

Programmes supporting the attractiveness and modernisation of VET institutions

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 HUNGARY

Timeline



ID number 28283

Objectives

The GINOP 6.2.2 project, which began in 2016, aims to make vocational education and training more effective, developing the competences of upper secondary VET students, increasing the quality of their school performance and preparing them for lifelong learning, thus reducing the number of students leaving VET programmes without a qualification or reducing the number of early school leavers.

The GINOP 6.2.3-17 project aims to facilitate the overarching development of VET institutions to conform to the challenges of Industry 4.0 and to strengthen their key competence development capacity, respectively to develop tools which are able to improve basic skills.

Description

To achieve its target of reducing early school leaving to less than 10%, Hungary has introduced two projects since 2016: Reducing the number of students leaving VET without a qualification - GINOP 6.2.2 VEKOP/15 and Overall development of VET structures - GINOP 6.2.3 - 17. Vocational training programmes are free of charge for SEN learners. They are also allowed to remain in full-time education regardless of their age. The 2019 reform opened up new opportunities for workers of any age to get an NQR qualification in formal adult education through VET programmes that can be delivered as evening courses or via distance learning. In addition, Hungary promoted lifelong learning in 2017 by introducing two programmes for the workforce: Promoting in-company training for the employees of micro, small and medium-sized enterprises - GINOP 6.1.6-17 and Promoting in-company training for the employees of large companies - GINOP 6.1.5-17. Training programmes are in line with the NQR and promote the development of professional competences, and some of them take place in the workplace.

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

Within the framework of the priority project GINOP 6.2.2, a survey was conducted, which aimed to (i) identify vulnerable learners at risk of leaving school prematurely by assessing their essential competences necessary for learning and everyday life and to engage them in a catch-up programme; (ii) identify high-achieving learners and (iii) compare the performance of learners from different regions of the country and the performance of learners in the same class.

In the 2018/19 academic year, a twofold survey was carried out among ninth grade (first grade of upper secondary education) VET learners from 429 VET institutions. A first (paper-based) test was conducted at the start of the school year in 2 061 classes (altogether 45 061 learners), a second (online) survey at the end of the year, in May 2019, in 2 077 classes (38 922 VET learners). The survey included tasks assessing key competences: mother tongue, basic mathematics, thinking and communication, as well as attention and memory. Based on the result of the first assessment, 26% (10 118 learners) of those having participated in the survey attended targeted development programmes throughout the year. In the second test, the performance of learners participating in such programmes improved by 8-10% in the second survey at the end of the year.

The results of the surveys proved that schools have to introduce preventive and corrective development programmes to reduce early school leaving among students starting their upper secondary VET studies. Feedback from these results has helped to specify individual deficiencies, thus the developments can be adapted to learner needs.

2020 Implementation

Within the GINOP-6.2.2. project, Reducing the number of VET learners leaving education without a vocational qualification (continuing until the end of 2022), the overall target for the development of new curricula and methodologies for the delivery of competence-based training in the new VET system was reached in 2020; 134 VET teachers have participated in training courses for the use of new teaching material (the target was set at 1 000 persons) and have been qualified or certified (the target value for certification is set at 850 persons). Within the project on the development of VET structures (GINOP-6.2.3 -17), 52 digital community creative workshops (DCCWs) have been established.

Training programmes for company employees (GINOP-6.1.5 and GINOP 6.1.6 projects) are running until the end of 2021.

2021 Implementation

The assessment of ninth grade students' basic competences in the framework of the priority project GINOP-6.2.2, is carried out in the beginning and at the end of the school year. The outcome assessment planned for the beginning of the school year 2019/20 - due to the pandemic - was organised simultaneously with the entrance assessment for the school year 2020/21. The assessments support the creation of learning groups in the framework of project GINOP-6.2.3 and, at the same time, provide input information for further implementation of the project. Within this initiative, there have been some parallel sub-initiatives: development of teaching materials, evaluation of teaching, development of evaluation tools embedded in the professional environment aiming to support basic skills and concrete subjects.

A total of around two thousand learning groups were created. Based on the implemented input and outcome assessments the performance of students who benefited from individual or collective development improved by 8-10%.

With the implementation of the GINOP-6.2.2 and GINOP-6.2.3 projects in the VET centres and VET institutions, the following optional activities were available in 2021 for the prevention of dropping out from schools: mentoring activities for Roma students (especially Roma girls), school activities targeting the termination of peer exclusion

and bullying, talent management, programmes supporting useful leisure and learning activities, programmes that motivate school bonding.

During this implementation phase, special attention was dedicated to students at risk of dropping out; the caregivers were regularly informed. Close contact was also maintained with the family and child welfare services, so the exchange of information was continuous regarding children at risk. Their studies were supported by tutoring and individual development.

Interventions targeted the physical, spiritual and mental development of students: the prevention of addiction and bullying (organising presentations performed by health visitors and medical doctors, consultations with family care services and school psychologists) are also ensured. In the framework of projects GINOP-6.2.3-17 and VEKOP-8.6.3-16, in every VET centre at least one institution created and operated one (altogether 63) so-called digital community creative workshop (DCCW) by the end of 2021. DCCWs are special educational spaces, in which project-based education, self-motivated research and customised prototyping takes place. DCCWs have to be open to society and easily accessible for students inside and outside the institution, in order to fulfil activities in the classroom and outside of it, to implement workshops, to run competitions and various learning group activities. DCCWs have to be open for educational and knowledge dissemination purposes to local businesses, partners and higher education institutions.

2022 Completed

The final on-site audit of the GINOP-6.2.2 project was successfully completed on 6 December 2022. The final site audit of the GINOP-6.2.3 project took place on 31 March 2022.

Overall, nearly 2 000 learning groups have been established. Based on the implemented input and output measures, the mid-year improvements were effective, with an improvement of 8-10% in the performance of the students receiving individual or group development. 63 DCCWs completed. Further trainings for teachers: 1 487 participants attended trainings, 1 483 were certified. 788 participants attended the career guidance and counselling training, 770 persons obtained certificates. From 1 February to 21 March 2022, the training courses ran in parallel in 44 groups, with digital learning materials.

In the framework of GINOP-6-1-10-VEKOP-19 project, production simulation tools have been acquired and training courses has been implemented on these tools to provide a foundation for Industry 4.0 related knowledge.

Bodies responsible

- Ministry of Culture and Innovation
- National Office for Vocational Education and Training and Adult Learning (NOVETAL)

Target group

Learners

Learners in upper secondary, including apprentices

Learners at risk of early leaving or/and early leavers

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Education professionals

Teachers

Thematic categories

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Acquiring key competences

Teachers, trainers and school leaders competences

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs
Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

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

VET promoting equality of opportunities

Subsystem

IVET CVET

Further reading

[Information on VET restructuring \(in Hungarian\)](#)

[GINOP-6.2.2-VEKOP/15 project Reducing the number of VET learners leaving education without a vocational qualification](#)

[GINOP-6.2.3-17 project for the Overall development of VET structures](#)

[Technologies for the green and digital transitions](#)

Related policy developments

2024 Implementation

Public Education Registration and Study Information System (NEPTUN-KRETA)

The provisions of the Act on National Public Education CXC of 2011 allowed electronic filing and storage of school documents.

 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

“ ... ” **Cite as**

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