

Mid-term VET policy strategy 4.0



Timeline



ID number 36490

Background

The speed of change in the economy, technology and the labour market is continuously pushing vocational education and training (VET) and adult education (AE) towards newer tasks and challenges, which require effective answers and measures operable in the short and long-term. It is important that learners completing their initial education and training and leaving the school system have acquired - beyond the basic competences - the skills and competences (and qualifications) required by the economy and which are necessary for professional development in a lifelong learning perspective. An attractive VET system for young people that provides flexible and competitive professional skills, as well as a flexible and short-cycle adult education system, are essential.

Objectives

The new strategy aims to reform vocational education and training for young people and adults to ensure high quality training and a skilled labour force in line with the needs of the economy and new professions emerging.

Description

The government has accepted, by government Decision No 1168/2019. (III.28.), the new strategy *mid-term VET policy strategy for the renewal of VET and adult education (AE), the VET system's answer to the challenges of the fourth Industrial Revolution*'.

The VET 4.0 strategy is based on three pillars.

- (a) Attractive career opportunities for learners: learners must obtain competitive qualifications and knowledge required by the economy, which will provide a sound existence and high income. A determined goal of the strategy is that a scholarship scheme should not only support the learning period, but it should also ensure a good starting background for the career pathway of the graduates. The present 4+1 years structure of the vocational grammar school programmes is to be replaced by the five-year Technicum programme, at the end of which learners take a school leaving examination, whereby they demonstrate their knowledge in four general exam

subjects. The fifth exam subject will be replaced by the vocational exam, taken as an advanced level exam subject. Good results in a technician exam can lead directly to further studies in tertiary education in the same specialisation. Learners obtaining a vocational qualification will gain significant advantage in the course of their further specialised learning, depending on the results of their vocational exam at the end of the technician training.

- (b) Providing teachers with up-to-date knowledge: theory instructors and in-company trainers must have the necessary skills and up-to-date knowledge to be able to follow the technological developments in a given sector. The strategy goal is to create the possibility for engineers to give lessons in schools occasionally and teacher training also to be realised within corporate environments. Improving the quality of the training (theoretical and practical subjects) is key. A complex human resources development programme for VET teachers and trainers is part of the aims of the strategy.
- (c) Creation of an attractive learning environment: the use of modern devices in practical workshops furnished with up-to-date technology, a digital environment equipped with all the necessary tools, an adequate rapid Wi-Fi network and digital curriculum also have to be ensured.

Beside the priorities set in formal VET, the strategy aims at offering effective and flexible learning opportunities to adults, in both adult education (school) and adult training.

2019 Approved/Agreed

The Strategy 4.0 was approved, but the proposed measures (policy developments) within the Strategy have been under introduction/implementation.

2020 Implementation

Hungary is implementing the objectives set out in the mid-term VET strategy 4.0.. The legislative framework for the implementation of the strategy was ensured by VET Act LXXX of 2019 and government Decree 12/2020 (II.7) on the implementation of VET Act LXXX of 2019 (both entered into force in 2020).

2021 Implementation

The new legislative background has enabled closer cooperation between the stakeholders of VET and the economy. The additional benefits (scholarship, salary/wage, a career starters' allowance in one lump sum) have further increased the attractiveness of vocational training.

Based on the data from the start of the school year 2021/22, the number of students enrolled in grade 9 of VET institutions has increased by an average of 10 % (technicum 12%, vocational school 8%). 61 % of the upper secondary students were admitted to VET institutions, of which 41 % went to technicums and 20% to vocational schools. In addition, more than 20 % of the students in vocational training (technicums, VET schools) - after successful completion of their VET studies - continued their studies further on compared to the previous year.

The new system of vocational employment contract provides a significant advantage for employers through higher tax incentives and for students through higher income as well. Dual training - after the sectoral foundation education - based on vocational employment contracts was launched in the phasing out VET system since September 2021.

Presenting the professional and financial benefits of the VET system in a clear, unambiguous and transparent way has been a priority. The Ministry of Innovation and Technology has constantly been considering the effective involvement of the economic chambers which supervise the dual training system and have direct contact with the economic stakeholders.

Economic stakeholders have been also increasingly recognised and have already taken advantage of the possibility to getting involved in the training of their own future

employees. Abolition of the distinction between vocational practice and theory means a change of approach, and the students have the option to fulfil their specialised vocational studies, both theory and practice (grades 11-13 in technicums and grades 10-11 in VET schools) in the company environment, learning all professional skills in a uniform manner. The State also provides substantial financial support to dual training providers, especially if they organise the entire provision of vocational training (profession-specific training). This makes the offer of practical training constant (stable) and work-based learning and vocational employment contract-based training (dual VET) is strengthened. VET programmes are realised by the involvement of employers supporting learning and this realisation is supported by the most update and accessible infrastructure, tools and technology.

This is facilitated by the emerging network of sectoral training centres, which enable SMEs to be involved in dual training and the training of labour market supply.

2022 Implementation

Based on the final results of the 2022 secondary school admission procedure, more than 50 000 students started their studies in the renewed VET in September. Based on their choices, the reinforced VET is very successful, technicums are becoming more and more popular. In 2022, most of those who continue after grade 8 have opted for technicums that offer both a vocational and high school diploma, similar to the previous year.

Technicums are highly ahead of any other type of school, they were chosen by more than 42% of the applicants (34 831 persons), 34% (28 526 persons) of the applicants applied for traditional high school education, and a further, almost 20% (15 941 persons) entered the three-year vocational schools.

The most popular technicum sector was Information Technology and Telecommunications; other popular sectors: Business and Management, Tourism and Hospitality, Specialised Machine and Vehicle Manufacturing.

In the vocational school, most students were admitted to the Tourism-Hospitality sector; other popular sectors were Construction Industry, Mechanical Engineering, Trade, Electronics and Electrical Engineering.

Technicum is now a real, competitive alternative for young people to continue their studies.

The situation in terms of dropout rates has also improved. The VET system provides several opportunities and programmes to help students at risk of dropping out and to prevent them from dropping out. In the school year 2021/22, about 2 000 students (compared to 1 500 students in the school year 2020/21) were provided with the orientation year, Springboard class programme and the school workshop programmes. The number and availability of these alternative VET opportunities in the country increased. The number of failures is also significantly reduced, thanks to the input measurements after school enrolment and related individual support as well as the module of the KRÉTA ESL signalling system, which is now one of the outstanding assistants in the work of headmasters and principals.

As the mid-term VET policy strategy 4.0 reflects the point of view of several professional stakeholders, the economic stakeholders also participated in the renewal of the training offer and professional content through the work of the Sector Skills Councils (SSCs) and the VET Innovation Council (SZIT), which brings together organisations and representatives involved in VET. In this way, labour market expectations could be integrated into the educational content with unique cooperation. Within the framework of the dual vocational training monitoring project, 19 SSCs prepared a sectoral analysis related to the following focus areas: career guidance-enrolment, sectoral foundation education-sectoral basic exam, specialised education, final examination. The sector-specific analyses related to the listed focus areas were prepared on the basis of experts appointed by the SSCs, data provided by the regional chambers, and compiled professional materials and other statistical documents. The analysis resulted in formulating proposals for the successful development of the

system, which were forwarded to the Ministry of Culture and Innovation.

2023 Implementation

At the beginning of 2023, the ranking of the top 100 technicums was completed for the first time, based on official data from the National Office of Vocational Education and Training and Adult Learning (NOVETAL). The ranking considered factors such as:

- (a) student performance, including input and output indicators;
- (b) number of teaching staff;
- (c) digital infrastructure;
- (d) academic results of incoming students;
- (e) proportion of repeaters compared to total students;
- (f) matriculation exam results.

The purpose of ranking the top 100 technicums was twofold. On the one hand, to guide students in choosing their future school, and on the other hand, to foster healthy competition among VET institutions by allowing them to track their performance over time based on assessed criteria, encouraging continuous improvement.

From the 2022/23 school year an increasing number of high-achieving students choose VET pathways. Among the 363 institutions maintained by the Ministry of Culture and Innovation, one-third can be classified as 'champion' institutions—those with high demand, multiple over-subscriptions, and minimum admission requirements typically above grade 4. The task is to expand the number of such institutions. Based on the 1st Monitoring Report, the VET ranking is planned to be published annually..

In response to experience gained from the VET system introduced in 2020/21 and the European Union's expectations for VET, the VET 4.0 Strategy was refined in 2023. In the review of the Strategy and the elaboration of the proposed amendment, the expectations set by the European Commission played a key role. These align with the thematic enabling conditions for the education and training system and the expected objectives for the use of EU funds (EDIOP Plus VET resources). This revision included:

- (a) updating indicators to align with current legislation;
- (b) revising interventions;
- (c) developing an Action Plan to support implementation.

On 16 November 2023, the Government adopted the revised VET 4.0 Strategy and its Action Plan under Government Decision 1499/2023 (16.11.). The Action Plan, covering the period up to 2030, sets out measures, specific deadlines, and monitoring mechanisms for achieving the Strategy's objectives. It also outlines the types of resources allocated for implementation. A significant part of the measures will be funded through the national budget and EU funding, including resources from the RRF and EDIOP Plus for the 2021-2027 period.

2024 Implementation

At the request of the European Commission, the revised VET 4.0 Strategy now includes Chapter VI: 'Comprehensive Monitoring and Evaluation', covering both the Strategy and the Action Plan.

The comprehensive monitoring system primarily relies on:

- a. national statistical data;
- b. the VET and Adult Education Information System;
- c. results from public education, VET, EU, and OECD assessments;
- d. data provided by the VET cooperation system (e.g., VET Innovation Council, Sector Skills Councils, economic chambers).

Data is typically collected annually (aligned with school years) and adapted to the

nature of the indicators. When relevant data is unavailable, targeted surveys or periodic data collection will support the assessment.

As part of this commitment, the 1st Monitoring Report was prepared in October 2024. It covers:

- a. The period from 21 March 2019 (when the Strategy was adopted) to 30 September 2024,
- b. Data for the 2023/24 school year,
- c. Activities carried out, and
- d. Results achieved.

The final management-approved document was published on the NOVETAL website on 15 November 2024.

In addition to annual monitoring, a comprehensive evaluation is conducted every two years by the policy body responsible for VET and Adult Learning (AL). The findings are recorded in a report, and the responsible authority ensures that the monitoring and evaluation results are made public.

Bodies responsible

- Ministry of Culture and Innovation
- Hungarian Chamber of Commerce and Industry
- VET Innovation Council
- Sector Skills Councils
- National Office for Vocational Education and Training and Adult Learning (NOVETAL)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Adult learners

Education professionals

Teachers
Trainers
School leaders
Adult educators

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Modernising VET infrastructure

Modernising infrastructure for vocational training
Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Acquiring key competences

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Subsystem

IVET CVET

Further reading

[Government Decision 1168/2019 \(entering into force as of 1 January 2020\) adopting the strategy, 'Vocational Education and Training \(VET\) 4.0](#)

[The VET Act No LXXX of 2019 \(entering into force as of 1 January 2020\)](#)

[Government Decree 12/2020 \(II. 7\) on the implementation of the VET Act LXXX of 2019](#)

[Strategy 4.0 and Action Plan:](#)

[Government Decision 1499/2023 \(16.11.\) on Action Plan related to Strategy 4.0:](#)

Related policy developments

2024 Implementation

Programmes and measures supporting innovation, attractiveness and modernisation of VET

This policy development focuses on enhancing the innovation, attractiveness, and modernisation of VET in Hungary. It aims to achieve this through specific initiatives such as:

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

Internationalisation in VET: development in the Carpathian Basin

The working group of the VET Innovation Council, Vocational training development in the Carpathian Basin, mapped future opportunities. The working group carried out the mapping between 2021-22.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

CVET

2024 Implementation

IVET programmes and institution types implemented according to the Act LXXX of 2019 on VET

Hungary from the school year 2020/21 introduced the following IVET programmes, and changed the name (types) of the existing IVET institutions as follows:

Five-year technological programmes (*Technicums*)

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET

2024 Implementation

Accredited Examination Centres in VET and AL

An important innovation of the Act on VET LXXX of 2019 is that final vocational examinations will be delivered by AECs instead of VET institutions and AL providers.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2021 Discontinued

Internationalisation in VET - Stipendium Hungaricum Scholarship

Based on the example of the Stipendium Hungaricum Scholarship created in higher education, the mid-term VET policy strategy 4.0 envisaged creating and operating a VET Stipendium Hungarian Scholarship.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET

2024 Implementation

Using learning outcomes in VET and adult learning

Preparation and elaboration of the programme and outcome requirements (KKK) have been realised with experts, who know both their own profession and the learning outcome-based methodology well.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Adult education and training in the VET Act LXXX of 2019

The VET Act of 2019 differentiates vocational education and vocational training. Vocational education can be provided within the IVET framework on the basis of programme and outcome requirements (KKKs) and in formal school-based adult education.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Updating the Register of Vocational Qualifications

According to VET Act LXXX of 2019, the name of the national qualifications register has changed to the register of basic occupations (*szakmajegyzék*), which includes a list of basic qualifications qualifying holders to perform a wide range of activities within a certain economic sector.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

VET teacher initial and continuing training requirements and career opportunities

The Ministry responsible for VET outlined its priorities in the decree, VET in the service of the economy, which was approved by the Government in February 2015.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2019 Discontinued

Reform of the VET framework curricula

In 2016, the National Office of VET and Adult Learning introduced VET framework curricula for vocational grammar schools.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET

2024 Implementation

Improving the permeability and flexibility of VET

The 2015 reform of the 2011 Act on VET enabled graduates of three-year VET programmes to automatically continue their studies in the same school for two additional years and to take the upper secondary school leaving examination (*matura*), which is the entry requirement for higher education.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Guidance-related amendments

Since 2015, the National Office of Vocational Education and Training and Adult Learning has been responsible for the development and operation of the national careers guidance system.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Developments and projects that expand practical training

Incentives are given to companies that provide practical training.

 HUNGARY

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2024 Implementation

Financial incentives for learners and apprentices

In September 2016, specific scholarships were introduced for apprenticeship programmes that provide qualifications in high demand on the labour market. Twenty qualifications are covered.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

Sector skills councils (SSCs)

The 2017 Act CXCLII amending the 2011 Act on VET and adult training opened up the way for establishing sector skills councils (SSCs) from July 2018. The 2017 ACT CXCLII and the governmental Decree No 213/2018 (XI.22.) reinforced the role of employers in education and training.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

The VET Innovation Council

The Ministry of Innovation and Technology, in charge of VET and adult training, established the VET Innovation Council (SZIT) in September 2018. Its aim is to provide a continuous forum between the government and the relevant stakeholders in the VET system.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

Strengthening WBL and apprenticeship approaches

In 2015, the VET concept for the economy was elaborated and carried out via several legislative amendments, aiming to strengthen apprenticeship. The Act on VET and the Act on General Education were amended to strengthen work-based learning, in particular through:

 HUNGARY

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” **Cite as**

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