

The project Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4)

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE****HUNGARY**

Timeline

2017 Implementation	2018 Implementation	2019 Implementation
2020 Implementation	2021 Implementation	2022 Implementation
2023 Implementation	2024 Completed	

ID number 28696

Background

Having begun in 2017, its aim is to adapt VET education and training systems more efficiently to labour market demands, facilitating transition from school to work, strengthening vocational education and training systems and improving their quality via mechanisms based on the anticipation of demands for skills, the adaptation of teaching materials and setting up and developing work-based learning systems. The project is implemented with the cooperation of the ministry responsible for IVET, the Innovative Training Support Centre (IKK) and the National Office for Vocational Education and Training and Adult Learning.

Objectives

The aim of the project is to improve the quality and content of 21st century vocational training and adult education.

Description

The aims of the project Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4) include the review of the examination system, the development of a validation system and the preparation of a methodology for VET content development that is compatible with open and innovative learning settings as well as the demands of the economy. Uniform criteria were also developed to strengthen the external evaluation system in CVET. Criteria include conformity of the adult training provider with the legal and professional requirements as well as the implementation of the training programmes in line with the provider's quality assurance system.

The most important components of the project are:

- (a) overarching career guidance;
- (b) development of information systems;

- (c) offering digital teaching material;
- (d) work-based VET learning programmes to strengthen basic skills (e.g. the school workshop programme, *Dobbantó* programme);
- (e) strengthening dual VET;
- (f) introduction of a validation system.

2017 Implementation

2018 Implementation

2019 Implementation

In 2019/20, two pilot programmes were implemented in two sectors (construction and transportation mechanical engineering) aiming at the evaluation of non-formal and informal learning, but due to the COVID-19 pandemic its finalisation has been delayed.

The description of the validation system is planned to be completed soon and consequently the pilots are scheduled to be finalised. In the course of the trials of the measuring tools, the validation of former work experience, prior knowledge and competences became available for 700 adults.

According to the provisions of the 2019 Act on VET LXXX, the new programme and outcome requirements (KKK) for assessing the basic VET qualifications are expressed in terms of learning outcomes, so the references where the assessments started are available. The new approach supports quality and transparency of qualifications by making the labour-market-related skills and competences transparent to all (learners, teachers and companies).

In 2019, within the framework of the project, an online career guidance platform was created and is continuously updated and new features elaborated (e.g. online career guidance club, online career counselling).

2020 Implementation

Three new modules were developed in the basic registration and study system of VET (e-KRÉTA system):

- (a) KRÉTA Focus institution monitoring system module (the module includes and provides up-to-date data for the maintainer, the management of the VET centre and the directors of the VET institutions),
- (b) KRÉTA Focus teacher monitoring system module (the module provides VET directors with a comprehensive overview of teachers' work and the methodological results they apply. The system does not provide a rating, but a motivational basis for heads of institutions and teachers),
- (c) Vocational training, adult training and adult education system module (the purpose of its introduction is to expand the application methods for persons wishing to participate in vocational training).

The weekly updating of the career guidance portal content was continuous and smooth. The online career guidance events (webinars) were continuous, designed to promote career choices in VET schools to parents. Individual and group counselling helped young people. The preparation of films presenting occupations, the operation of an online career guidance club and careers advisors' Facebook groups were continuous.

The implementation of the Primary validation pilot projects involved assessing the prior knowledge measurement of 700 individuals. The pilot project, which aimed to introduce the validation system, was successfully completed by the milestone deadline of 30 November 2020.

2021 Implementation

For digital curricula, 312 scripts are available, of which 227 belong to VET. In the

classroom, 279 digital curricula (digital learning content or digital modules) have been put into practice, of which 226 belong to VET. External quality assurance of digital curricula is a continuous practice. The last task related to external quality assurance of the available digital curricula is scheduled for January 2022. The accreditation of 20 digital curricula has been initiated through the *SZIR* system (VET information system, *Szakképzés Információs Rendszere*).

The pilot related to the implementation of the validation system was carried out in 2020 and, based on that, the study on the quality assurance system of the validation system was completed by 30 September, 2021.

Online events offered in the various career guidance online tools and webpages, have been increasingly attended not only by professionals, but also by parents and students. For instance, in December 2021 in the frame of the webinar on Disseminating the best practices, the winners of the Vocational Training Award were introduced, as well as the best practices and advices related to the Central written admission procedure. The number of the participants ranged between 70-80 persons, including parents. Online and personal parent-teacher meetings have also been held. Individual and group counselling also takes place to help young people on their way in their chosen career.

With respect to school workshop methods and support activities, the Springboard class (basic competences development programme), the sharepoint system and the related operational and educational documentation supporting the class and school workshop, have been completed. The KRÉTA (Public education registration and study core system, *Köznevelési Regisztrációs és Tanulmányi Alaprendszer*) school workshop (catch up) module and the development of its operational and educational documentation have also been completed.

2022 Implementation

Milestones and current status of indicators:

Digital curriculum development (content development)

- (a) Development of educational tools Phase I (registration procedure as a textbook, conducting accreditation) 31 May 2022;
- (b) Development of educational tools Phase II (revised teaching materials, registration procedure as a textbook, accreditation), Stage I: 15 February 2022, Stage II: 31 May 2022;
- (c) Number of new teaching materials and methodologies developed for competence-based training by the end of 2022: 279 (target value 20);
- (d) Number of professionals trained in the application of learning materials by the end of 2022: 3 009 (target value 3 000);
- (e) Number of professionals who obtained qualifications and certificates in courses for the application of learning materials: 2 910 (target value 2 700).

Development of educational tools Phase II: 20 digital teaching materials supporting vocational training were published on the KRÉTA interface within the framework of the first stage, as well as general knowledge preparation materials for the matura examination, financial literacy teaching materials and 135 digital learning materials were also uploaded to the KRÉTA Digital Collaboration Space interface. 52 digital teaching materials have been accredited. 40 accredited learning materials have been added to the list of vocational education textbooks.

Development of career orientation and excellence in VET

Ongoing activities include: palyaorientacio.nive.hu, the related Career Orientation Portal, Facebook page, '*Pályáori Tanácsadó*' - for those who are about to make a carrier choice (number of members: 1 341 persons), and '*Pályáori Klub*' - a professional online community space for career counsellors (number of members: 1 659 persons) Facebook groups.

The collection of international good practices and the project communications are

ongoing.

On 30 November 2022, the online event 'Secondary school admission procedure - practical advice for the central written exam' was held with 80 participants.

Short films are made to support the career orientation for those about to choose a career and to promote the vocational occupations. A short film related to the field of technical interest has been uploaded to the Career Orientation Portal video library.

The project provides individual counselling to young people facing a career choice and adults facing a career change.

School workshop programme methodology and supporting activities, development of a Springboard class programme

Through the development of a collaboration platform aimed at informing businesses about the school workshop training form, 500 businesses were informed about the possibility of participating in the school workshop programme.

The physical completion of the project is scheduled for 31 May 2023.

2023 Implementation

The activities of the priority project, Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4), which began in 2017 and concluded on 31 August 2023, were divided into four main thematic areas:

- (a) Development of digital curricula
 - (i) a total of 279 digital curricula were developed, of which 226 related to VET and 53 focused on general knowledge, financial, and economic literacy.
 - (ii) training on digital learning materials was provided to 3 009 VET teachers.
 - (iii) the digital learning materials are available through a closed-system distance learning management platform (NEXIUS framework), integrated into the e-KRÉTA system, enhancing the digital collaboration space functions of the KRÉTA system.
- (b) Preparation for the implementation of the validation system
- (c) a validation system specification was developed, outlining protocols and procedures for recognising prior learning for training and employment purposes.
- (d) the validation model was tested in the Construction and Transport Engineering sectors through primary and secondary pilot studies.
- (e) a total of 80 measurement tools (worksheets to assess work experience) were created.
- (f) two pilot tests, involving 700 participants, were conducted.
- (g) a proposal for a national validation system model was drafted, along with a quality assurance document and a brochure on recognising formal, non-formal, and informal learning.
- (h) Career guidance
 - (i) two Career Guidance Situation Analysis studies were conducted to implement and further develop systemic career planning activities and career research for VET students and adults.
 - (j) a Methodological and Knowledge Centre for Career Planning and Guidance and a renewed Career Guidance Portal were established to enhance career guidance in VET Centres, strengthen networking, and facilitate communication with VET stakeholders.
- (k) social media and online community tools (e.g. YouTube, Facebook) were utilised to engage students, parents, and professionals.
- (l) ongoing online platforms include:
 - Career Orientation Portal managed by National Office for VET and Adult Learning
 - *Pályaoiri Tanácsadó* - a career guidance facebook group for individuals choosing a profession (1 362 members).
 - *Pályaoiri Klub* - a professional facebook community for career counsellors (1

688 members).

- (m) School workshop and Springboard programme: methodology and support
- (i) Based on a situation analysis and international best practices, methodological guidelines for the School workshop programme and Springboard programme were developed.
 - (ii) A proposal for the design, financing, and operation of the School workshop programme was created.
 - (iii) A professional monitoring system, aligned with the KRÉTA system, was developed to support the educational, professional, and administrative tasks of the School workshop programme.
 - (iv) A SharePoint system was introduced to facilitate the implementation of the pilot School workshop and Springboard programmes in VET schools. The platform hosts programme guidelines, support documents for teaching staff, measurement tools, and teaching resources.
 - (v) Online events were used to inform 574 enterprises about participation opportunities in the School workshop programme.
 - (vi) A helpdesk was established to provide communication and methodological support for the School workshop programme.

Competence assessment in VET Centres: in the 2022/23 school year, competence assessments were conducted in 41 VET Centres and 5 Agricultural VET Centres as part of the GINOP-6.2.4-VEKOP-16 priority project.

From the school year 2023/24 onwards, competence assessment will continue under the GINOP PLUSZ-5.2.1-23 priority project, Improving measurement assessment, prior-knowledge feedback and interoperability in VET.

2024 Completed

From the school year 2023/24 onwards, the measurements will be carried out under the GINOP PLUSZ-5.2.1-23 priority project 'Improving measurement assessment, prior-knowledge feedback and interoperability in VET'.

Bodies responsible

- Ministry of Culture and Innovation
- IKK Innovative Training Support Center (IKK Nonprofit Plc.)
- 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)
Young people not in employment, education or training (NEETs)
Learners at risk of early leaving or/and early leavers
Learners with disabilities
Adult learners
Older workers and employees (55 - 64 years old)
Unemployed and jobseekers
Persons in employment, including those at risk of unemployment
Low-skilled/qualified persons

Education professionals

Teachers
Trainers
School leaders
Adult educators

Guidance practitioners

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems

Establishing and developing skills intelligence systems

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

Reinforcing work-based learning, including apprenticeships

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Supporting lifelong learning culture and increasing participation

Lifelong guidance

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Flexibility and progression opportunities at the core of VET

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

Related policy developments

2024 Implementation

Innovative Training Support Centre Plc. (IKK)

In February 2019, a new agency was established, the Innovative Training Support Centre (*Innovatív Képzéstámogató Központ Zrt., IKK*).

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Green and digital transition in the Hungarian VET

Hungary's Digital Education Strategy was launched in 2016.

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Type of development

Strategy/Action
plan

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

“ ... ” Cite as

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