school, or is simply an adapted version of the central curriculum issued by the relevant ministry. However, the results of the regular annual monitoring of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) reveal that still about 20% of training providers, especially those training a small number of students and have only recently started training provision, do not possess this document which implies that their training is rather ad hoc and does not provide opportunity for adequate vocational practice.

The enterprise therefore cannot directly influence the core content of the curriculum which is defined in the above mentioned central documents, but in this case it is the body which delivers it, and may also contribute to its assessment in an informal manner, through its continuous contact with the local chambers in charge of monitoring student contract-based training. Apprenticeship trainings thus provide also a particularly convenient way to learn about and take into account labour market needs reported to the chambers that are involved in the development of the SZVKs.

### **04040201 CONTENT AND DELIVERY**

The vocational training curricula are defined integrated for the different training venues since the local programme of practical training (*gyakorlati oktatás helyi programja*) - specifying the training plan and time schedule of the practical training provided by an enterprise – is based on the same central documents as the local curricula of vocational training schools (*szakképző iskola*) are: the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*, see section 040103) of the vocational qualification pursued and the framework curriculum called central programme (*központi program*, see section 0403). It may even be based on the vocational programme (*szakmai program*) of the school itself which delivers the theoretical part of the vocational training programme (see section 040402).

In fact, there is no difference between the available forms of school-based, alternance and student contract-based training (*tanulószerződéses gyakorlati képzés*) either, in terms of the main components of curricula, the core set of skills, practical work/schooling balance, or the set period of time for the curricula. As discussed in

detail in chapter 04030201, all these are defined in the SZVK and the central programme of the given vocational qualification issued by the minister of the relevant field (see sections 040103 and 04030201).

Irrespective of the form of the delivery of practical training, *Act LXXVI of 1993 on Vocational education and training* prescribes that practical instruction must alternate with theoretical education within a week during the study period (*szorgalmi idő*, the period between the first and last school day), and has to be conducted uninterrupted after it (during the summer vacation time). Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training provided by the enterprise.

Co-operation and coherence between enterprises and vocational training schools is to be ensured ultimately by the training documents that the enterprise must use when providing practical training:

- the central documents defining the content, structure and learning outcome requirements of the qualification pursued which serve as the basis of the local curricula of both the school and the enterprise;
- the 'work log' (*foglalkozási napló*) in which the enterprise should register the weekly/monthly practical assignments and the time provided for them, as well as the evaluation of students; and
- the 'student work log' (*tanulói munkanapló*) provided by the school to the student who must administer it and have it certified by the practical training provider at least once in a month.

However, as the results of the annual monitoring of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) show, although there are some very good examples of excellent cooperation between the school and the training enterprise, there are also cases when there is hardly any contact between them. Often in such cases the local chambers found that many of the training documents that the enterprise should have possessed were also missing. Coherence can in fact be ensured also by the opportunity available for schools to participate in the supervision and assessment activities of the local chambers exercised over the provision of practical training.

#### **04040202 ASSESSMENT**

The performance of students in vocational theoretical subjects taught at the vocational training school (*szakképző iskola*) and at the practical training provided by the enterprise is assessed by the teachers and trainers in the same way and forms as in alternance training based on a cooperation agreement (*együttműködési megállapodás*). For more information on the system of continuous assessment, level examinations (*szintvizsga*), and the vocational examination (*szakmai vizsga*) awarding the vocational qualification, please refer to section 04030202.

#### **04040203 QUALITY ASSURANCE**

Apprenticeship training as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) concluded between the student and the enterprise is not a separate pathway in IVET (see section 0404). It is rather one available form of the delivery of the practical training part of a vocational training programme, while its theoretical education part is still provided in the vocational training school (*szakképző iskola*). Therefore, the quality assurance mechanisms for curricula delivery and assessment in this case are essentially the same as in school-based and alternance training discussed in section 04030203. The only important

difference is that an enterprise can enter a student contract only if the competent local chamber of the economy has already confirmed the compliance of its conditions with the relevant regulations. Furthermore, in case the enterprise wants to apply for the reimbursement of its costs related to training provision (see section 04040102), it must go through a deeper accreditation process conducted also by the chambers.

The Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) has thus developed a two-level system of monitoring practical training provided at an enterprise:

I. Verifying compliance with the relevant regulations concerning the provision of training – this includes:

- Checking data concerning the enterprise:
  - basic figures, main parameters of operation;
  - legal form of the training (whether based on a student contract or a cooperation agreement, *együtműködési megállapodás*, see section 0403), provision of the relevant student allowances.
- Assessing the preparedness of the training place (the site providing the training):
  - basic figures of the training place, conditions of its operation;
  - number of the vocations in which it provides training and the number of students it trains.
- Examining the preconditions of training provision by vocation:
  - the human resource and material conditions;
  - the educational and pedagogical documentation.

As the outcome of this first level of inspection, the chamber awards a 'Resolution' (*Határozat*).

II. Inspection of the quality of training, the conditions influencing it, and the effectiveness of the educational and pedagogical work provided by the enterprise – its content follows the structure of the previous level, but it is more like exercising quality assurance due to the depth of examination:

- Examining the indirect conditions influencing the training within the enterprise:
  - investments and human resource development related to training provision;
  - organization and supervision of practical training provision.
- Examining the training place (the site providing the training):
  - checking compliance with the preconditions concerning real estate and labour safety;
  - defining the maximum number of students it can train.
- Examination by each vocation in which training is provided:
  - examination of the objectives, organization and methodology of practical training;

- effectiveness of the application of the necessary educational and pedagogical documents;
- assessment of the trainers and of the intentional character of their educational work.

As the outcome of this second level of inspection or 'accreditation', the chamber awards a 'Certificate' (*Tanúsítvány*) which is a precondition of applying for the reimbursement of expenses related to training provision.

The above described qualification process is based on a system of principles developed in accordance with the relevant regulations and is conducted by applying a questionnaire called 'Controlling document' (*Ellenőrzési dokumentum*). The chambers provide also professional counselling services, organize conferences and publish handbooks and reports, in order to ensure/improve the conditions and quality of training provided by enterprises.

## **040403 LEARNING OUTCOMES**

Apprenticeship training - as a form of the delivery of the practical training part of a vocational training programme offered in the VET grades of vocational training schools (*szakképző iskola*) on the basis of a student contract (*tanulószerződés*) - is not a separate pathway in IVET (see section 0404). Therefore, the type of learning outcomes is the same as in school-based or alternance training (see section 040303): completion of the training programme in the VET grades and passing the vocational examination awards a state recognized vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*).

### **04040301 QUALIFICATIONS/CERTIFICATION**

The qualifications pursued by students of vocational training schools (*szakképző iskola*) participating in any form of the delivery of the practical training part of their training programme offered in the VET grades are the same, that is, there is not a separate stream of qualifications for upper secondary school-based/alternance and student contract-based practical training (*tanulószerződéses gyakorlati képzés*). The criteria to be met to obtain a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are as well the same as discussed in section 04030301.

### **04040302 PROGRESSION AND TRANSITION (INCL. STATISTICS)**

The qualifications achievable by apprentices, i.e., students of the VET grades of vocational training schools (*szakképző iskola*) receiving their practical training at an enterprise on the basis of a student contract (*tanulószerződés*), are the state recognized vocational qualifications of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) that provide access to regulated as well as unregulated vocations. Although in general the existing mechanisms to assist graduates to enter the labour market and/or continue studies are not very effective, as it was described in chapter 04030302, student contract-based training is considered to provide students a better chance to get a job - partly because they are often provided by enterprises in vocations in short supply in the labour market, and also because prospective employers are aware that apprentices had the chance to master the professional and social skills at a real workplace.

The available statistics do not provide information whether the number of drop-outs differs according to the form of practical training the student participates in, and the

mechanisms to help these young people reintegrate into education and training or integrate in the labour market are the same as those discussed in section 04030302.

#### 0405 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS (INCL. STATISTICS)

The proportion of inactive and unemployed young people is 6.8% in the 15-19 and 19.9% in the 20-24 age cohort (OECD: Education at a glance, 2005). While young people aged 15-24 make up 18.4% of the total population aged 15-64 and their proportion among the unemployed is about the same, they make up 35.8% of all inactive people aged 15-64 (see Table 1 below).

Table 1: Labour market status of the population aged 15-64 in the 2 <sup>nd</sup> quarter of 2006				
	TOTAL POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE
POPULATION AGED 15-64 (THOUSAND)	6 819.1	3 910.3	305.1	2 603.7
PERCENTAGE OF YOUNG PEOPLE AGED 15-24 (%)	18.4	6.8	18.3	35.8

Source: *Munkaerő-piaci jellemzők 2006. II. negyedévében (Characteristics of the Labour Market in the 2<sup>nd</sup> quarter of 2006)*/Central Statistical Office (*Központi Statisztikai Hivatal, KSH*): Budapest, 2006. p. 11.

Keeping young people in some kind of education and training at least up to the compulsory school age, and ensuring that everyone, and in particular disadvantaged students obtain a marketable vocational qualification in order to facilitate their integration in the labour market have been important educational policy objectives in the past 10-12 years.

State support provided for young people disadvantaged due to mental or physical disabilities or social status, to ensure equal chances for them in the labour market through VET, includes:

- an opportunity to extend the duration of the VET programme of students with special education needs, ensured by *Act LXXIX of 1993 on Public education*;
- an opportunity for disadvantaged students to obtain their 2nd vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) in public education free of charge;
- provision of higher per capita funding to vocational training schools and other training providers to educate them;
- provision of adult training (*felőttképzés*) courses outside the school system free of charge to unemployed young people and those without an OKJ qualification, and central state programmes and tenders targeting early school leavers and unemployed young people to train or re-train them in marketable vocations in adult training.

As discussed in section 04030101, for students who could not complete their primary education until the age of 16 there are 1- or 2-year 'catching-up' courses (*felzárkóztató oktatás*) available in vocational schools (*szakiskola*), preparing them to enter the VET grades where they can obtain ISCED 2C or 3C level OKJ qualifications. There are furthermore special and skills developing special vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) available for students in need of special education due to mental or other disabilities, preparing them for the vocational examination, or providing skills necessary to start working and begin an independent life.

Young people without a vocational qualification can obtain their first OKJ qualification free of charge:

- in regular full time education (available until the age of 23, or for students in need of special education until the age of 26) and in full time adult education ( *felnőttoktatás*, see section 050201 of Detailed Thematic Analysis 5) in either type of vocational training schools, where disadvantaged students can acquire also their second OKJ qualification free of charge; and
- at adult training providers receiving per capita state support (the system of per capita support of adult training is discussed in detail in section 0503 of Detailed Thematic Analysis 5).

There are also an increasing number of state financed programmes, offering training or re-training provided outside the school system in adult training in marketable vocations for young unemployed and disadvantaged people with or without a qualification. The various training support schemes are discussed in detail in section 0503 of Detailed Thematic Analysis 5, therefore will be presented here only briefly.

Training support is available to unemployed young people through the Public Employment Service ( *Állami Foglalkoztatási Szolgálat, ÁFSZ*) which may pay the training costs and related expenses (as well as supplementary/compensatory payment) for participating in a vocational training programme offered in adult training. These courses typically award an OKJ qualification and are delivered by the budgetary regional training centres ( *regionális képző központ*) and accredited adult training providers (often non-profit organisations) chosen by the county labour centres ( *megyei munkaügyi központ*) of the ÁFSZ.

There are also several central state programmes and tenders funded from the Labour Market Fund ( *Munkaerő-piaci Alap, MPA*) and/or EU Structural Funds assistance that aim to enhance the employability of disadvantaged young people through promoting the development, piloting and provision of innovative, complex training programmes tailored to their special needs. While Measure 2.1. ( *Ensuring equal opportunities for disadvantaged pupils in education*) of the Human Resources Development Operational Programme of the I. National Development Plan governing the use of EU funds assistance supports 'inclusive' educational programmes to prevent early school leaving, the Hungarian EQUAL programme finances the development and piloting of adult training courses applying innovative methods to give a 'second-chance' to drop-outs. The National Employment Foundation ( *Országos Foglalkoztatási Alapítvány, OFA*) has also been playing a significant role in the training of early school leavers in the past decade through supporting innovative programmes which often combine training, personal development and actual work elements.

The modularization of the OKJ qualification system and the development of regulations concerning pre-qualification requirements based on competencies will as well facilitate the vocational education and training of disadvantaged young people.

### Statistics

The following table presents the number of students studying in special and skills developing special vocational schools by age in school year 2004-2005.

Table 2: Absolute number of students in special vocational schools by age in school year 2004/2005								
	AGE							
	TOTAL	14 (AND LESS)	15	16	17	18	19	20 (AND MORE)
GENERAL	4279	214	1044	1499	918	342	131	131

<b>EDUCATION GRADES</b>								
<b>FEMALE</b>	<b>1683</b>	87	374	592	367	146	61	56
<b>VET GRADES</b>	<b>4090</b>	28	160	521	996	1047	635	703
<b>FEMALE</b>	<b>1519</b>	9	60	187	397	385	226	255
<b>TOTAL</b>	<b>8369</b>	242	1204	2020	1914	1389	766	834
<b>MALE</b>	<b>5167</b>	146	770	1241	1150	858	479	523
<b>FEMALE</b>	<b>3202</b>	96	434	779	764	531	287	311

Source: statistics of the Ministry of Education

There are no statistical data available on the number of unqualified young people participating in adult training courses financed by per capita support (which in 2005 provided support altogether for 1 694 training programmes with 27 235 participants, of which 2 374 were people living with disabilities). The number of 'unemployed new entrant to the labour market' participating in an adult training course financed by the ÁFSZ was 12 136 in 2004, but there is no information on how many of them were unqualified. Nationally summarized data on the number of young unqualified people whose training is supported by central programmes or tenders financed by national and/or EU funds are not available.

#### **040501 ACCESS REQUIREMENTS**

As a general rule, there are no special admission requirements in special or skills developing special vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) training students with special education needs from the age of 14, except that students studying for a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) have to meet the pre-qualification, career/vocational aptitude or medical requirements defined in the professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*) of the OKJ qualification pursued. Students can enter adult education (*felnőttoktatás*) at the age of 16 at the earliest and the access requirements of adult education programmes offered in public education institutions are defined by the principal of the school in compliance with the relevant regulations of *Act LXXIX of 1993 on Public education* and the SZVK of the awarded vocational qualification.

Participants of adult training courses financed by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), by per capita support, or by central programmes and tenders are limited in their choice of programmes due to limited allocation of places and they are selected:

- by the county labour centres (*munkaügyi központ*) of the ÁFSZ from among registered unemployed young people or new entrants to the labour market;
- by the adult training provider receiving the per capita support from among unqualified adults without a state recognized OKJ qualification; or
- by the programme owner or the adult training provider participating in the central programme or tender, in accordance with the eligibility criteria defined in the given programme/tender.

The general precondition of studying in an adult training course is having compulsory schooling completed, and participants of vocational training programmes awarding an OKJ qualification have to meet also the access requirements defined in the SZVK of the qualification pursued.

## 040502 CURRICULA

Special and skills developing special vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) are special types of vocational schools targeting students in need of special education due to mental or other disabilities. These schools may prepare students for the vocational examination (*szakmai vizsga*) awarding an ISCED 2C or 3C level state recognized vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) or provide them skills necessary to start working and begin an independent life. The structure, duration, curricula, assessment procedure and learning outcome of adult education (*felnőttoktatás*) programmes offering participants a 'second chance' to obtain a formal school certificate or an OKJ qualification in vocational training schools (*szakképző iskola*) are ultimately the same as in regular full time education. The quality assurance mechanisms of public education institutions are discussed in section 04030203.

The prime objective of adult training courses financed by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), by per capita support, and by central programmes and tenders is to provide participants a marketable qualification in order to facilitate their integration to the labour market. The majority of courses financed through these support schemes award an OKJ qualification, therefore the duration, content and assessment procedure of these training programmes developed by the accredited adult training provider must be based on the professional and examination (*szakmai és vizsgakövetelmény, SZVK*, see section 040103) of the OKJ qualification pursued, like in public education. However, the fact that adult training courses have to observe only the provisions of *Act LXXVI of 1993 on Vocational education and training* and the SZVKs (and not the central programmes, *központi program*, see section 040302), allows the flexible development of curricula adjusted to the participants' needs. The quality assurance of these programmes is ensured by the accreditation of the adult training provider, and in case of training disadvantaged groups also of the training programme, awarded by the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület, FAT*), which is a precondition of applying for public subsidy.

## 040503 LEARNING OUTCOMES

Special and skills-developing special vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) may award an ISCED 2C or 3C level state recognized vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) or a certificate of the completion of education. Participants of adult education (*felnőttoktatás*) programmes offered in public education institutions can obtain the same type of learning outcomes as in regular education: a formal academic certificate (e.g. the maturity certificate, *érettségi bizonyítvány*) and/or an OKJ vocational qualification, depending on the school type (for more information, please refer to sections 040303 and 040603).

Adult training courses financed by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), by per capita support, and by central programmes and tenders aim primarily to provide participants a marketable qualification in order to facilitate their integration to the labour market. The majority of these courses award an OKJ vocational qualification upon completing the training programme and passing the vocational examination (*szakmai vizsga*) organized by an institution authorized by the minister of the relevant field. Other criteria to be met to obtain the qualification can be defined by the training provider in compliance with the relevant professional and examination requirements (*szakmai és vizsgakövetelmény*).

## 0406 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (INCL. STATISTICS)

Although secondary vocational schools (*szakközépiskola*) may provide vocational preparatory training in their general education (9<sup>th</sup>-12<sup>th</sup>) grades (see section 0403), they offer VET awarding an ISCED 4C level vocational qualification of the National qualifications register (*Országos Képzési Jegyzék, OKJ*) only in their 13<sup>th</sup> and possible higher grades. The general characteristics of these vocational education and training programmes are the same as those typical in VET offered in vocational schools (*szakiskola*) awarding ISCED 2C and 3C level OKJ qualifications, therefore they will be discussed here only briefly, highlighting the differences. For more information, please refer to section 0403 on VET offered in the VET grades of vocational schools.

After passing the maturity examination (*érettségi vizsga*) organized at the end of the 12<sup>th</sup> grade, students of secondary vocational schools (*szakközépiskola*) can choose to continue studies in the VET grades of their school or move on to higher education. Also those who did not obtain the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) can continue studies in the VET grades to obtain an OKJ qualification which requires only the completion of the last (12<sup>th</sup>) grade of secondary school (*középiskola*) as access requirement. The vocational competences gained through vocational preparatory training in the general education grades can be recognized in the VET grades which may reduce the duration of their training. This kind of IVET is available also to graduates of grammar schools (*gimnázium*) that provides only general education at upper secondary level and prepares students for the maturity examination. Students can participate in the vocational training programmes offered in the VET grades of secondary vocational schools free of charge in full time regular (*nappali rendszerű oktatás*) or full time adult education (*felőttoktatás*) until the age of 23.

Pursuant to *Act LXXIX of 1993 on Public Education*, secondary vocational schools may operate also with VET grades only, if they prepare students having the maturity certificate for the vocational examination.

As it is explained in section 0401, most OKJ qualifications of any level except for ISCED 5B, therefore also many ISCED 4 level qualifications are obtainable also outside the school system, in adult training (*felőttképzés*). For more information on vocational adult training programmes, please refer to Detailed Thematic Overview 5, especially section 0502.

### *Statistics*

The tables in Annex 10 present the absolute number of students studying in IVET at post-secondary level, in the VET grades of secondary vocational schools. The structural change of secondary vocational schools took place gradually in the 1990s, the compulsory change to the new structure being introduced (in the first grade) in September 1998: from this date, pursuant to an amendment of the Act on Public education, these schools can provide only general education preparing for the maturity examination in their first four grades. VET offered in secondary vocational schools was therefore provided (predominantly) at post-secondary level in school years 2001/2002 and 2004/2005. Tables 1 and 2 of Annex 10 present student numbers for these years. For the previous years, 1990/1991 and 1995/1996, for data concerning participation in VET offered in secondary vocational schools, please refer to Tables 2 and 3 in Annex 7 of section 0403.

## 040601 ACCESS REQUIREMENTS

The general access requirement of studying in the VET grades of secondary vocational schools (*szakközépiskola*) is having obtained the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) or completed the last (12<sup>th</sup>) general education grade in a secondary vocational school or a grammar school (*gimnázium*). In addition, there may be also career/vocational aptitude or medical requirements as defined in the professional and examination requirements (*szakmai és vizsgakövetelmény*) of the vocational qualification of the National qualifications register (*Országos Képzési Jegyzék, OKJ*) pursued. Pursuant to *Act LXXIX of 1993 on Public education* and *Act LXXVI of 1993 on Vocational education and training*, the principal of the school may define other access requirements based, for example, on the prior performance of students in secondary school, and have the right to decide on the recognition of prior formal vocational studies, including the vocational preparatory programmes offered in secondary vocational schools.

Students are thus limited in their choice of programmes by virtue of previous qualifications and prior school performance. In the case of school-based and alternance training they do not have much freedom to choose the place of their practical training, rather the school decides how it organizes the practical training and which enterprise it makes a cooperation agreement (*együttműködési megállapodás*, see section 0403) with.

Students can participate in the vocational training programmes offered in the VET grades of secondary vocational schools free of charge in full time regular or full time adult education ( *felnőttoktatás*) until the age of 23.

Mechanisms in place to overcome obstacles to access include the opportunity to participate in full or part time adult education programmes which have the same structure, outcome requirements and learning outcomes as in regular full time education, apart from the peculiarities of the given delivery mode (for more information about adult education, please refer to Detailed Thematic Analysis 5, section 0502). Graduates of vocational schools (*szakiskola*) can participate in a vocational training programme offered in a secondary vocational school to obtain a new higher level OKJ qualification only after gaining the maturity certificate in a full or part time regular or adult education general education programme offered in secondary vocational schools and grammar schools (available free of charge in full time education until the age of 23).

Although currently only the recognition of prior formal learning, for example participation in vocational preparatory/pre-vocational training offered in a vocational school or secondary vocational school is prescribed by the law (see section 04030201), the new modularized OKJ qualification structure and the development of regulations concerning pre-qualification requirements based on competences will facilitate also the development of a uniform system of validating and recognizing prior learning of any form (see section 040101).

The range of VET programmes offered in a secondary vocational school is defined by the school and its maintainer (local governments, churches, foundations, etc., see section 040104). The only important limitation is that they can provide VET only in those OKJ qualifications whose central programmes (*központi program*) - based on the relevant professional and examination requirements (*szakmai és vizsgakövetelmény*) - are already published in a decree by the minister of the relevant field.

## 040602 CURRICULA

Vocational education and training offered in the VET grades of secondary vocational schools (*szakközépiskola*) award an ISCED 4C level vocational qualification of the National qualifications register (*Országos Képzési Jegyzék, OKJ*). In school year 2004/2005, secondary vocational schools offered VET in 273 different OKJ qualifications. The duration of these vocational training programmes is 1-3 years depending on the OKJ qualification pursued and is defined in its professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*, see section 040103) issued by a decree of the minister of the relevant field.

The general characteristics of curricula, the available forms of practical training, the forms of assessment, and the quality assurance mechanisms correspond to those discussed in section 040302 regarding VET programmes awarding an OKJ qualification in vocational schools (*szakiskola*). Curricula for the VET grades of secondary vocational schools called 'vocational programmes' (*szakmai program*) are developed by the school in accordance with the SZVK of the OKJ qualification pursued. Although following the guidelines of the framework curriculum (called central programme, *központi program*) of the subjects/modules of an OKJ qualification issued by the relevant ministry is not mandatory, the precondition of launching a vocational training programme within the school system is that the central programme of the awarded OKJ qualification has already been published. The SZVK of the given qualification define also the balance of time devoted to vocational theory and practical work which may vary greatly depending on the qualification pursued, from 20%-80% (e.g. in the training of 'optician and photo accessories retailers' [*látyszerész és fotocikk-kereskedő*]) to 80%-20% (e.g. in the training of 'technical business-organizer technicians' [*műszaki üzletszervező technikus*]).

In contrast to students of vocational schools (*szakiskola*) pursuing ISCED 2C and 3C OKJ qualifications, participants of VET programmes in secondary vocational schools typically receive practical instruction in school workshops during the school year, when one week of practical work alternates with one week of theory like in vocational schools. In school year 2004/2005, most of the full time students (74%) in the VET grades of secondary vocational schools received their practical training in a school workshop, 22% at an enterprise based on a cooperation agreement (*együttműködési megállapodás*, see section 0403) of the school and the enterprise, and only 4% at an enterprise based on a student contract (*tanulószerződés*, see section 0404). The typical place and form of practical training is presented in the tables of Annex 6. The enterprise delivering the practical training part of the training programme provides training in compliance with the local programme of practical training (*gyakorlati oktatás helyi programja*). This document specifying the training plan and time schedule is based on the SZVK and the central programme of the OKJ qualification pursued and is in fact often developed and handed over to the enterprise by the school.

For more information on curricula, please refer to section 04030201 on VET provided in vocational schools.

Assessment procedures in secondary vocational schools correspond to those applied in vocational schools discussed section 04030202 and include a system of continuous assessment of both vocational theory and practice, level examinations (*szintvizsga*), and the vocational examination (*szakmai vizsga*) awarding the vocational qualification.

The quality assurance mechanisms for VET provided in secondary vocational schools (and for practical training provided at enterprises) correspond to those concerning VET in vocational schools discussed in sections 04030203 and 04040203.

## 040603 LEARNING OUTCOMES

Vocational training programmes offered in the VET grades of secondary vocational schools (*szakközépiskola*) award an ISCED 4C level state recognized vocational qualification of the National qualifications register (*Országos Képzési Jegyzék, OKJ*) which allow access to vocations, including regulated occupations, defined in its professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*). The criteria of obtaining an OKJ qualification are defined in its SZVK and include the completion of the (modules of the) vocational training programme, passing the level (or module) exam (*szintvizsga*) in case it is organised in that qualification, and successful performance at the state vocational examination (*szakmai vizsga*). The form, parts, and the requirements of the vocational examination are specified also in the SZVK issued by the minister of the relevant field, and by the general and procedural regulations of the vocational examination defined by the Minister of Education in cooperation with the relevant minister.

Although there are no statistical data available, it is estimated that many of the graduates of the VET grades of secondary vocational schools immediately or later continue their studies in higher education.

#### 0407 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (INCL. STATISTICS)

Tertiary level education is provided by public (state) and private higher education institutions – colleges (*főiskola*) and universities (*egyetem*) - within their field(s) of specialization and includes two types of programmes that might be classified as IVET:

- higher level VET programmes (*felsőfokú szakképzés*) awarding an ISCED 5B level vocational qualification (*szakképesítés*) of the National qualifications register (*Országos Képzési Jegyzék, OKJ*), and
- higher education degree programmes awarding an ISCED 5A level degree and a qualification (*szakképzettség*) which enable participants to enter an occupation in the labour market, although Hungarian legislation does not categorize this latter type as vocational education and training (*szakképzés*).

Higher level VET is a relatively new form of education in Hungary, available since academic year 1998/1999 as the outcome of a PHARE project aiming at the strengthening of the relationship of tertiary education and the economy and at the diversification of the higher education system. The introduction of higher level VET courses was in line with the education policy objectives to increase the number of students entering higher education and to educate highly qualified professionals based on the needs and demands of the labour market for which the available traditional forms of college and university education were not particularly adequate. These courses can be organized only by colleges and universities, but they may be provided also in secondary vocational schools (*szakközépiskola*), based on an agreement concluded between the institutions.

The original objective of higher level VET was to provide relatively short (usually 2-year long), practice-oriented vocational education and training awarding a higher level OKJ qualification which enables students to enter the labour market. However, many of its graduates tend to continue studies in higher education degree programmes where a number of credits (minimum 30, maximum 60) obtained in a higher level VET programme must be recognized in a college or university programme of the same training field.

Although higher education degree programmes are not considered by the law as part of VET, all these programmes award participants a degree and a qualification that entitles one to enter an occupation. In fact, it is quite difficult to differentiate clearly academic and vocational programmes. In the current system of higher education there are differences between college and university education on the one hand, and between the specific fields of study on the other, in terms of how much practice- or theory-oriented is the education they offer. In general, university undergraduate programmes typically provide deeper theoretical education, while college undergraduate programmes are more practice oriented.

Accordingly, college programmes typically last for 6-8 terms and award a college diploma (*főiskolai oklevél*, ISCED 5A) equivalent to the international BA/BSc qualification, while university programmes of 10-12 terms provide participants with a university diploma (*egyetemi oklevél*, ISCED 5A) corresponding to an MA/MSc qualification. As regards the fields of study (humanities, natural sciences, agriculture, medical science, economics, information technology, legal and social administration, technology, social, military, public order, art studies, physical education, and teacher training), training programmes often exist at both levels, but college and university education do not build directly on each other (completing the former is not a precondition of pursuing the latter) and transfer from one programme to the other even in the same field is rather difficult (for example, college graduates can obtain a university degree by participating in 'supplementary' undergraduate training, *kiegészítő alapképzés*).

This differentiation between college and university level education, however, disappears in the new system of higher education from September 2006 when the multi-cycle training and the BA/BSc-MA/MSc-PhD/DLA qualification structure is introduced gradually in relation with the Bologna process. In the new training structure, undergraduate education in the first cycle of higher education (6, 7 or 8 terms) will provide a BSc or BA degree and qualification enabling students to enter the labour market. Master level education (minimum 2, maximum 4 terms) will be built on the degree and qualification obtained in the first cycle and will award MSc and MA degrees and qualifications. Postgraduate PhD/DLA education (6 terms) will be available only after completion of the second cycle of higher education.

In six training programmes (medical doctors, veterinaries, pharmacists, dentists, lawyers, and architects), however, students will continue participating in non-divided training, meaning that their training programme lasts for 10-12 terms (300-360 credits) resulting in an MA/MSc degree. In the field of art education the transformation of the system is delayed by a year, it will enter into force only from academic year 2006-2007.

Although in the new system both colleges and universities may provide training programmes in any training cycle, some differentiation between the institution types will be maintained: pursuant to the new *Act CXXXIX of 2005 on Higher education*, a university is a higher education institution which is entitled to offer master level training in at least two training fields and doctoral level training in at least one field and two branches of science or one branch of art, and at least one third of its instructors and researchers hold an ISCED 6 level degree.

### *Statistics*

The tables in Annex 11 show the participation rate and the absolute number of participants of higher level VET and higher education degree programmes (college and university level undergraduate programmes, but including also supplementary undergraduate training of college graduates and undergraduate training programmes offered to higher education graduates to obtain a new diploma). The tables present statistical information for year 2001 instead of year 2000 asked by Cedefop in order to ensure comparability with other statistical information given in the report (cf. data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year).

As the numbers show, due to the increasing number of places and the introduction of fee-charging forms of higher education, the number of students studying at tertiary level has risen considerably in recent years. The number of participants of higher level VET (ISCED 5B) has been rising steadily since the introduction of this pathway in 1997, though their proportion is still not very significant (about 6% of all tertiary level education participants).

In academic year 2004/2005, 82% of the students of higher level VET programmes participated in full time education, and the vast majority in state financed form (96% of full time and 53% of part time students). While 80% of students studying in a university level undergraduate programme studied in full time education (and 18% in correspondence and 2% in evening courses), only 43% of college students participated in full time education, 41% of them in correspondence, 13% in distance learning and 3% in evening classes. Accordingly, while the education of 68% of university students was financed by the state, 56% of college students studied in the fee-charging training form (*költségtérítéssel képzés*).

## 040701 ACCESS REQUIREMENTS

Pursuant to the Constitution of the Republic of Hungary, higher education studies are available to everyone but only in accordance with ability. The general rules of defining admission requirements and procedures and the related tasks of higher education institutions are regulated by government decrees; otherwise, however, universities (*egyetem*) and colleges (*főiskola*) enjoy autonomy also in setting up their access requirements.

The general precondition of higher education studies is the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) obtainable in upper secondary level grammar schools (*gimnázium*) and secondary vocational schools (*szakközépiskola*). In higher level VET (*felsőfokú szakképzés*), the higher education institution may define other pre-vocational (a previously obtained vocational qualification), medical, career or vocational aptitude requirements, in compliance with the professional and examination requirements (*szakmai és vizsgakövetelmény*, see section 040103) of the given higher level vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). The requirements of the vocational aptitude test are defined by the institution with the provider of practical training in case the programme is organized in cooperation with an enterprise, or with the secondary vocational school in case it is organized in cooperation with that school. Meeting medical, career and vocational aptitude requirements may be the precondition of admission also in some higher education degree programmes.

Applicants may apply to several programmes in several higher education institutions but can be admitted only to one place in the given year. The form of education may be state-financed (*államilag finanszírozott*) or fee-charging (*költségtérítéses*), the admission requirements being somewhat lower in the latter case. The system of higher education admission changed in academic year 2004/2005 in line with the transformation of the maturity examination. Currently there is no entrance examination and application scores are calculated exclusively on the basis of the results achieved in secondary education and at the maturity exam. Extra scores can be obtained for extra achievements such as having a foreign language proficiency certificate or taking the advanced level maturity exam.

The result of the application procedure appears on a 120-score scale (the extra scores may add up to this). One may collect a total of 60 scores calculated from the average results of the maturity examination and two-two final marks obtained in five subjects in secondary school. The other 60 scores are to be calculated from the results of two subjects – selected from among those predefined for the chosen programme - of the maturity examination. The admission score limits for each programme and training location (according to full and part time training forms and state financed and fee-charging forms) are determined by the institutions – in cooperation with the Ministry of Education (*Oktatási Minisztérium, OM*) and the National Higher Education Information Centre (*Országos Felsőoktatási Információs Központ, OFIK*) -, based on the achieved application scores and the maximum number of students who can be admitted. When the applicant does not achieve the required scores, s/he is diverted to the next programme listed in her/his application form or - if her/his scores are not sufficient for admission even to the last programme listed - s/he is declined.

The 10 most popular undergraduate programmes by the number of applicants in 2005 are presented in the following table.

	PROGRAMME	LEVEL OF EDUCATION	NUMBER OF APPLICANTS
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1.	ECONOMICS (KÖZGAZDASÁGI)	university	4165
2.	LAW (JOGÁSZ)	university	4049
3.	TOURISM AND HOTEL INDUSTRY (IDEGENFORGALOM ÉS SZÁLLODA)	college	3863
4.	PSYCHOLOGY (PSZICHOLÓGIA)	university	3509
5.	MANAGEMENT (GAZDÁLKODÁSI)	college	3397
6.	COMMUNICATION (KOMMUNIKÁCIÓ)	college	2720
7.	COMMUNICATION (KOMMUNIKÁCIÓ)	university	2653
8.	IT ENGINEER (MÉRNÖK INFORMATIKUS)	BSc	2484
9.	EDUCATIONAL ORGANIZER (MÚVELŐDÉSSZERVEZŐ)	college	2472
10.	HUNGARIAN LANGUAGE AND LITERATURE (MAGYAR NYELV ÉS IRODALOM)	university	2423

Source: OFIK

In the new multi-cycle training structure of higher education to be introduced gradually from September 2006, to gain entry to BSc/BA programmes applicants must have the maturity certificate and other admission requirements will be defined by the higher education institution based on the applicants' achievement in secondary education and at the maturity examination. Higher education institutions providing training in the given training field will together specify the subjects which will have to be taken at advanced level. Master level programmes will be available only for those having a BA/BSc degree and qualification.

As the above shows, due to the limited allocation of places which requires the ranking of applicants students are limited in their choice of programmes mainly by virtue of their previous school performance and the qualifications attained, but there is no age limit in pursuing higher education studies. The geographic distribution of higher education institutions is not even – there are more in the economically less developed east than in the west -, and some programmes are available only in specific regions, but the place of living does not of course affect the chances of admission, and there is also a (limited) number of places in students hostels available. The increasing number of higher level VET programmes launched jointly by a higher education institution and a secondary vocational school increases the accessibility of such studies in regions where there are no colleges or universities.

Mechanisms available to overcome obstacles to access include fee-charging access courses (organized by higher education institutions, secondary schools or private training companies) and the opportunity to recognize prior formal learning. Pursuant to *Act LXXVI of 1993 on Vocational education and training*, prior studies and exams taken in a vocational training programme awarding an OKJ qualification must be recognized in the accomplishment of the requirements of the same content of a higher level VET programme, subject to the decision of the head of institution or the examination board. Conversely, *Act CXXXIX of 2005 on Higher education* prescribes that a number of credits (minimum 30, maximum 60) obtained in a higher level VET programme must be recognized in a college or university programme of the same training field. In addition, there are grants available subject to social status and students loans available for everyone, and all types of higher education programmes may be delivered in evening, correspondence or distance education (for more information and statistical information on alternative delivery modes, please refer to Detailed Thematic Analysis 5, section 050201).

## 040702 CURRICULA

There are two types of tertiary level programmes offered by higher education institutions that may be classified as IVET (see also 0407):

- higher level VET programmes (*felsőfokú szakképzés*) awarding an ISCED 5B level vocational qualification (*szakképesítés*) of the National qualifications register (*Országos Képzési Jegyzék, OKJ*), and
- higher education degree programmes awarding an ISCED 5A level degree and a qualification (*szakképzettség*).

### *Higher level VET programmes*

The curricula of higher level VET programmes (called vocational education programmes, *szakképzési program*, in *Act CXXXIX of 2005 on Higher education*) are developed by the institutions in accordance with the professional and examination requirements (*szakmai és vizsakövetelmény*) of the given OKJ vocational qualification published by the minister of the relevant field. Based on an agreement with the relevant ministry, higher education institutions and the economical (professional) chambers, in cooperation with the national economical interest representative groups/associations, may develop the professional and examination requirements of a new qualification and initiate its registering in the OKJ (see section 040103). As in the case of all other OKJ vocational qualifications, these requirements define:

- the maximum duration of the training programme: it is 4 terms in the case of most higher level OKJ qualifications (there are only a few programmes with longer duration due to European Union regulations);
- the balance of time (in percentages) given to theoretical and practical training: this may vary from 30%-70% (e.g. in the case of 'small and medium sized enterprise managers' [*kis- és középvállalkozási menedzser*]) to 70%-30% (e.g. in the training of 'training assistants' [*képzési szakasszisztens*]);
- the competences to be mastered; and
- the requirements of the vocational examination (*szakmai vizsga*).

The vocational education programme developed by the higher education institution in compliance with the above requirements specifies:

- the duration of the training programme;
- the access requirements;
- the training objective and main fields of study that include basic education/competence developing, mandatory vocational and optional (specialization) modules;
- the proportion, number of study hours, content and requirements of the theoretical and practical training, the place of the practical training;
- the forms of assessment, including the credit value of each module and the forms and methods of examination; and
- the quality assurance plan of the programme.

The vocational education programme has to include also the conditions of recognizing prior knowledge and skills obtained in VET in the same field, and the number of credits (minimum 30, maximum 60) obtainable that must be recognized in a higher education degree programme of the same training field and the identification of such programmes.

Since the provision of VET is regulated by *Act LXXVI of 1993 on Vocational education and training* in a uniform manner for all training programmes awarding an OKJ

qualification, practical training may be provided in similar forms as described in sections 0403 (student contracts, *hallgatói szerződés*, are also available from 1 January 2006). The place of the practical training may be a school workshop of the higher education institution or of the secondary vocational school (*szakközépiskola*) or at an enterprise with which the college/university entered a cooperation agreement (*együttműködési megállapodás*). Although higher level VET programmes may be delivered in part time (evening and correspondence) or distance education – in academic year 2004/2005 18% of participants studied in part time education, the vast majority in the correspondence form -, the practical training part must always be provided in full time form. Participants with prior work experience can get an exemption from a part of it, subject to conditions defined in the vocational education programme.

#### *Higher education degree programmes*

In the present dual system of higher education colleges provide 3- to 4-year education focused more on practical training, while university education is 5- to 6-year long and is more theory-oriented. Higher education degree programmes are available in the fields of study listed in section 0407 in full and part time (evening and correspondence) and distance education (the duration of programmes in the latter delivery forms is the same or longer as in full time education).

Curricula are developed by the institutions in accordance with the qualification requirements (*képesítési követelmények*) of the given programme defined by a government decree. These requirements specify:

- the educational objective of the given programme;
- its main fields of study and the share of these;
- its duration in number of terms;
- its minimum requirements defined in either the number of classes or of credit points;
- the subjects of the advanced examinations, the type, subjects and method of assessing performance at the final examination, the requirements of the thesis or diploma work;
- the level of the degree and the official name of the qualification obtainable and the related titles; and
- any other relevant regulations.

The detailed educational and study requirements, including the training phases, the required number of classes and credit points of the subjects of the advanced and final examinations, the mandatory exams, the forms of assessment, and the conditions of the recognition of prior studies, are defined in the curriculum of the given programme. The knowledge and skills to be mastered in each subject are specified in the subject programmes (*tantárgyi programok*). Subjects can in general be grouped into three categories:

- 'criteria subjects': compulsory subjects worth a defined number of credits (except for physical education and certain foreign language subjects);
- subjects chosen on a mandatory basis: taking a definite number of these subjects is compulsory and these too award a definite number of credits; and
- optional subjects: these are not compulsory but award credit points.

The forms of assessment are defined by the higher education institutions in line with the study and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution. Students' performance may be assessed during the study (*szorgalmi időszak*) and the examination period (*vizsgaidőszak*) that together make up a term. As a general rule, periodic (usually mid-term and end of the term) assessment is typical in theoretical

subjects, while assessment is continuous in practical subjects. Since 2003 the use of the European Credit Transfer System (ECTS) is mandatory in higher education. 1 credit is worth 30 hours of study and the minimum number of credits necessary to obtain a college degree and qualification is 180, and 240 for a university degree and qualification.

In the new multi-cycle training structure to be introduced gradually from September 2006, the first cycle of higher education (6-8 terms) will provide a BA/BSc degree and qualification (ISCED 5A), and master level education (2-5 terms) awarding an MA/MSc degree and qualification (ISCED 5A) will be available only for those having a BA/BSc degree and qualification. Programmes will be available in the training fields of agriculture, humanities, social science, information technology, law and administration, home security and military, economic sciences, technology, medicine and health science, teacher training, sport science, physical science, art, and art education.

Curricula of the first and master cycle programmes, including the study and examination requirements, are defined by the higher education institutions in their 'training programmes' (*képzési program*), based on the training and outcome requirements (*képzési és kimeneti követelmények*) of the programmes offered. Pursuant to the new *Act CXXXIX of 2005 on Higher Education*, proposals of the training and outcome requirements of a new degree programme have to include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*), the social and labour market oriented justification of the programme, and the opinion of professional associations, employers and ministries of the specific field. These requirements specify:

- the level of degree and name of qualification (*szakképzettség*) obtainable;
- the duration of the programme in terms;
- the number of credits to be gained;
- the training objective;
- the vocational competences to be mastered;
- the main fields of study; and
- the requirements concerning foreign language skills.

BA/BSc programmes will include a training phase common to all programmes of the given training branch (*képzési ág*) and may provide training in various specializations (*szakirány*). Practical training is part of every training programme and the government specifies those programmes in which 1-term long external professional practice must be organized. The curricula of MA/MSc programmes include mandatory subjects, subjects chosen on a mandatory basis as well as optional subjects, and practical training. The training and outcome requirements of these programmes define the first cycle programmes whose total credit value is recognized and specify the special conditions of recognizing prior learning achieved in other BA/BSc programmes.

The assessment of the quality of higher education - in every type and delivery mode of training programmes - and the evaluation of the quality development systems to be developed by every higher education institution are the tasks of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*). The MAB checks compliance with regulations concerning the necessary human resources, organisational and infrastructural conditions of training provision, as well as the accomplishment of the quality development programme in every institution at least once in every 8 years. This institutional accreditation process involves a field visit by a Visiting Board and the preparation of a self-evaluation report by the higher education institution. In case the MAB finds that the quality of education in an institution or in a training programme is not adequate to the training objective, it can propose to the Ministry of Education:

- the suspension or the withdrawal of the right of the institution to organize final examinations and award qualifications (or the withdrawal of state recognition in non-public institutions) in a given training programme, or
- the dissolution/withdrawal of the state recognition of institutions, or repeated checking in a definite time of accomplishing the required measures.

### **040703 LEARNING OUTCOMES**

There are two types of tertiary level programmes offered by higher education institutions that may be classified as IVET (see also 0407).

#### *Higher level VET programmes*

Higher level VET programmes award ISCED 5B higher level vocational qualifications of the National qualifications register (*Országos Képzési Jegyzék, OKJ*) which allow access to regulated as well as non-regulated occupations defined in their professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK*) issued by the minister of the relevant field.

The criteria of obtaining the qualification are defined in the vocational education programme (*szakképzési program*) of the training provider in accordance with these requirements, and include the completion of the (modules of the) training programme, passing the level (or module) exam in case it is organised in that qualification, and successful performance at the state vocational examination (*szakmai vizsga*). The vocational examination is conducted in front of an independent examination board comprised of a president nominated by the minister of the relevant field, and the representatives of the institution organizing the examination and of the competent local chamber of the economy. The form, parts (written, oral, and/or practical), and the requirements of the vocational examination are specified in the SZVK and by the general and procedural regulations of the vocational examination defined by the Minister of Education in cooperation with the relevant minister. Having a foreign language proficiency examination certificate may also be a precondition of obtaining the OKJ qualification.

Although these qualifications give access to the labour market, it is estimated that around 80% of graduates of higher vocational education continue their studies in a higher education degree programme where a number of credits (minimum 30, maximum 60) obtained in higher level VET must be recognized in an undergraduate programme of the same field.

#### *Higher education degree programmes*

In the current system of higher education, degree programmes award college (*főiskolai oklevél*) or university (*egyetemi oklevél*) diplomas certifying a college or university level degree (*főiskolai/egyetemi végzettség*) and a qualification (*szakképzettség*). These qualifications corresponding to the international BSc/BA and MSc/MA qualifications enable graduates both to enter a regulated or unregulated occupation in the labour market and to continue studies at postgraduate level (although applicants need a university diploma to gain entry to doctoral training).

The criteria to be met to obtain these qualifications include the attainment of the final certificate (*abszolutórium*) upon fulfilling all the study and examination requirements and accomplishing the professional practice prescribed in the curriculum, and having a state recognized foreign language proficiency certificate as defined in the curriculum. The qualification is awarded at the final examination (*záróvizsga*) which is conducted in front of an examination board involving a president and at least two other members

(one university/college professor or associate professor and at least one member not employed by the institution). The final examination includes defending a previously prepared thesis/diploma work and may have oral, written and practical parts.

In the new multi-cycle training structure to be introduced gradually from September 2006, the first cycle of higher education (6-8 terms) will provide a BA/BSc degree and qualification (ISCED 5A) allowing access to the labour market, and master level education (2-5 terms) awarding an MA/MSc degree and qualification (ISCED 5A) will be available only for those having a BA/BSc degree and qualification.

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**Development objectives and measures defined in the 1057/2005 (V. 31.)  
Government Resolution on the Measures necessary for the implementation of  
the strategy of the development of VET**

1. Providing quality VET for everyone

1.1. Restructuring the VET system according to the needs of users (developing a system of VET that – through continuously monitoring and analyzing the changing demands of the labour market – can constantly adapt to its changes, and by developing the structure, content and methodology of VET can provide the necessary VET competences and ensure the satisfaction of all actors)

Measures:

1.1.1. Enable all VET providers to apply the **quality assurance** system developed in accordance with the VET quality assurance framework of the EU. Encourage the adaptation of good practices and successful models of the European countries.

*Sub-measure planned for 2005-2006:*

- Establish a uniform quality assurance system in the 90 vocational schools (*szakiskola*) participating in the Development Programme of Vocational Schools.

1.1.2. Create the **planning system** of VET based on labour market demands, including the planning of VET within the school system satisfying longer term demands and the definition of short-term demands. Through improving regional planning and making use of the information provided by the labour market information system, continuously monitor the range of vocational qualifications that VET either within or outside the school system provides training for. With the involvement of enterprises enact the necessary measures for ensuring the appropriate number of VET participants enrolled.

*Sub-measure planned for 2005-2006:*

- Publish the rate of those having obtained a vocational qualification who became unemployed in 4 months after leaving school and who continued VET to obtain a new qualification, by school and by vocational qualification, every year.
- Improve the controlling activities of school maintainers in VET schools.

1.1.3. Create an **honour prize** to reward those VET providers whose graduates get employed in large proportions.

*Sub-measure planned for 2005-2006:*

- Develop a proposal for the conditions of awarding the prize.

1.1.4. Introduce the **Europass system** in order to ensure the international transparency of vocational qualifications. Improve the mobility of the labour force and as part of this task initiate bilateral agreements with EU member states to ensure the mutual recognition of certificates and to extend effective agreements for further qualifications.

1.1.5. Make possible the conclusion a "**pre-student contract**" (*student contract, "tanulószerződés", the apprenticeship form in Hungary*) in order to ensure a stronger relation of practical training and the labour market.

1.2. Improving the accessibility of vocational education and training (through applying methods tailored to the lifestyle, prior knowledge and experiences of

young people and adults, making VET more attractive, improving the prestige of VET, and developing the accessibility of training, ensure the improvement of the level of vocational qualification of the Hungarian population; the objective is to ensure that the majority of students of vocational training schools obtain a vocational qualification enabling them to enter the labour market, and that adult training offer flexible competence-developing training opportunities for adults).

Measures:

- 1.2.1. Develop measures to **prevent early school leaving** in VET and to assist drop-outs to **reintegrate** into education and training. Develop programmes that enable adults without the formal school **qualifications necessary for entering VET** to obtain a marketable vocational qualification.  
*Sub-measure planned for 2005-2006:*
  - In order to enable young people without a lower secondary school graduation certificate to obtain a marketable vocational qualification, introduce 1-year programmes preparing for VET in the schools participating in the Development Programme of Vocational Schools from school year 2005/2006, and make the introduction of such grades mandatory in every vocational school from school year 2006/2007.
  - Reform the content of general education provided in grades 9-10 of vocational schools so that it should aim at developing students' missing basic skills and at providing the knowledge and skills necessary for grounding VET. Time to be spent on career orientation and vocational grounding must be increased in order to develop foreign language, information technology, and vocational basic knowledge and skills.
- 1.2.2. Extend the **Development Programme of Vocational Schools**. Improve the **infrastructure** of participating schools.
- 1.2.3. In order to ensure lifelong learning opportunities, **accessibility** of all levels and forms of VET must be ensured for individuals in the course of their whole life and the system of CVET opportunities must be developed and tailored to the needs.  
*Sub-measure planned for 2005-2006:*
  - Launch the "Út a szakmához" (Road to vocation) scholarship programme as part of the Government's "Útravaló" programme.
- 1.2.4. Transform the financing system of **regional training centres** and define their place within the National Employment Service (*Állami Foglalkoztatási Szolgálat*). Define their new training and service provider tasks that should primarily target the training of disadvantaged groups aimed at assisting their finding employment and the prompt satisfaction of labour market needs.
- 1.2.5. Develop a **new qualification structure**. Through introducing a modular system ensure wide grounding in an occupational group (*szakmacsoport*) and the development of the system of vocational qualifications built on it.  
*Sub-measure planned for 2005-2006:*
  - Publish in legal form the OKJ with the new structure including 400 vocational qualifications.
  - Update the content of vocational qualifications obtainable within the school system, in accordance with the development of the system of VET.
- 1.2.6. Develop **modular training programmes**.  
*Sub-measure planned for 2005-2006:*

- Support – also by EU financial assistance – the development of modular and competence-based curricula of VET provided outside the school system and disseminate the products.
- 1.2.7. Develop the **VET of adults within the school system**. Ensure the possibility of **recognizing prior knowledge** (obtained in a formal, non-formal or informal way) at all levels of VET. Parallel to extending the modular system, prepare a proposal for recognizing knowledge and skills obtained in vocational education also in higher education.  
*Sub-measure planned for 2005-2006:*
- Work out the development concept of adult general and vocational education within the school system.
  - Join the EU programmes assisting the recognition of informal and non-formal learning.
- 1.2.8. Improve the conditions of accessibility of training through improving the system of **adult training**. Support training programmes linked to investments creating new workplaces and to change of technology in enterprises as well as those developing entrepreneurial skills.  
*Sub-measure planned for 2005-2006:*
- Modify the directions of support provided from the adult training section of the employment sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) in line with the priorities of trainings that have been developed in accordance with the labour market demands as specified by the enterprises.
  - Make a survey of the adult training opportunities of each settlement and create an incentive system for areas lacking such opportunities.
- 1.3. Creating modern teaching/learning materials for VET (developing teaching/learning materials adequate for the information and communication technological development of the 21<sup>st</sup> century, ensuring the technical and teacher/trainer methodological development necessary for the application of digital materials).

Measures:

- 1.3.1. Develop **digital teaching/learning materials** for VET and ensure the technical and human conditions of their application.  
*Sub-measure planned for 2005-2006:*
- Create digital teaching/learning materials for the vocational preparatory subjects of the maturity examination (*érettségi vizsga, secondary school leaving examination*) in at least half of the occupational groups (*szakmacsoport*).
  - Create an incentive system for developing and disseminating digital materials to be used in VET outside the school system.
- 1.4. Modernizing the training of VET teachers and trainers (since vocational teachers, vocational trainers working in schools and at enterprises, and trainers employed by adult training providers play a key role in the implementation of the strategy, the human conditions must be improved; improving human conditions through improving the self-training of competences, pre-service and in-service training of teachers and trainers).

Measures:

1.4.1. Modernize the **pre-service training** of vocational teachers and vocational trainers within the framework of the reform process of higher education. In **the in-service training** of teachers and trainers improve the dissemination of methods necessary for the application of modern teaching materials and pedagogical methods tailored to the needs of the participants of the training. Develop the in-service training system of teachers, trainers and other practitioners working **in adult training** provided outside the school system and ensure the legal background for its introduction. Develop differentiated in-service training programmes and pilot them by using the financial support of the EU.

*Sub-measure planned for 2005-2006:*

- Develop the criteria of vocational teacher and trainer training.
- Develop a central programme for the training of teachers/trainers working in adult training that should include new methods introduced in OKJ training programmes tailored to the needs of disadvantaged groups, in catching-up and supplementary programmes and in the field of distance learning. Introduce the theoretical methodology of adult training in Hungary and the results of international adult training research.
- Provide opportunities for the teachers/trainers of vocational training schools to prepare for their adult training tasks.

1.4.2. Organize in-service training for teachers of **vocational schools** to master and apply methods of project and team work.

## 2. Developing a more cost efficient system of financing and governance

2.1. Improving the opportunity of users to advocate their interests (ensuring the participation of social partners and all stakeholders of VET in the national, regional and local decision-making process in order to make efficient use of available funds and ensure future-oriented planning; developing the administration system of VET to ensure its coordinated and efficient development).

### Measures:

2.1.1. Develop the system of professional interests-reconciliation. Ensure the participation of the chambers of economy, employers' and employees' associations, enterprises and all **stakeholders** in the preparation and implementation of decisions and the monitoring of implementation at all levels (national, regional and local).

*Sub-measure planned for 2005-2006:*

- Regulate (in legal form) the operation of the professional consulting bodies of regional integrated vocational training centres (*térségi integrált szakképző központ, TISZK*) and of vocational training schools training at least 800 students.
- Create professional consulting bodies in regional training centres.
- Create an Adult Training Programme Council (*Felnőttképzési Programtanács*) to operate as the forum for promoting adult training.

2.1.2. Prepare a proposal for modernizing the **maintenance system of vocational training schools**.

2.1.3. Create an **incentive system for vocational training schools to participate in adult training** and apply for accreditation.

2.1.4. Simplify the **procedure of registering vocational qualifications** in the OKJ in order to ensure qualification structure adapt promptly to employment needs.

2.2. Making the use of resources more efficient and improving the allocation of capacities (transforming the institutional system through optimizing the size of vocational training schools so that it would be able to continuously develop capacities, react promptly to the demands and operate in a cost efficient way; transform the financing of vocational training schools in order to encourage them to adapt their training structures to the changes of the labour market).

Measures:

2.2.1. Create the system of **regional integrated training centres** (TISZK) and continuously improve their infrastructure in order to develop a more cost efficient VET institutional system.

*Sub-measure planned for 2005-2006:*

- Develop an indicator system to measure cost-efficiency.

2.2.2. Change the **support system of adult training** in order to ensure the satisfaction of the demands of the labour market and of the participants, make better use of the capacities of adult training institutions, ensure their transparency and maintain competition.

*Sub-measure planned for 2005-2006:*

- Do the necessary preparations for making better use of the capacities of adult training institutions and ensure their transparency and for introducing the "Employee Training Card" (*Munkavállalói Képzési Kártya*)
- Prepare a proposal for changing the support system of adult training.

2.2.3. Eliminate the excesses manifested in the **development subsidies** provided to vocational training schools from the training sub-fund of the MPA.

*Sub-measure planned for 2005-2006:*

- Maximize the amount (per capita – student) of subsidies schools are allowed to obtain.

2.2.4. Make the use of the remnants of the **MPA** for supporting ongoing operations possible.

2.2.5. Continuously improve the **learning environment** (building, tools) in accordance with the regional needs.

*Sub-measure planned for 2005-2006:*

- Establish 16 regional integrated vocational training centres (TISZK).
- Use the decentralized section of the training sub-fund of the MPA in a concentrated way, publish regional tenders aimed at the implementation of the strategy of the development of VET.

2.2.6. Prepare a proposal for **modernizing the differentiated financing of the system of VET**. Enhance the use of the capacities of vocational training schools by **using their free capacities through providing adult training**.

*Sub-measure planned for 2005-2006:*

- Develop an incentive system for supporting trainings awarding vocational qualifications for which there is a shortage on the labour market.
- Prepare a proposal for transforming the per capita financing system of adult training in order to support market-oriented training.

2.2.7. **Differentiate the per capita financing of VET provided within the school system** on the basis of the employment ratio of graduates.

*Sub-measure planned for 2005-2006:*

- Define the criteria of differentiation that would encourage school maintainers to adapt to labour market demands and improve the efficiency of VET.

2.2.8. Ensure the **financial sources for providing career orientation, vocational grounding and grounding in an occupational group** in the general education grades of vocational training schools, for students in groups of 8-12 persons.

2.2.9. Ensure the better involvement of enterprises in practical training through continuously modernizing the system of **vocational contribution** (*szakképzési hozzájárulás*).

*Sub-measure planned for 2005-2006:*

- Review the amount of the reimbursement of expenses enterprises providing practical training can apply for.
- Assess the necessity and possibility of introducing the "pre-student contract".

2.3. Developing the institution system of VET (enabling the recognition of prior knowledge obtained in whatever form and ensuring that the competences certified by the qualification awarded upon passing the vocational examination mirror real knowledge, through creating regional integrated vocational training centres and the new system and institutional system of vocational examination; ensuring the infrastructural conditions of the National Institute of Vocational Education, *Nemzeti Szakképzési Intézet, NSZI*, in charge of the content and methodological development of VET and the coordination of VET research).

Measures:

2.3.1. Create a regional institution network that would ensure the operation of a system of **vocational examination independent from training providers**.

*Sub-measure planned for 2005-2006:*

- In order to enhance the independence of examination, abolish the right of the organizers of the vocational examination to propose the president of the examination board.
- Prepare the proposal for transforming the system of vocational examination.

2.3.2. Ensure the appropriate accommodation of the **NSZI** and improve its infrastructure.

2.3.3. Establish further **integrated regional vocational centres** (TISZK) by using the sources of the decentralized section of the training sub-fund of the MPA in order to rationalize the institution system of VET.

3. Developing the information system (developing a reliable statistical system covering all aspects of VET in order to ensure well-grounded decision-making at national, regional and local levels).

Measures:

- 3.1. Continuously monitor the changes of **labour market demands** of the regions by improving the labour market information system. Provide data necessary for the modification of the national, regional and local VET structures and for grounding career choices by the continuous analysis of the **employment status of VET graduates and adult training participants**.
- 3.2. **Modernize the existing statistical system of VET** in order to provide adequate indicators for evaluating tendencies, making decisions and providing information to the EU.  
*Sub-measure planned for 2005-2006:*
  - Prepare a proposal for the development of the statistical system of VET.
- 3.3. Introduce an **adult training identification and registration system** to enable tracking and controlling adult training participants.
- 3.4. Operate a **complex information system** that provides data on VET for grounding national VET policy development and for the follow-up of programmes supported by national and EU funds.  
*Sub-measure planned for 2005-2006:*
  - Harmonize the existing VET databases.
- 3.5. Introduce a **career follow-up system**.  
*Sub-measure planned for 2005-2006:*
  - Provide data on employment status in 2006 for the first time.

## Vocational School Development Programme

### *(Szakiskolai Fejlesztési Program)*

The national development programme was launched with the objective to improve the competences of vocational school graduates, increase the market value of their qualifications and the prestige of vocational schools. Originally it was planned for the period of 2003-2006, but pursuant to the Strategy of the Development of VET (2005), the programme will be extended to more schools (90 is expected) and its 2nd phase will cover the period 2006-2011.

The programme currently involves 4 (or rather 5) general components and 4 thematic projects as follows:

(A) *General education and vocational grounding (preparation),*

(B) *VET Methodology,*

(C) *Reintegration of disadvantaged students,*

(D1) *Self-development of schools* and (D2) *Quality improvement.*

The thematic projects are called *Foreign languages* (English and German), *Vocational school measurement-evaluation*, *Vocational school career orientation*, and *Information technology in vocational schools*. Component A, B and C all include (in accordance with the profile of the given component):

- content development: developing curricula, teaching materials, background materials for teachers and documents assisting learning (study guides, exercises, dictionaries, etc.);
- human resources development: offering further training, study tours and training support for teachers, trainers, and school managers; and
- infrastructural development: establishing and upgrading the material conditions for training (equipment procurement).

Component D has links to all the other three components. Furthermore, the so-called *Support bracket* including tenders, conferences, monitoring, research, PR activities and organizational and management tasks associated with the programme assists the realization of projects.

Even at the initial stage of implementation, the results of all four components became accessible also for other schools and practitioners not directly involved in the programme. Information on the result of the programme is available (in Hungarian) from Internet at <http://www.szakma.hu>.

**Types of qualifications included in the National Qualifications Register  
(Országos Képzési Jegyzék, OKJ)**

**Table 1: 'Occupational groups' (szakmacsoport) of OKJ qualifications**

1.	Health	2.	Social services	3.	Education
4.	Art, cultural education, communication	5.	Mechanical engineering	6.	Electrotechnology-electronics
7.	IT	8.	Chemical engineering	9.	Architecture
10.	Light industry	11.	Wood industry	12.	Printing
13.	Transport	14.	Environmental protection-water management	15.	Economics
16.	Administration	17.	Commerce-marketing, business administration	18.	Catering and tourism
19.	Other services	20.	Agriculture	21.	Food industry

Source: 1/2006. (II.17.) decree of the Ministry of Education on the OKJ

**Table 2: Distribution of qualifications listed in the new OKJ by type and ISCED level (2006)**

	ISCED level					Total
	2C	3C	4C	5B	5A	
<b>qualifications (without any branches)</b>	-	143	163	11	4	<b>321</b>
<b>partial qualifications</b>	85	278	73	-	-	<b>436</b>
<b>branch qualifications</b>	-	67	185	55	14	<b>321</b>
<b>specialized qualifications (CVET)</b>	-	22	95	-	1	<b>118</b>

Source: calculation of the Hungarian National Observatory (HNO) based on OKJ 2006 (available in Excel format from the database of OKJs 1993-2005 published at <http://www.nive.hu>)

**Table 3: Distribution of the former (2005) OKJ qualifications by ISCED level and the maximum duration of training in the case of qualifications obtainable only within the school system**

	ISCED level					Total
	2C	3C	4C	5B	5A	
<b>all OKJ qualifications</b>	<b>36</b>	<b>288</b>	<b>406</b>	<b>63</b>	<b>12</b>	<b>805</b>
<b>qualifications obtainable exclusively within the school system - of which:</b>	-	<b>10</b>	<b>144</b>	<b>63</b>	-	<b>217</b>
<b>1-year-long training</b>	-	-	9	-	-	<b>9</b>
<b>2-year-long training</b>	-	5	110	60	-	<b>175</b>
<b>2.5-year-long training</b>	-	2	6	1	-	<b>9</b>
<b>3-year-long training</b>	-	3	19	2	-	<b>24</b>

Source: calculation of HNO based on OKJ 2005 (available in Excel format from the database of OKJs 1993-2005 published at <http://www.nive.hu>)

## Statistics of IVET providers

Table 1: Number and distribution of vocational training 'school-sites'\* by type and maintainer (2004/2005)

Type of school	Local government (municipality) of		Central budgetary agency	Church, ecclesiastical	Foundation, private	Other	Total
	settlement/district	county/capital					
<b>Number of school-sites</b>							
Vocational school	231	141	19	19	70	31	<b>511</b>
Special vocational school	49	74	0	2	6	0	<b>131</b>
Secondary vocational school	358	234	40	24	174	80	<b>910</b>
<b>Total</b>	<b>638</b>	<b>449</b>	<b>59</b>	<b>45</b>	<b>250</b>	<b>111</b>	<b>1552</b>

\* The numbers presented in the table refer to the number of institutions providing programmes of the given school type (one institution may provide more than one type of programmes).

Source: *Szakképzési Tanévnyitó*, Deputy State Secretariat of VET of the Ministry of Education, p. 68.

Table 2: Distribution of vocational training school students participating in practical training organised outside the school, by school type and the type of practical training provider (2004/2005)

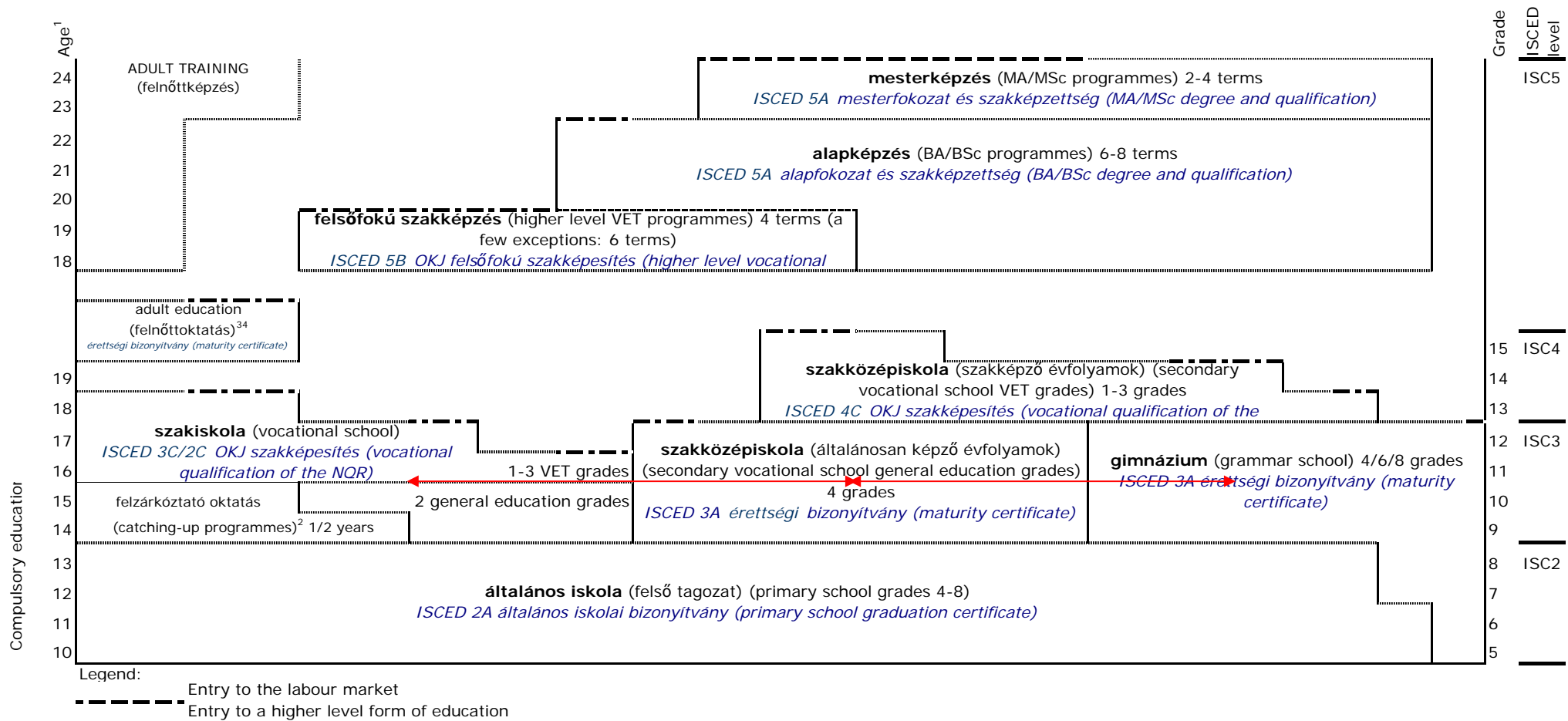
Type of school	Enterprise with a legal entity		Enterprise without a legal entity		Budgetary agency. institution		Non-profit organisation. institution		Total		of which			
											within the framework of			
	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Vocational school	27 532	65.09	11 513	27.22	3 013	7.12	241	0.57	42 299	100.00	25 745	60.86	16 554	39.14
Special vocational school	960	73.51	138	10.57	182	13.94	26	1.99	1306	100.00	587	44.95	719	55.05
Secondary vocational school	11 655	48.42	2 296	9.54	9 456	39.29	652	2.71	24 069	100.00	20 041	83.26	4028	16.74

Source: *Szakképzési Tanévnyitó*, Deputy State Secretariat of VET of the Ministry of Education, p. 74.

Table 3: Number and distribution of higher education institutions by type and by maintainer (2004/2005)

	Total	Public			Ecclesiastical			Private and foundation		
		university	college	total	university	college	total	university	college	total
<b>Number of institutions</b>	<b>69</b>	18	13	<b>31</b>	5	21	<b>26</b>	1	11	<b>12</b>
<b>Number of faculties</b>	<b>170</b>	95	32	<b>127</b>	10	21	<b>31</b>	1	11	<b>12</b>

Source: Statistical Yearbook of Education 2004/2005, Ministry of Education



<sup>1</sup> Age levels given in the diagram are indicative only. Adult education programmes are offered at all levels of education for older age groups as well.

<sup>2</sup> For those older than 16 and could not finish primary or lower secondary education, vocational schools offer special catching up classes of 1-2 years.

<sup>3</sup> **felnoíttok gimnáziuma/szakközépiskolája** (adults' grammar school/secondary vocational school): ISCED 3 level secondary general school programmes offered in full or part time adult education.

<sup>4</sup> Graduates of vocational schools having obtained the maturity certificate in adult education can obtain an OKJ vocational qualification of a higher level in the VET grades of secondary vocational schools or even move on to higher education.

## Statistics of practical training in IVET

Table 1: Number and distribution of full time students of vocational training schools by school type and by the place and form of practical training in school year 2004/2005

Place and form of practical training	Vocational school ( <i>szakiskola</i> )		Special vocational school ( <i>speciális szakiskola</i> )		Secondary vocational school ( <i>szakközépiskola</i> )	
	number	%	number	%	number	%
Only in a school workshop in groups	26 885	39.90	2 685	65.65	41 682	62.00
Only in a workshop outside the school in groups	8 261	12.26	743	18.17	1 436	2.14
Only at the workplace in groups	3 245	4.82	230	5.62	1 358	2.02
Only outside the school not in groups	13 543	20.10	70	1.71	4 609	6.86
In workshops within and outside the school in groups	4 867	7.22	173	4.23	4 271	6.35
In a school workshop and at the workplace (not in groups)	9 793	14.53	60	1.47	6 106	9.08
In other forms (in a school environment in groups or not in groups)	795	1.18	129	3.15	7 771	11.56
<b>Total</b>	<b>67 389</b>	<b>100.00</b>	<b>4 090</b>	<b>100.00</b>	<b>67 233</b>	<b>100.00</b>

Source: Ministry of Education

**Table 2: Number and distribution of all vocational training school students participating in practical training organized outside the school by school type and by the legal form of the practical training provider and of the organization of training in school year 2004/2005**

School type	Enterprise with a legal entity		Enterprise without a legal entity		Budgetary agency. institution		Non-profit organisation. institution		Total		of which within the framework of			
	number	%	number	%	number	%	number	%	number	%	cooperation agreement ( <i>együttműködési megállapodás</i> )		apprenticeship/ student contract ( <i>tanulószerződés</i> )	
											number	%	number	%
Vocational school	27 532	65.09	11 513	27.22	3 013	7.12	241	0.57	42 299	100.00	25 745	60.86	16 554	39.14
Special vocational school	960	73.51	138	10.57	182	13.94	26	1.99	1306	100.00	587	44.95	719	55.05
Secondary vocational school	11 655	48.42	2 296	9.54	9 456	39.29	652	2.71	24 069	100.00	20 041	83.26	4028	16.74
<b>Total</b>	<b>40 147</b>	<b>59.32</b>	<b>13 947</b>	<b>20.61</b>	<b>12 651</b>	<b>18.69</b>	<b>919</b>	<b>1.36</b>	<b>67 674</b>	<b>100.00</b>	<b>46 373</b>	<b>68.52</b>	<b>21 301</b>	<b>31.48</b>

Source: *Szakképzési Tanévnyitó*, Deputy State Secretariat of VET of the Ministry of Education, p. 74.

**Table 3: Number and distribution of full time students in the VET grades of vocational training schools participating in practical training at an enterprise by school type and the legal form of practical training in school years 2001/2002 and 2004/2005**

School type	2001/2002						2004/2005					
	cooperation agreement ( <i>együttműködési megállapodás</i> )		student contract ( <i>tanulószerződés</i> )		Total		cooperation agreement ( <i>együttműködési megállapodás</i> )		student contract ( <i>tanulószerződés</i> )		Total	
	number	%	number	%	number	%	number	%	number	%	number	%
Vocational school	31 282	78.28	8 682	21.72	39 964	100.00	23 870	59.46	16 272	40.54	40 142	100.00
Special vocational school	784	61.68	487	38.32	1 271	100.00	587	44.95	719	55.05	1 306	100.00
Secondary vocational school	13 109	89.60	1 521	10.40	14 630	100.00	13 820	83.38	2 754	16.62	16 574	100.00
<b>Total</b>	<b>45 175</b>	-	<b>10 690</b>	-	<b>55 865</b>	-	<b>38 277</b>	-	<b>19 745</b>	-	<b>58 022</b>	-

Source: Ministry of Education

**Table 4: Number and distribution of all students of vocational training schools by the place and form of practical training and by grade in school year 2004/2005**

Place and form of practical training	Grades																Total	
	9		10		11		12		13		14		15		16			
	number	%	number	%	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Only in a school workshop in groups	2 505	69.22	1 614	61.96	15 625	42.51	10 123	36.28	33 741	57.33	16 834	53.22	651	34.41	13	14.44	81 106	49.65
Only in a workshop outside the school in groups	310	8.57	294	11.29	4 560	12.41	3 423	12.27	1 581	2.69	830	2.62	70	3.70	-	-	11 068	6.78
Only at the workplace in groups	40	1.11	26	1.00	1 824	4.96	1 510	5.41	1 234	2.10	790	2.50	33	1.74	-	-	5 457	3.34
Only outside the school not in groups	218	6.02	218	8.37	6 169	16.78	5 919	21.21	5 807	9.87	4 627	14.63	218	11.52	-	-	23 176	14.19
In workshops within and outside the school in groups	38	1.05	53	2.03	2 689	7.32	2 078	7.45	3 714	6.31	2 196	6.94	476	25.16	60	66.67	11 304	6.92
In a school workshop and at the workplace (not in groups)	114	3.15	16	0.61	5 290	14.39	4 299	15.41	5 363	9.11	3 498	11.06	362	19.13	-	-	18 942	11.60
In other forms (in a school environment in groups or not in groups)	394	10.89	384	14.74	600	1.63	553	1.98	7 411	12.59	2 856	9.03	82	4.33	17	18.89	12 297	7.53
<b>Total</b>	<b>3 619</b>	<b>100.00</b>	<b>2 605</b>	<b>100.00</b>	<b>36 757</b>	<b>100.00</b>	<b>27 905</b>	<b>100.00</b>	<b>58 851</b>	<b>100.00</b>	<b>31 631</b>	<b>100.00</b>	<b>1 892</b>	<b>100.00</b>	<b>90</b>	<b>100.00</b>	<b>163 350</b>	<b>100.00</b>

Source: *Szakképzési Tanévnyitó*, Deputy State Secretariat of VET of the Ministry of Education, p. 70.

## Statistics - Section 0403

Table 1: Proportion of young people aged 16-19 in full and part time IVET at upper secondary level (%)					
		1990/1991 <sup>1</sup>	1995/1996 <sup>1,2</sup>	2001/2002 <sup>3</sup>	2004/2005
vocational school ( <i>szakiskola</i> ) <sup>4</sup>	general education grades	n/a	n/a	5.16	5.98
	VET grades	14.97	14.44	11.27 <sup>5</sup>	11.68
	<i>total</i>	14.97	14.44	16.43	17.65
secondary vocational school ( <i>szakközépiskola</i> )	general education grades	n/a	n/a	23.21	23.64
	VET grades	27.11 <sup>6</sup>	27.44 <sup>7</sup>	n/a (0.66 <sup>8</sup> )	n/a (0.54 <sup>8</sup> )
<b>Total IVET</b>		<b>42.09</b>	<b>41.88</b>	<b>11.92</b>	<b>12.22</b>

<sup>1</sup> Since at this time some VET programmes in secondary vocational schools might have been provided in part also after participants obtained the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), the participation rate of IVET presented here covers some students studying at post secondary level as well.

<sup>2</sup> The restructuring of the school types providing IVET within public education was ongoing at this time: as its outcome, vocational training schools currently provide only general education in their first two or four grades. Since, however, the available statistics do not always clearly differentiate students of schools providing education in the older or in the new structure, and the proportion of students studying in schools operating with the new structure should not have been very significant at this time (change to the new structure was compulsory only from September 1998), all students studying in this year in any kind of vocational schools, skilled workers' schools (*szakmunkásképző iskola*) and secondary vocational schools were considered here as participants of IVET.

<sup>3</sup> The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. In this year there were still a number of students (exact number is not available) participating in IVET provided in the old structure (parallel to general education and awarding a qualification not included in the OKJ, who appear in the available statistics in the category of students studying in the 'general education grades', therefore the actual proportion of students participating in IVET is somewhat higher than the number presented in the table.

<sup>4</sup> Including skilled workers' schools (*szakmunkásképző iskola*) in school years 1990/1991 and 1995/1996 and special vocational schools (*speciális szakiskola*).

<sup>5</sup> Estimated number (based on the number of students studying in the VET grades of vocational schools, excluding the estimated number of those participating in an ISCED 4 or 5B level programme whose number is not available by age distribution).

<sup>6</sup> Based on the total number of full time students (student numbers are not available in age distribution).

<sup>7</sup> Based on the number of students 16- 20 and older.

<sup>8</sup> Referring to students participating in IVET (art education) provided parallel to general education in the 9th-12th grades.

Source: calculation of Hungarian National Observatory (HNO) based on the statistics of the Ministry of Education and the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

Table 2: Absolute number of participants in IVET at upper secondary level by age and gender (1990/1991)									
		Reference year: 1990/1991							
		Age							
		Total	14 (and less)	15	16	17	18	19	20 (and more)
<b>vocational school<sup>1</sup></b>	<b>only full time education</b>	<b>224855</b>	58300	73513	64227	16954	6418	5433	10
<b>secondary vocational school<sup>2</sup></b>	<b>full and part time</b>	<b>217787</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<b>full time</b>	<b>168445</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>full and part time</b>	<b>442642</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<b>full time</b>	<b>393300</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Male<sup>3</sup></b>	<b>full and part time</b>	<b>242176</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<b>full time</b>	<b>222133</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Female<sup>3</sup></b>	<b>full and part time</b>	<b>200466</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<b>full time</b>	<b>171167</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<sup>1</sup> Including skilled workers' schools and special vocational schools.

<sup>2</sup> Number of students is not available in age distribution. The category "full and part time" students here includes those with a skilled worker's certificate participating in part-time general education to obtain the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), and since in secondary vocational schools some VET programmes might have been provided in part also after participants obtained the maturity certificate, the numbers presented here cover some students studying at post secondary level as well.

<sup>3</sup> Male/female student numbers are not available in age distribution.

Source: *Statisztikai Tájékoztató 1990/91 (Statistical Information 1990/91)*/Ministry of Culture and Public Education: Budapest, 1992.

Table 3: Absolute number of participants in IVET at upper secondary level by age and gender (1995/1996)									
		Reference year: 1995/1996 <sup>1</sup>							
		Age							
		Total	14 (and less)	15	16	17	18	19	20 (and more)
vocational school <sup>2</sup>	only full time education	<b>177966</b>	29679	48518	54077	24550	11243	6092 <sup>3</sup>	3807
Female in health vocational schools <sup>4</sup>		<b>1972</b>	162	362	665	295	192	190	106
secondary vocational school <sup>5</sup>	full and part time	<b>261838</b>	36043	43419	43816	50990	36558	51012	
	full time	<b>208415</b>	36043	43194	43032	45733	28176	12237	
Female	full and part time	<b>133958</b>	18437	21846	22399	25985	17806	27485	
	full time	<b>103155</b>	18437	21697	21809	22996	12896	5320	
Total	full and part time	<b>439804</b>	<b>65722</b>	<b>91937</b>	<b>97893</b>	<b>75540</b>	<b>47801</b>	<b>57104</b>	<b>3807</b>
	full time	<b>386381</b>	<b>65722</b>	<b>91712</b>	<b>97109</b>	<b>70283</b>	<b>39419</b>	<b>18329</b>	<b>3807</b>
Male <sup>6</sup>	full and part time	<b>236915</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	<b>214295</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female <sup>6</sup>	full and part time	<b>202889</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	<b>172086</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<sup>1</sup> The restructuring of the school types providing IVET within public education was ongoing at this time: as its outcome, vocational training schools currently provide only general education in their first two or four grades. Since, however, the available statistics do not always clearly differentiate students of schools providing education in the older or in the new structure, and the proportion of students studying in schools operating with the new structure should not have been very significant at this time (change to the new structure was compulsory only from September 1998), all students studying in this year in any kind of vocational schools, skilled workers' schools (*szakmunkásképző iskola*) and secondary vocational schools were considered here as participants of IVET.

<sup>2</sup> Including skilled workers' schools and special vocational schools.

<sup>3</sup> Including older students of shorthand-typist vocational schools (*gép- és gyorsíró szakiskola*) as well.

<sup>4</sup> Data on the age distribution of female students studying in the other school types (shorthand-typist and other vocational schools, skilled workers' schools) are not available.

<sup>5</sup> The category "full and part time" students here includes those with a skilled worker's certificate participating in part-time general education to obtain the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), and since in secondary vocational schools some VET programmes might have been provided in part also after participants obtained the maturity certificate, the numbers presented here cover some students studying at post secondary level as well.

<sup>6</sup> Male/female student numbers are not available in age distribution.

Source: *Statisztikai Tájékoztató Középfokú Oktatás 1995/96 (Statistical Information Secondary Education 1995/96)*/Ministry of Culture and Public Education: Budapest, 1997, and *Statisztikai Tájékoztató Művelődési Évkönyv 1995. I. Oktatás (Statistical Information Cultural Yearbook 1995. I. Education)*/Ministry of Culture and Public Education: Budapest, 1997

Table 4: Absolute number of participants in IVET at upper secondary level by age and gender (2001/2002)										
			Reference year: 2001/2002 <sup>1</sup>							
			Age							
			Total	14 (and less)	15	16	17	18	19	20 (and more)
vocational school	general education grades	full and part time	56869	8689	23143	17902	5554	1232	260	89
		full time	56842	8689	23143	17902	5554	1223	253	78
	Female	full and part time	22315	3470	9102	7029	2137	448	99	30
		full time	22301	3470	9102	7029	2137	443	95	25
	VET grades	full and part time	62555 <sup>2</sup>	108	459	10651	22575	17708	8432	9565
		full time	61528 <sup>3</sup>	108	411	10588	22508	17626	8329	7539
	Female	full and part time	23363 <sup>4</sup>	68	205	4245	8376	6321	3168	4523
		full time	22616 <sup>5</sup>	68	205	4234	8359	6268	3102	3178
special vocational school	general education grades	full and part time	3497	195	972	1123	663	268	128	148
		full time	3497	195	972	1123	663	268	128	148
	Female	full and part time	1464	87	370	496	272	120	48	71
		full time	1464	87	370	496	272	120	48	71
	VET grades	full and part time	3134	8	60	522	953	739	445	407
		full time	3097	8	60	522	916	739	445	407
	Female	full and part time	1138	0	21	160	321	262	191	183
		full time	1118	0	21	160	301	262	191	183
secondary vocational school <sup>6</sup>	general education grades	full and part time	218764	20786	43490	43451	39738	26799	12045	32455
		full time	181761	20786	43483	43319	39171	23947	7746	3309
	Female	full and part time	104023	10461	20746	20557	19617	12150	4855	15637
		full time	85703	10461	20746	20485	19309	10732	2864	1106
Total	full and part time	344819 <sup>2</sup>	29786	68124	73649	69483	46746	21310	42664	
	full time	306725 <sup>3</sup>	29786	68069	73454	68812	43803	16901	11481	
Male	full and part time	202495	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	full time	199267	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Female	full and part time	14232 <sup>4</sup>	14107	32487	30723	19301	8361	20444	20444	
	full time	107458 <sup>5</sup>	14086	32139	30461	18016	6443	4548	4563	

<sup>1</sup> The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. In this year there were still a number of students (exact number is not available) participating in IVET provided in the old structure (parallel to general education and awarding a qualification not included in the OKJ, who appear in the available statistics in the category of students studying in the 'general education grades', therefore the actual number of students participating in IVET is somewhat higher than those presented in the table.

<sup>2</sup> The total number is different from the sum of student numbers by age group presented in the table which include the number of all students studying in the VET grades of vocational schools: the total number *excludes* 6 844 and 99 students participating in ISCED 4C or 5B level programmes whose numbers are not available in age distribution.

<sup>3</sup> The total number is different from the sum of student numbers by age group presented in the table (see footnote 2): the total number *excludes* 5 482 and 99 students participating in ISCED 4C or 5B level programmes whose numbers are not available in age distribution.

<sup>4</sup> The total number is different from the sum of student numbers by age group presented in the table (see footnote 2): the total number *excludes* 3 488 and 55 female students participating in ISCED 4C or 5B level programmes whose numbers are not available in age distribution.

<sup>5</sup> The total number is different from the sum of student numbers by age group presented in the table (see footnote 2): the total number *excludes* 2 743 and 55 female students participating in ISCED 4C or 5B level programmes whose numbers are not available in age distribution.

<sup>6</sup> See Table 1 of Annex 10 of 0406 for the number of students of secondary vocational schools participating in IVET provided in the post-secondary level VET grades of these schools (including also those 5 394 - 5 397 full time - students participating in IVET - art education - provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades).

Source: statistics of the Ministry of Education

Table 5: Absolute number of participants in IVET at upper secondary level by age and gender (2004/2005)										
			Reference year: 2004/2005							
			Age							
			Total	14 (and less)	15	16	17	18	19	20 (and more)
vocational school	general education grades	full and part time	56196	6947	21357	18967	6890	1538	302	195
		full time	56014	6947	21357	18933	6852	1526	293	106
	Female	full and part time	22260	3149	8367	7353	2626	610	111	44
		full time	22229	3149	8367	7344	2617	606	109	37
	VET grades	full and part time	64758	55	106	7928	20395	18633	9594	8047
		full time	62589	55	106	7874	20287	18518	9464	6285
	Female	full and part time	23215	32	62	2922	7358	6563	3144	3134
		full time	22002	32	62	2904	7324	6517	3084	2079
special vocational school	general education grades	only full time education	4279	214	1044	1499	918	342	131	131
	Female		1683	87	374	592	367	146	61	56
	VET grades		4090	28	160	521	996	1047	635	703
	Female		1519	9	60	187	397	385	226	255
secondary vocational school <sup>1</sup>	general education grades	full and part time	201591	17358	42007	43030	42146	26455	9365	21230
		full time	178069	17358	42007	42840	41635	24630	6222	3377
	Female	full and part time	95200	8613	19541	20055	20270	12180	4149	10392
		full time	83423	8613	19541	19945	20010	11237	2637	1440
Total	full and part time	330914	24602	64674	71945	71345	48015	20027	30306	
	full time	305041	24602	64674	71667	70688	46063	16745	10602	
Male	full and part time	187037	12712	36270	40836	40327	28131	12336	16425	
	full time	174185	12712	36270	40695	39973	27172	10628	6735	
Female	full and part time	143877	11890	28404	31109	31018	19884	7691	13881	
	full time	130856	11890	28404	30972	30715	18891	6117	3867	

<sup>1</sup> See Table 1 of Annex 10 of O406 for the number of students of secondary vocational schools participating in IVET provided in the post-secondary level VET grades of these schools (including also those 4 609 – 4 584 full time - students participating in IVET - art education - provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades).

Source: statistics of the Ministry of Education

**Structure of subjects and number of teaching hours recommended in the framework curricula (*kerettanterv*) of the general education grades of vocational training schools (*szakképző iskola*)**

Source: Annex 2 of the 28/2000. (IX.21.) decree of the Minister of Education on the publication, introduction and application of local curricula

**Table 1: Structure of subjects and number of teaching hours recommended in secondary vocational schools (*szakközépiskola*)**

Subject	Annual number of teaching hours per grade			
	9.	10.	11.	12.
Hungarian language and literature	148	148	148	128
History and social studies	74	74	74	96
Social studies and ethics			37	
Foreign language	111	111	111	96
Mathematics	111	111	111	96
Music	37	37		
Drawing and visual culture			37	32
"class with the form master" ( <i>osztályfőnöki óra</i> )	37	37	37	32
Physical education and sport	74	74	74	64
Physics	222	222	111	96
The Earth and our environment				
Biology				
Chemistry				
Information technology				
'grounding training in an occupational group' ( <i>szakmacsoportos alapozó oktatás</i> )	185	185	296	256
to be allocated by the institution	18.5	18.5	74	64
<b>Compulsory number of teaching hours pursuant to the law</b>	<b>1017.5</b>	<b>1017.5</b>	<b>1110</b>	<b>960</b>

**Table 2: Recommended number of teaching hours to be devoted to theory and practice in 'grounding training in an occupational group' in secondary vocational schools**

	Annual number of teaching hours per grade			
	9.	10.	11.	12.
Theory	37-111	0-111	111-296	64-256
Practice	74-148	74-185	0-185	0-192
<b>Total</b>	<b>185</b>	<b>185</b>	<b>296</b>	<b>256</b>

**Table 3: Structure of subjects and number of teaching hours recommended in vocational schools (*szakiskola*)****Type A**

Subject	Annual number of teaching hours per grade		
	9.	10.	VET grades
Hungarian language and literature	111	111	Schools must provide general education in 222 teaching hours annually. In the first VET grade 37 hours must be given to the subject module "Social studies and ethics". Otherwise the content of general education is defined in the local curriculum.
History and social studies	74	74	
Foreign language	111	111	
Mathematics	111	111	
Information technology	37	37	
Nature studies / hygiene	111	74-148	
Music	37	18,5	
Drawing and visual culture	18.5	18.5	
Physical education and sport	74	74	
Career orientation	74		
"vocational grounding theoretical and practical training" ( <i>szakmai alapozó elméleti és gyakorlati oktatás</i> )	222	296-370	
"class with the form master" ( <i>osztályfőnöki óra</i> )	37	18.5	
to be allocated by the institution			
<b>Compulsory number of teaching hours pursuant to the law</b>	<b>1017.5</b>	<b>1017.5</b>	

**Type B**

Subject	Annual number of teaching hours per grade		
	9.	10.	VET grades
Hungarian language and literature	111	111	Schools must provide general education in 222 teaching hours annually. In the first VET grade 37 hours must be given to the subject module "Social studies and ethics". Otherwise the content of general education is defined in the local curriculum.
History and social studies	74	74	
Foreign language	111	111	
Mathematics	111	111	
Information technology	37	37	
Physics			
Biology / hygiene			
Chemistry			
The Earth and our environment	222	148	
Music	37	37	
Drawing and visual culture	18.5	18.5	
Physical education and sport	74	74	
'vocational grounding theoretical and practical training' ( <i>szakmai alapozó elméleti és gyakorlati oktatás</i> )	185	259	
"class with the form master" ( <i>osztályfőnöki óra</i> )	37	37	
to be allocated by the institution			
<b>Compulsory number of teaching hours pursuant to the law</b>	<b>1017.5</b>	<b>1017.5</b>	

**Table 4: Recommended number of teaching hours to be devoted to theory and practice in 'vocational grounding theoretical and practical training' in vocational schools**

**Type A1**

	Annual number of teaching hours per grade	
	9.	10.
Theory	74-148	111-148
Practice	74-148	148-185
<b>Total</b>	<b>222</b>	<b>296</b>

**Type A2**

	Annual number of teaching hours per grade	
	9.	10.
Theory	74-148	111-222
Practice	74-148	148-259
<b>Total</b>	<b>222</b>	<b>370</b>

**Type B**

	Annual number of teaching hours per grade	
	9.	10.
Theory	74-185	74-148
Practice	0-111	111-185
<b>Total</b>	<b>185</b>	<b>259</b>

**Number of applicants choosing a vocational subject as the optional subject of the maturity examination (érettségi vizsga) in secondary vocational schools (szakközépiskola)**

Subject	Number of applicants					
	2005			2006		
	Advanced	Inter-mediate	Total	Advanced	Inter-mediate	Total
	level			level		
Health basic studies (Egészségügyi alapismeretek)	31	441	472	98	477	575
Electronics basic studies (Elektronikai alapismeretek)	25	640	665	49	626	675
Food industry basic studies (Élelmiszer-ipari alapismeretek)	4	24	28	0	30	30
Architecture and building basic studies (Építészeti és építési alapismeretek)	58	319	377	106	328	434
Wood industry basic studies (Faipari alapismeretek)	9	206	215	6	226	232
Mechanical engineering basic studies (Gépészeti alapismeretek)	17	593	610	14	471	485
Information technology basic studies (Informatikai alapismeretek)	70	881	951	135	550	685
Light industry basic studies (Könnyűipari alapismeretek)	10	342	352	3	393	396
Environmental protection-water management basic studies (Környezetvédelmi-vízgazdálkodási alapismeretek)	8	262	270	5	266	271
Economics basic studies/theoretical economics (Közgazdasági alapismeretek/elméleti gazdaságtan)	390	4 579	4 969	892	3 407	4 299
Economics basic studies/business studies (Közgazdasági alapismeretek/üzleti gazdaságtan)		604	604		772	772
Economics-marketing basic studies (Közgazdasági-marketing alapismeretek)	85	3 019	3 104	188	2 757	2 945
Transport basic studies (Közlekedési alapismeretek)	17	372	389	4	355	359
Agricultural basic studies (Mezőgazdasági alapismeretek)	18	502	520	13	472	485
Education and communication basic studies (Művelődési és kommunikációs alapismeretek)	2	1	3	4	2	6
Printing basic studies (Nyomdaipari alapismeretek)	1	52	53	1	39	40
Education basic studies (Oktatási alapismeretek)	10	273	283	1	261	262
Police basic studies (Rendészeti alapismeretek)	4	6	10	19	21	40
Social basic studies (Szociális alapismeretek)	12	123	135	37	172	209
Administration basic studies (Ügyviteli alapismeretek)	16	238	254	9	370	379
Chemical engineering basic studies (Vegyipari alapismeretek)	5	10	15	0	1	1
Catering-tourism basic studies (Vendéglátó-idegenforgalmi alapismeretek)	159	1 351	1 510	215	1 811	2 026
<b>Total</b>	<b>951</b>	<b>14 838</b>	<b>15 789</b>	<b>1 799</b>	<b>13 807</b>	<b>15 606</b>
<b>Total number of applicants to the maturity examination</b>			<b>115 334</b>			<b>119 324</b>

Source: National Centre of Assessment and Examination (Országos Közoktatási Értékelési és Vizsgaközpont, OKÉV)

## Statistics – Section 0406

Table 1: Absolute number of participants in IVET at post-secondary level by age and gender (2001/2002)														
		Reference year: 2001/2002 <sup>1</sup>												
		Age												
		Total	17 (and less)	18	19	20	21	22	23	24	25	26-29	30-34	35 (and more)
Total	full and part time	75730 <sup>2</sup>	4793	12722	19761	13581	7292	3785	2135	1266	2228	2332	1678	2299
	full time	57707 <sup>3</sup>	4785	12139	18224	11874	5824	2534	981	272	228	0	0	0
Male	full and part time	33218 <sup>4</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	26332 <sup>5</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	full and part time	42512 <sup>6</sup>	2910	7375	10625	6964	3652	1950	1228	757	1482	1666	1346	1897
	full time	31375 <sup>7</sup>	2906	7107	9944	6207	2962	1282	532	140	134	0	0	0

<sup>1</sup> The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. In this year there were still a number of students (exact number is not available) participating in IVET provided in the old structure (parallel to general education and awarding a qualification not included in the National Qualifications Register, *Országos Képzési Jegyzék, OKJ*), who appear in the available statistics in the category of students studying in the "general education grades" (see Table 4 of Annex 7 in section 0403).

<sup>2</sup> Of which 5 543 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools (*szakközépiskola*). The total number is different from the sum of student numbers by age group presented in the table which show the number of all students studying in the VET grades of secondary vocational schools: the total number *excludes* 4 986 students participating in an ISCED 5B level higher level VET (*felsőfokú szakképzés*) programme provided in secondary vocational schools whose number is not available in age distribution, and this total number *includes* 6 844 students participating in an ISCED 4 level programme provided by a vocational school (*szakiskola*).

<sup>3</sup> Of which 5 397 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools. The total number is different from the sum of student numbers by age group (see footnote 2): it *excludes* 4 636 students participating in an ISCED 5B level higher level VET programme provided, and *includes* 5 482 students participating in an ISCED 4 level programme provided by a vocational school.

<sup>4</sup> Of which 2 145 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools.

<sup>5</sup> Of which 2 086 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools.

<sup>6</sup> Of which 3 398 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools. The total number is different from the sum of student numbers by age group (see footnote 2): it *excludes* 2 828 students participating in an ISCED 5B level higher level VET programme provided, and *includes* 3 488 students participating in an ISCED 4 level programme provided by a vocational school.

<sup>7</sup> Of which 3 311 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools. The total number is different from the sum of student numbers by age group (see footnote 2): it *excludes* 2 582 students participating in an ISCED 5B level higher level VET programme provided, and *includes* 2 743 students participating in an ISCED 4 level programme provided by a vocational school.

Source: calculation of HNO based on the statistics of the Ministry of Education

Table 2: Absolute number of participants in IVET at post-secondary level by age and gender (2004/2005)														
		Reference year: 2004/2005												
		Age												
		Total	17 (and less)	18	19	20	21	22	23	24	25	26-29	30-34	35 (and more)
Total	full and part time	80010 <sup>1</sup>	3992	12269	21568	14855	7482	4139	2197	1268	1565	3264	2879	4532
	full time	61345 <sup>2</sup>	3991	11754	20507	13607	6450	3157	1228	347	304	0	0	0
Male	full and part time	38551 <sup>3</sup>	1280	6018	11352	8225	4142	2325	1114	558	652	1058	769	1058
	full time	32193 <sup>4</sup>	1280	5788	10857	7649	3640	1869	736	202	172	0	0	0
Female	full and part time	41459 <sup>5</sup>	2712	6251	10216	6630	3340	1814	1083	710	913	2206	2110	3474
	full time	29152 <sup>6</sup>	2711	5966	9650	5958	2810	1288	492	145	132	0	0	0

<sup>1</sup> Of which 4 609 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 5 809 students participated in an ISCED 4 level programme provided by a vocational school (*szakiskola*).

<sup>2</sup> Of which 4 584 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 4 655 students participated in an ISCED 4 level programme provided by a vocational school.

<sup>3</sup> Of which 1 478 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 2 799 students participated in an ISCED 4 level programme provided by a vocational school.

<sup>4</sup> Of which 1 463 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 2 370 students participated in an ISCED 4 level programme provided by a vocational school.

<sup>5</sup> Of which 3 131 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 3 010 students participated in an ISCED 4 level programme provided by a vocational school.

<sup>6</sup> Of which 3 121 students participated in IVET (art education) provided parallel to general education in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools and 2 285 students participated in an ISCED 4 level programme provided by a vocational school.

Source: calculation of HNO based on the statistics of the Ministry of Education

## Statistics – Section 0407

<b>Table 1: Proportion of the population aged 19-25 participating in full and part time IVET at tertiary level (%)</b>				
	<b>1990/1991</b>	<b>1995/1996</b>	<b>2001/2002</b>	<b>2004/2005</b>
<b>Higher level VET (ISCED 5B)</b>	n/a	n/a	0.68	1.84
<b>College and university undergraduate training (ISCED 5A)</b>	8.19	12.02	20.20	24.94
<b>Total</b>	<b>8.19</b>	<b>12.02</b>	<b>20.88</b>	<b>26.78</b>

Source: calculation of HNO based on the statistics of the Ministry of Education and the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

Table 2: Absolute number of participants in full and part time IVET at tertiary level by age and gender (1990/1991)													
		Reference year: 1990/1991											
		Age											
		Total	17 (and less)	18	19	20	21	22	23	24	25	26-30	31 (and more)
College/university undergraduate training (ISCED 5A)	full and part time	102387 <sup>1</sup>	0	8304	14630	17273	16127	12731			18249	7209	7864
	full time	76601 <sup>2</sup>	0	7821	13584	15742	13986	10390			12442	1790	846
Male <sup>3</sup>	full and part time	51941	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	39192	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female <sup>3</sup>	full and part time	50446	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	37409	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<sup>1</sup> Of which 54 889 participated in college level, 47 497 in university level education.

<sup>2</sup> Of which 37 091 participated in college level, 39 510 in university level education.

<sup>3</sup> Student numbers by gender are not available in age distribution.

Source: *Statisztikai Tájékoztató 1990/91 (Statistical Information 1990/91)*/Ministry of Culture and Public Education: Budapest, 1992, and *Data of Education (Preliminary data) 2004/2005*/Központi Statisztikai Hivatal (KSH, Central Statistical Office): Budapest, 2005.

Table 3: Absolute number of participants in full and part time IVET at tertiary level by age and gender (1995/1996)													
		Reference year: 1995/1996											
		Age											
		total	17 (and less)	18	19	20	21	22	23	24	25	26-29	30 (and more)
College/university undergraduate training (ISCED 5A)	full and part time	179565 <sup>1</sup>	13485	26014	29904	27012	19634	14254	9935	7738	14618	16971	
	full time	129541 <sup>2</sup>	12440	23754	26965	23542	16165	10548	6160	3771	4552	1644	
Male	full and part time	82215	5578	11776	13552	12328	9334	7102	4703	3842	7226	6774	
	full time	112204	6263	13116	15325	14436	11507	9251	7008	6116	12773	16409	
Female	full and part time	97350	7907	14238	16352	14684	10300	7152	5232	3896	7392	10197	
	full time	67361	7222	12898	14579	12576	8127	5003	2927	1622	1845	562	

<sup>1</sup> Of which 109 412 participated in college level, 70 153 in university level education.

<sup>2</sup> Of which 68 372 participated in college level, 61 169 in university level education.

Source: *Statisztikai Tájékoztató, Felsőoktatás 1995/96 (Statistical Information, Higher Education 1995/96)*/Ministry of Culture and Public Education: Budapest, 1997, and *Data of Education (Preliminary data) 2004/2005*/Központi Statisztikai Hivatal (KSH, Central Statistical Office): Budapest, 2005.

Table 4: Absolute number of participants in full and part time IVET at tertiary level by age and gender (2001/2002)													
		Reference year: 2001/2002											
		Age											
		total	17 (and less)	18	19	20	21	22	23	24	25	26-29	30 (and more)
Higher level VET (ISCED 5B)	full and part time	9560 <sup>1</sup>	37	1630	2946	2171	1138	531	286	166	162	223	238
	full time	8545 <sup>2</sup>	37	1614	2899	2083	1035	442	199	85	56	48	22
Female	full and part time	5474 <sup>3</sup>	0	318	764	666	297	128	81	71	52	100	105
	full time	4809 <sup>4</sup>	0	316	751	631	247	92	50	31	15	22	12
Undergraduate training (ISCED 5A)	full and part time	313238 <sup>5</sup>	216	13725	32105	38965	40608	38285	30152	23085	17184	38701	39967
	full time	184071 <sup>6</sup>	183	12780	29222	33215	32370	28185	19084	11756	6570	8159	2508
College degree programmes	full and part time	195291 <sup>7</sup>	130	7571	17925	23536	25077	22188	16659	12949	10433	27096	31671
	full time	88631 <sup>8</sup>	97	6732	15409	18374	17694	13568	7599	3862	2015	2205	1069
Female	full and part time	112188 <sup>9</sup>	78	4712	10549	13725	14497	12445	9048	7036	5858	15015	19196
	full time	50283 <sup>10</sup>	68	4227	9094	10766	10168	7407	3873	1949	972	1093	665
University degree programmes	full and part time	117947 <sup>11</sup>	86	6154	14180	15429	15531	16097	13493	10136	6751	11605	8296
	full time	95440 <sup>12</sup>	86	6048	13813	14841	14676	14617	11485	7894	4555	5954	1439
Female	full and part time	61434 <sup>13</sup>	57	3404	7416	8171	8260	8584	7000	5185	3349	5568	4354
	full time	48828 <sup>14</sup>	57	3344	7195	7806	7747	7700	5853	3894	2107	2500	602
Total	full and part time	322798 <sup>15</sup>	253	15355	35051	41136	41746	38816	30438	23251	17346	38924	40205
	full time	192616 <sup>16</sup>	220	14394	32121	35298	33405	28627	19283	11841	6626	8207	2530
Male	full and part time	143702	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	full time	88696	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	full and part time	179096 <sup>17</sup>	135	8434	18729	22562	23054	21157	16129	12292	9259	20683	23655
	full time	103920 <sup>18</sup>	125	7887	17040	19203	18162	15199	9776	5874	3094	3615	1279

<sup>1</sup> Including 32 participants of unknown age.

<sup>2</sup> Including 25 participants of unknown age.

<sup>3</sup> Including 9 participants of unknown age and 2883 participants studying in a secondary vocational school (*szakközépiskola*, or vocational school, *szakiskola*) whose number by gender is not available by age distribution.

<sup>4</sup> Including 5 participants of unknown age and 2637 participants studying in a secondary vocational school (*szakközépiskola*, or vocational school, *szakiskola*) whose number by gender is not available by age distribution.

<sup>5</sup> Including 245 participants of unknown age.

<sup>6</sup> Including 39 participants of unknown age.

<sup>7</sup> Including 56 participants of unknown age.

<sup>8</sup> Including 7 participants of unknown age.

<sup>9</sup> Including 29 participants of unknown age.

<sup>10</sup> Including 1 participant of unknown age.

<sup>11</sup> Including 189 participants of unknown age.

<sup>12</sup> Including 32 participants of unknown age.

<sup>13</sup> Including 86 participants of unknown age.

<sup>14</sup> Including 23 participants of unknown age.

<sup>15</sup> Including 277 participants of unknown age.

<sup>16</sup> Including 64 participants of unknown age.

<sup>17</sup> Including 124 participants of unknown age and 2883 participants studying in a secondary vocational school (vocational school) whose number by gender is not available by age distribution.

<sup>18</sup> Including 29 participants of unknown age and 2637 participants studying in a secondary vocational school (vocational school) whose number by gender is not available by age distribution.

Source: *Oktatás-statisztikai Évkönyv 2001/2002 (Statistical Yearbook of Education 2001/2002)*/Ministry of Education: Budapest, 2002 and *Statisztikai Tájékoztató, Felsőoktatás 2001/2002 (Statistical Information, Higher Education 2001/2002)*/Ministry of Education: Budapest, 2002.

Table 5: Absolute number of participants in full and part time IVET at tertiary level by age and gender (2004/2005)													
		Reference year: 2004/2005											
		Age											
		total	17 (and less)	18	19	20	21	22	23	24	25	26-29	30 (and more)
Higher level VET (ISCED 5B)	full and part time	23614	4	2712	5967	5238	2941	1678	958	631	573	1117	1795
	full time	18140	4	2559	5618	4788	2578	1277	619	273	166	150	108
Female	full and part time	12172	3	1820	3612	3039	1470	752	356	203	135	287	495
	full time	4700	0	713	1454	1248	603	290	155	70	39	68	60
Undergraduate training (ISCED 5A)	full and part time	378466	134	14165	36403	41674	43677	41361	34814	26245	20110	54331	65552
	full time	212292	98	13297	33994	37427	36848	32094	23265	13959	7965	9995	3350
College degree programmes	full and part time	240297	98	7737	20228	24103	26108	23763	19045	14813	12217	38974	53211
	full time	102380	62	6936	18060	20176	19870	15701	9680	5145	2674	2807	1269
Female	full and part time	146678	60	4872	12587	14684	15457	13559	10649	8249	6996	23282	36283
	full time	58177	36	4419	11200	12108	11461	8553	4801	2378	1164	1277	780
University degree programmes	full and part time	138169	36	6428	16175	17571	17569	17598	15769	11432	7893	15357	12341
	full time	109912	36	6361	15934	17251	16978	16393	13585	8814	5291	7188	2081
Female	full and part time	73639	18	3579	8554	9430	9622	9488	8368	5895	3856	7845	6984
	full time	56775	18	3530	8395	9210	9250	8706	7018	4304	2322	3086	936
Total	full and part time	402080	138	16877	42370	46912	46618	43039	35772	26876	20683	55448	67347
	full time	230432	102	15856	39612	42215	39426	33371	23884	14232	8131	10145	3458
Male	full and part time	169591	57	6606	17617	19759	20069	19240	16399	12529	9696	24034	23585
	full time	110780	48	7194	18563	19649	18112	15822	11910	7480	4606	5714	1682
Female	full and part time	232489	81	10271	24753	27153	26549	23799	19373	14347	10987	31414	43762
	full time	119652	54	8662	21049	22566	21314	17549	11974	6752	3525	4431	1776

Source: *Oktatás-statisztikai Évkönyv 2004/2005 (Statistical Yearbook of Education 2004/2005)*/Ministry of Education: Budapest, 2005 *Statisztikai Tájékoztató, Felsőoktatás 2004/2005 (Statistical Information, Higher Education 2004/2005)*/Ministry of Education: Budapest, 2005.

## List of Abbreviations

ÁFSZ	Állami Foglalkoztatási Szolgálat ( <i>Public Employment Service</i> )
CVET	continuing vocational education and training ( <i>szakmai továbbképzés, SZT</i> )
ECTS	European Credit Transfer System ( <i>európai kreditátviteli rendszer</i> )
EFQM	European Foundation for Quality Management ( <i>Európai Alapítvány a Minőség-menedzsmentért</i> )
FAT	Felnőttképzési Akkreditáló Testület ( <i>Adult Training Accreditation Body</i> )
FEOR	foglalkozások egységes osztályozási rendszere ( <i>unified job classification system</i> )
FTT	Felsőoktatási és Tudományos Tanács ( <i>Higher Education and Scientific Council</i> )
HNO	Hungarian National Observatory ( <i>Magyar Oktatási Observatory Iroda</i> )
HRD OP	Human Resources Development Operational Programme ( <i>Humánerőforrás-fejlesztési Operatív Program, HEFOP</i> )
ISCED	International Standard Classification of Education ( <i>az oktatási egységes nemzetközi osztályozási rendszere</i> )
IVET	initial vocational education and training ( <i>szakmai alapképzés avagy az első szakképesítés megszerzésére irányuló szakképzés</i> )
KSH	Központi Statisztikai Hivatal ( <i>Central Statistical Office</i> )
LLL	lifelong learning ( <i>élethosszig tartó tanulás</i> )
MAB	Magyar Felsőoktatási Akkreditációs Bizottság ( <i>Hungarian Higher Education Accreditation Committee</i> )
MAK	Magyar Agrárkamara ( <i>Hungarian Chamber of Agriculture</i> )
MKIK	Magyar Kereskedelmi és Iparkamara ( <i>Hungarian Chamber of Commerce and Industry</i> )
MPA	Munkaerő-piaci Alap ( <i>Labour Market Fund</i> )
MTA	Magyar Tudományos Akadémia ( <i>Hungarian Academy of Sciences</i> )
NAT	Nemzeti Alaptanterv ( <i>National Core Curriculum</i> )
NFI	Nemzeti Felnőttképzési Intézet ( <i>National Institute of Adult Education</i> )
NFT	Nemzeti Fejlesztési Terv ( <i>National Development Plan</i> )
NSZI	Nemzeti Szakképzési Intézet ( <i>National Institute of Vocational Training</i> )
OÉT	Országos Érdekegyeztető Tanács ( <i>National Council for the Conciliation of Interests</i> )
OFA	Országos Foglalkoztatási Közalapítvány ( <i>National Employment Foundation</i> )
OFIK	Országos Felsőoktatási Információs Központ ( <i>National Higher Education Information Centre</i> )
OKÉV	Országos Közoktatási Értékelési és Vizsgaközpont ( <i>National Centre for Assessment and Examination in Public Education</i> )
OKJ	Országos Képzési Jegyzék ( <i>National Qualifications Register</i> )
OM	Oktatási Minisztérium ( <i>Ministry of Education</i> )
OSZT	Országos Szakképzési Tanács ( <i>National Vocational Training Council</i> )
SZFP	Szakiskola Fejlesztési Program ( <i>Vocational School Development Programme</i> )
SZVK	szakmai és vizsgakövetelmények ( <i>professional and examination requirements</i> )
TISZK	térségi integrált szakképző központ ( <i>regional integrated vocational training centres</i> )
VET	vocational education and training ( <i>szakképzés, szakmai képzés</i> )

## List of key Hungarian VET terms

<i>alapfokú végzettség</i>	primary school (lower secondary) graduation certificate
<i>alapműveltségi vizsga</i>	General Knowledge Examination
<i>általános iskola</i>	primary school
<i>egyetem</i>	university
<i>egyetemi végzettség és szakképzettség</i>	university degree and qualification
<i>együttműködési megállapodáson alapuló</i>	practical training based on a cooperation
<i>gyakorlati képzés</i>	agreement
<i>elágazás (OKJ szakképesítés típusa)</i>	'branch' (a type of OKJ qualifications)
<i>érettségi bizonyítvány</i>	maturity certificate
<i>érettségi vizsga</i>	maturity examination
<i>felőttképzés</i>	adult training
<i>felőttoktatás</i>	adult education
<i>felsőfokú szakképesítés</i>	higher level vocational qualification
<i>felsőfokú szakképzés</i>	higher level vocational education and training
<i>felsőoktatás</i>	higher education
<i>felzárkóztató oktatás</i>	'catching-up' programmes
<i>foglalkozási napló</i>	work log
<i>foglalkozások egységes osztályozási</i>	unified job classification system
<i>rendszere (FEOR)</i>	
<i>főiskola</i>	college
<i>főiskolai végzettség és szakképzettség</i>	college degree and qualifications
<i>gimnázium</i>	grammar school
<i>gyakorlati oktatás helyi programja</i>	local programme of practical training
<i>hallgatói szerződés</i>	student contract
<i>iskolarendszerű szakképzés</i>	VET provided within the school system
<i>iskolarendszeren kívüli szakképzés</i>	VET provided outside the school system
<i>képesítési követelmények</i>	qualification requirements
<i>képzési ág</i>	training branch
<i>képzési és kimeneti követelmények</i>	training and outcome requirements
<i>kerettanterv</i>	framework curriculum
<i>kiegészítő alapképzés</i>	supplementary undergraduate training
<i>költségtérítéses képzés</i>	fee-charging training form
<i>középiszkola</i>	secondary school
<i>közoktatás</i>	public education
<i>központi képzőhely</i>	central training place
<i>központi program</i>	central programme
<i>megyei munkaügyi központ</i>	county labour centre
<i>megyei munkaügyi tanács</i>	county labour council
<i>Munkaerő-piaci Alap (MPA)</i>	Labour Market Fund
<i>nappali rendszerű oktatás</i>	full time regular education
<i>Nemzeti Alaptanterv (NAT)</i>	National Core Curriculum
<i>Országos Képzési Jegyzék (OKJ)</i>	National Qualifications Register
<i>Országos Szakértői Névjegyzék</i>	National Register of Experts
<i>Országos Szakmai Szakértői Névjegyzék</i>	National Register of Vocational Experts
<i>pályaorientáció</i>	career orientation
<i>pedagógiai program</i>	pedagogical programme
<i>ráépülés</i>	'built-on' vocational qualification
<i>regionális fejlesztési és képzési bizottság</i>	regional development and training committee
<i>regionális képző központ</i>	regional training centre
<i>rész-szakképesítés</i>	'partial' vocational qualification
<i>speciális szakiskola, készségfejlesztő</i>	special and skills developing special vocational
<i>speciális szakiskola</i>	schools
<i>szakirány</i>	specialization
<i>szakirányú továbbképzés</i>	postgraduate specialization programme
<i>szakiskola</i>	vocational school

<i>Szakkiskolai Fejlesztési Program (SZFP)</i>	Vocational School Development Programme
<i>szakképesítés</i>	vocational qualification
<i>szakképzés</i>	vocational education and training
<i>szakképzési hozzájárulás</i>	vocational training contribution
<i>szakképzettség (felsőoktatásban megszerezhető)</i>	qualification (obtainable in higher education)
<i>szakképző iskola</i>	vocational training school
<i>szakközépiskola</i>	secondary vocational school
<i>szakmacsoport</i>	occupational group
<i>szakmacsoportos alapozó oktatás</i>	grounding training in an occupational group
<i>szakmai alapozó elméleti és gyakorlati oktatás</i>	vocational grounding theoretical and practical training'
<i>szakmai és vizsgakövetelmények (SZVK)</i>	professional and examination requirements
<i>szakmai követelmény-modul</i>	professional requirements module
<i>szakmai orientáció</i>	vocational orientation
<i>szakmai program</i>	vocational programme
<i>szakmai tanácsadó testület</i>	professional consultative board
<i>szakmai vizsga</i>	vocational examination
<i>szakmai vizsgaszabályzat</i>	regulation of the vocational examination
<i>szakmunkásképző iskola</i>	skilled workers' training (or apprenticeship) school
<i>szintvizsga</i>	level examination
<i>szorgalmi idő</i>	study period
<i>tananyagegység</i>	programme module
<i>tananyagelem</i>	programme element
<i>tantárgyi program</i>	subject programme
<i>tanulói munkanapló</i>	student work log
<i>tanulószerződés</i>	student contract
<i>tanulószerződéses gyakorlati képzés</i>	practical training based on a student contract
<i>technikum</i>	technical school
<i>térségi integrált szakképző központ</i>	regional integrated vocational training centres
<i>üzemközi tanműhely</i>	a training shop maintained jointly by several enterprises