

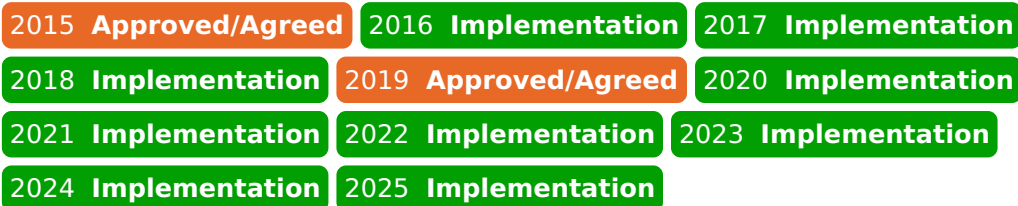
# VET teacher continuing training requirements and career opportunities

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 HUNGARY

## Timeline



ID number 28289

## Background

A quality education system could not exist without well-prepared teachers. It is crucial in professional training that both theory instructors and in-company trainers must have up-to-date knowledge. They should be able to follow the technological developments of a given sector. Only a few vocational education and training (VET) teachers participate in in-company further training, which is why their knowledge cannot adequately keep up with the technological developments of Industry 4.0.

The number of teachers leaving their profession is high, due to the higher wages offered by other economic sectors. With a retirement wave expected, focused human development planning is necessary. It is a challenge to find and to keep both VET teachers and the practical trainers.

## Objectives

One of the most important tasks is to have theory and practical teachers in VET who are well aware of the most up-to-date technologies of a given sector i.e. who adapt the challenges of Industry 4.0 for teaching in IVET. The only way to fulfil this need is if further training of professional teachers is organised within the corporate environment. They also need to be prepared to use new teaching methods that are appropriate for preparing students for their final examinations and the labour market. A competitive career structure and an appropriate human resources development programme are required order to ensure a teaching staff possessing marketable knowledge.

## Description

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. The decree calls for a career scheme for school-based vocational trainers and a motivational system that allows the differentiation of remuneration and recognition of extra work. To expand career

opportunities and raise the standards of professional work, alternative pathways are also being recommended for teachers to progress in the teaching profession, for example through introducing a post-graduate examination for VET school leaders. The decree VET in the service of the economy also calls for in-service training to focus on teaching methods such as project and teamwork.

#### **2015 Approved/Agreed**

#### **2016 Implementation**

#### **2017 Implementation**

#### **2018 Implementation**

#### **2019 Approved/Agreed**

To have the best prepared teaching staff in VET (referred to as instructors from 1 July 2020) conveying the most up-to-date knowledge, from the academic year 2020/21 they will need to participate every four years in compulsory further training; this is at least 60 hours in length, primarily in a company environment or in a training centre. Non-fulfilment of this obligation may result in the termination of their employment. Instructors are exempt from the further training obligation if they are within less than five years of qualifying for their old age pension. The fulfilment of the further training obligation has to be recorded in the NEPTUN-KRÉTA system.

#### **2020 Implementation**

In 2020, the sector skills councils (SSCs) elaborated sector-based proposals for the further training of VET teachers in a corporate environment to renew and to improve their knowledge, skills and competences in a demand-driven structure.

The core target is to prepare VET teachers for actual labour market needs, because it is essential for them to stay in their profession in the long run. They have to keep up with the sectoral technical and technological expectations in the given sector.

Teacher training courses can take place in knowledge centres (a non-profit business organisation where a higher education institution and a VET centre have at least 51 % share of ownership), in sectoral training centres (a non-profit business association that aims to accomplish cooperation to meet dual training requirements) or at a dual partner within a corporate environment.

The evaluation system for VET teachers was worked out and was applied during the differentiation of their salary increase. The criteria for the new assessment of VET teachers were created, based on the EQAVET system. The assessment of VET teachers and their differentiated and objective evaluation was made by the directors of the VET institutions. The Minister for VET, through the IKK Innovative Training Support Centre, is responsible for developing a methodology of teacher assessment.

#### **2021 Implementation**

Since 1 July 2021, further training of VET teachers and directors is under the supervision of the minister responsible for VET and is organised through the IKK Innovative Training Support Centre Plc. (IKK). At national strategic level, IKK performs the planning, coordination, organisation and continuous review of further training for VET teachers. More specifically, IKK has created and operates a unified Teacher further training system (*Oktatói Továbbképzési Rendszer, OTR*). The system contributes to the renewal of vocational training, supports the development of VET teacher digital competence and promotes improvement in quality in professional education. The focus is primarily on training courses that enable the fulfilment of the VET 4.0 Strategy, in line with the EU's vocational training policy guidelines. Following the successful completion of further training, the CPD providers issue a certificate for participants, which indicates training credits. In order to establish the exact credit value, the IKK binds the credit value to the number of hours spent in the given training, which is 1 credit/hour. In 2021, 44 further training programmes are available on the

## 2022 Implementation

Continuing professional development (CPD) of VET teachers and trainers (*OTR*):

The range of training courses available is constantly expanding, with more than 160 courses available by February 2023 in the areas of digital competences, language competences, vocational training, in-company training and methodological training.

VET institutions can contact the IKK Training Support Centre with their requests for the training courses published by IKK on its website. Here, instructors and heads of schools can find information about further training activities, their purpose, topics, number of hours, as well as the methods and options for completing the assessment required to obtain credits.

Salary increase for VET teachers:

In VET, a differentiated increase in salary of VET teachers is also planned in line with the salary increase steps in public education from 2023, linked to the performance evaluation of the three-year rating system to be introduced in the 2022/23 school year in industry.

Performance evaluation of VET teachers - quality assurance:

As part of the comprehensive transformation of VET, in accordance with the objectives of the VET 4.0 Strategy, a new, unified quality management system (*MIR*) was introduced in vocational education, based on the European vocational training quality assurance reference framework (EQAVET).

Under the *MIR*, VET teachers and heads of VET schools are assessed every three years. The evaluation of VET teachers is carried out by the director on the basis of a methodological proposal issued by the minister responsible for VET, as defined in the quality management system of the VET institution. The maintainer of the VET institution must be involved in the evaluation of the institutional managers, the director is evaluated by the maintainer.

The July 2020 salary increase for VET teachers was also based on performance evaluation, so the countdown started then. Accordingly, the next performance evaluation of the VET teachers and the institutional directors is planned for May-June 2023.

## 2023 Implementation

Continuing professional development (CPD) of VET teachers and trainers (*Oktatói Továbbképzési Rendszer, OTR*):

- (a) More than 220 CPD programmes are available on the *OTR* platform, which is regularly updated and expanded to reflect labour market needs and employment policy priorities.
- (b) An amendment to Government Decree 12/2020 (II.7.) on the implementation of the VET Act, which entered into force on 7 July 2023, states that VET teachers who obtain a higher vocational qualification or a specialised qualification within higher education will be considered to have fulfilled their CPD obligation for one cycle.
- (c) CPD activities completed under the Erasmus+ programme, including vocational, linguistic, methodological training and digital competence development, as well as teaching practice, job shadowing, and school or dual-training placement visits, may also be recognised.

An online system was introduced to support applications for VET teachers and trainers and manage training courses.

Eight sector-based and two thematic expert working groups were formed as part of the

supporting activities of IKK Nonprofit Plc, involving 42 innovative and recognised VET teachers and trainers. These working groups aim to enhance the quality and content of VET and adult training for the 21st century (in the framework of the GINOP 6.2.4.-VEKOP-16-2017-00001 project). They focus on integrating learning materials into daily educational activities under various funded projects, promoting project-based education, which is the preferred approach in the renewed VET system, aimed at making education more effective.

In October 2023, IKK launched a series of webinars, providing an online forum for VET teachers and trainers to share knowledge and experiences. The main topics in 2023 included CPD opportunities for VET teachers and trainers and the use of digital materials.

Salary increase for VET teachers:

To maintain the competitiveness of VET salaries, wages were increased in two stages in 2023, following similar measures in the public general education sector. The total average annual wage increase was 15%.

Performance evaluation of VET teachers:

- (a) By 31 August 2022, VET schools developed their own quality management systems based on the self-evaluation manual.
- (b) In 2023, the first VET teacher performance evaluations were carried out in line with methodological recommendations

## 2024 Implementation

From 1 January 2024, the salaries of VET teachers were further increased, with an average pay rise of 32.2%. Following this increase, the minimum monthly salary for teachers reached HUF 581 680 (EUR 1 420).

The 2024 salary increase is based on the performance evaluations conducted in May-June 2023. The aim of the Government is to further strengthen the VET system, and one of the most important conditions for this is a greater appreciation of teachers.

Under the national system for the CPD of VET teachers and trainers (*OTR*), the CPD programme for VET teachers and trainers expanded to 235 courses, including six programmes newly developed by the IKK itself focusing on digital learning materials and the effective use of the Digital Collaboration Space Module of the KRÉTA system.

The number of sectoral working groups increased to 11, facilitating nearly 30 national seminars and enhanced regional advisory activities (organisation of regional professional programmes, face-to-face, online and telephone counselling activities). These working groups helped develop projects and good practices for six sectors, which are available on IKK's website.

IKK produced a practical manual for implementing flexible learning pathways (Orientation year (*Orientációs évfolyam*), Springboard (*Dobbantó*) and School workshop (*Műhelyiskola*) programme). In addition, IKK continued its webinar series during the 2023/2024 school year, hosting five webinars focused on AI applications in vocational education, thematic weeks and sharing best practices. The webinars averaged 200 live participants.

## 2025 Implementation

In 2025, under the 'Vocational Education and Training Programme in Hungary' implemented within the framework of the Swiss-Hungarian Cooperation Programme II, a total of 40 professionals (teachers and school leaders) from the involved VET centres had the opportunity to take part in study visits to Switzerland. Out of the four organised study visits, two focused on the methodological renewal of vocational education and examinations, while two concentrated on strengthening career guidance.

National system for the CPD of VET teachers and trainers (*OTR*):

Since October 2024, a total of 49 new continuing training programmes have been published in the *OTR* system. Among these, 3 programmes were developed by IKK Nonprofit Plc.

Under the GINOP Plusz 5.2.2 project, IKK has launched a comprehensive review of the *OTR*'s continuing training portfolio, focusing on five thematic areas:

- (a) development of basic competences;
- (b) continuing training for teachers and trainers in the dual training, to strengthen sectoral networking;
- (c) teacher training programmes that can be integrated into corporate work environments;
- (d) institutional coordination of career guidance and counselling, including career counselling for adults;
- (e) compensation for educational disadvantage.

In 2025, IKK Nonprofit Plc. expanded its sectoral advisory network (consisting of sectoral working groups formed in 2023), which facilitates peer learning among teachers and trainers, to include three additional sectors: Commerce, Beauty Care, and Tourism and Hospitality. The network consists of more than 60 experts – teachers and trainers of 14 sectors.

In 2025, a total of 61 professional events were organised with the involvement of regional sectoral and other professional consultants, attracting over 4 000 participants.

These included:

- (a) 34 national professional days, attended by a total of 2 000 participants;
- (b) 25 regional thematic events, with more than 700 participants in total, of which 12 were held in person and 8 online; and
- (c) 15 online workshops, attended by more than 1 400 participants, supporting preparation for technician-level professional examinations.

In addition, IKK Nonprofit Plc. held six webinars with an average of 200 live participants. The main topics included theme weeks, the internationalisation of VET through the Erasmus+ and eTwinning programmes, and financial literacy education. It also held six interactive online workshops on the application of artificial intelligence in VET.

In September 2025, under the coordination of IKK Nonprofit Plc., a national 'AI Ambassador Network' was established to provide a platform for knowledge sharing and exchange of best practices among teachers and school leaders regarding the teaching and application of artificial intelligence in VET. Further details can be found in the PD 'Digital transition in the Hungarian VET'.

## **Bodies responsible**

- Ministry of Culture and Innovation
- IKK Innovative Training Support Center (IKK Nonprofit Plc.)

## **Target group**

### **Education professionals**

Teachers  
Trainers  
School leaders  
Adult educators

## Thematic categories

### Governance of VET and lifelong learning

Further developing national quality assurance systems

### Teachers, trainers and school leaders competences

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

Attractiveness of the teaching and training profession/career

## European priorities in VET

### VET Recommendation

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

VET underpinned by a culture of quality assurance

## Subsystem

IVET CVET

## Further reading

[Government Decision No 1168/2019 \(came into force on 1 January 2020\) on the VET 4.0 strategy](#)

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[The VET Act LXXX of 2019 \(entering into force on 1 January 2020\)](#)

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[System for the CPD of VET teachers and trainers \(OTR\)](#)

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[Government Decree 12/2020 \(II.7.\) on exemptions from CPD:](#)

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[Sectoral working groups, advisory network](#)

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[IKK Sectoral information, professional materials](#)

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[AI Ambassador Network](#)

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[IKK webinars](#)

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[Professional events organised by IKK](#)

## Related policy developments

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**2025 Implementation**

### Methodological Renewal of Vocational Education and Examination

The policy introduces a package of measures to renew teaching and assessment methodologies in VET and adult education by embedding project-based learning and examinations into everyday practice.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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**2025 Implementation**

## Information and Communication Centre of Vocational Education and Training

According to the VET Act of 2019, the Minister for VET, through the IKK Innovative Training Support Centre, is responsible for operating the VET information centre.

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**2025 Implementation**

## 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

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**2024 Completed**

## Mid-term VET policy strategy 4.0

The government has accepted, by government Decision No 1168/2019. (III.28.), the new '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'.

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### Type of development

Strategy/Action  
plan

### Subsystem

IVET CVET

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## 2025 Implementation

### Strengthening self-evaluation for training providers / VET Quality Management System

The National Office of Vocational Education and Training and Adult Learning (NOVETAL), which is also the quality assurance national reference point (QANRP), used Erasmus+ funding to set up a national EQAVET expert network to strengthen the culture of quality assurance in VET and to cooperate with

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET

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## 2019 Discontinued

### CPD for trainers in companies

Following the successful implementation of similar projects in previous years, in 2015 the Chamber of Commerce and Industry organised further training programmes to prepare another 2 000 trainers in companies for the master craftsman examination, and also set up the largest training programme ever

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

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#### “ ... ” Cite as

Cedefop, & ReferNet. (2026). VET teacher continuing training requirements and career opportunities: Hungary. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies->

