

# The VET Innovation Council

<b>POLICY DEVELOPMENT</b>	<b>PRACTICAL MEASURE/INITIATIVE</b>	 HUNGARY
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## Timeline

2018 <b>Approved/Agreed</b>	2019 <b>Implementation</b>	2020 <b>Implementation</b>
2021 <b>Implementation</b>	2022 <b>Implementation</b>	2023 <b>Implementation</b>
2024 <b>Implementation</b>	2025 <b>Implementation</b>	

**ID number 28276**

## Background

The continuing reform of VET and apprenticeship that started in 2015 aims to raise the attractiveness and quality of VET, including improving the relevance of practical training and raising the number of apprentices.

Policies to review VET and adult learning focus on cooperation with, and the active involvement of, stakeholders to define competences for sectoral jobs in demand in the economy.

## Objectives

The VET Innovation Council offers the formal framework of this dialogue and common thinking. It is a major advisory body on VET, adult learning and adult education policies.

## Description

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. It consists of representatives of governmental bodies, training organisations, chambers, trade unions, advocacy organisations, big companies, the Hungarian Academy of Sciences, student representatives and Roma.

Four thematic working groups have been set up and have been operational since 2018; they are working in priority areas covering the whole spectrum of vocational education and training. Working groups operate independently, but their findings form a common knowledge used to formulate proposals. Among the aims of the council is the introduction of a chancery system in VET centres foreseen by the 2018 Act CIV and the expansion of the dual training system.

<b>2018 Approved/Agreed</b>
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## 2019 Implementation

In 2019, the working groups of the VET Innovation Council continued their work. Their tasks were to formulate proposals for the grounding of the action plan for the VET 4.0 strategy on the following issues:

- (a) reducing early school leaving in VET;
- (b) VET and higher education – links, cooperation possibilities;
- (c) dual training development in the Technicum upper secondary path;
- (d) funding and regulation of sectoral and big company training centres;
- (e) career model for professional teachers;
- (f) competence measuring as a measuring tool to enter VET.

## 2020 Implementation

The VET Act LXXX of 2019 raised the status and responsibilities of the VET Innovation Council to the legislative level. Previously the law did not include either the Council itself or its tasks as the Council was established in 2018. The current VET Act (98.&) and its regulation (308-310. &) already have provisions related to the Council. The renewed Council held its inaugural meeting on 11 June 2020. Its membership was partially transformed: the Adult Training Association and the most heavily involved universities received seats in the Council. At the end of 2020 the Council set up three working groups, operational from January 2021:

- (a) supporting vocational education of Roma and disadvantaged young people;
- (b) monitoring the restructuring of VET;
- (c) the development of VET in the Carpathian Basin.

Invited experts, representatives of the Council and their delegated experts from different organisations will participate in these working groups.

## 2021 Implementation

The three working groups (WGs) of the VET Innovation Council set up at the end of 2020, continued their work throughout 2021. The group Supporting vocational education of Roma and disadvantaged young people, carried out its work along the following goals: increasing the number of students currently being mentored and supported, especially involving girls, women and mothers with multiple children in vocational training. Disseminating best practices.

The group Monitoring the restructuring of VET carried out its work along the following lines: formulating proposals for solving and eliminating identified difficulties, problems in the course of the implementation of the new VET Act LXXX of 2019 - Government Decree 12/2020 (II.7.).

The group on the development of VET in the Carpathian Basin carried out its work along the following lines: within the framework of Hungarian vocational training, it is also possible to give opportunities for transborder students and economic actors to acquire knowledge in the Hungarian language education linked to different professions, which can be utilised by them for their prosperity at home. To involve national VET centres to make domestic vocational training (in Hungarian) available for Hungarian young people living beyond the border.

## 2022 Implementation

The VET Innovation Council brings together the organisations and representations involved in VET. The Council, which had 28 members when it was set up, has grown to 44 members by 2022. This also shows its 'popularity'. The Council has voting rights on setting up working groups on a temporary basis to examine a particular topic and report back to the Council., which then makes a proposal to the Ministry.

The Working Group on Supporting VET for Roma and disadvantaged youth is still

continuing its work.

The activities of the working group on Monitoring the transformation of VET were twofold: one direction The monitoring of VET (which is detailed in the section on SSCs) was coordinated by the Hungarian Chamber of Commerce and Industry (MKIK), with SSC members and members delegated by SSCs carrying out the tasks set. The other direction of the working group, The situation, progress and development of dual training in VET dealt with blocked training, the quality of the sectoral basic examination, the revision of the vocational examination system, and formulated specific proposals for legislative amendments.

The working group on VET development in the Carpathian Basin completed its work by the end of 2022 and presented its findings and recommendations to the Council members. The material was adopted by the Council. The main areas of proposed action are: launching adult training programmes in Hungarian language, possibility of cooperation agreements, further training and preparation of foreign teachers, increasing mobility (twinning schools). The working group elaborated the concept for the development of vocational training in Hungarian in the Carpathian Basin, beyond the borders for Hungarians or dual citizens with Hungarian native language. The concept also embraces further training of teachers/instructors with Hungarian native language beyond the borders.

Main tasks of the VET Innovation Council in 2022 were:

- (a) giving opinion on the National Implementation Plan for the implementation of the VET Recommendation
- (b) presentation of the results of the project to support the institutional development of the 'Creative Technicums' by Moholy-Nagy University of Art and Design.
- (c) planning for the EU development policy cycle 2021-2027 and opinion on the National Recovery and Resilience Plan for the Next Generation EU Instrument
- (d) opinion on the draft call for proposals RRF-2.2.3-21 'Development of a National Network of Central Accredited Examination Centres'
- (e) opinion on the draft call for proposals RRF-2.2.2-22 'Programme for the development of VET institutions in the 21st century'
- (f) opinion on the document and action plan based on the review of VET 4.0.

### **2023 Implementation**

During the review and fine-tuning of the VET 4.0 Strategy in 2023, the VET Innovation Council provided comments on both the Strategy and the related Action Plan, offering recommendations for improvement.

In 2023, a new working group was established within the VET Innovation Council to examine and monitor the functioning of examination centres. By early 2024, the working group presented its package of proposals to the Council. The involvement of VET Centres was instrumental, as their on-the-spot insights helped address issues that were not immediately visible externally and provided input on existing quality assurance systems for examinations. Key topics addressed included sectoral basic examinations, vocational examinations, the legal framework, practical implementation of final qualification examinations, and the operation of accredited examination centres. The role of enterprises in examinations was also reviewed, focusing on both their active participation and the responsibilities assigned to them. It was recommended that the issue of examinations be continuously monitored, involving additional target groups with relevant expertise in the field.

The term of office for the members of the VET Innovation Council expired on 11 June 2023, after three years. Consequently, the Council resumed its work with a renewed membership in September 2023.

### **2024 Implementation**

In 2024, additional working groups were established, and the activities of a former working group were restarted:

a. Supporting Roma and disadvantaged young people in VET: this working group continued its efforts with new members and an expanded scope, focusing on themes such as:

- i. expanding and developing frameworks to create more opportunities;
- ii. promoting flexible learning pathways, particularly in Pest County and Budapest;
- iii. integrating and reintegrating young girls and women into education;
- iv. preparing and advancing learning support spaces and vocational college programmes.

b. Coordination of career guidance, career planning, and career counselling activities. This working group prioritised:

- i. summarising the career guidance, planning, and development services available at various levels;
- ii. providing career counselling and guidance tailored to individual needs, competences, and talents;
- iii. developing proposals for the coordination of services and fostering cooperation between service providers.

c. Dual training in VET: a working group on dual training, originally formed in 2022 within the VET Innovation Council, was reactivated in 2024 with new members. Its mandate focuses on reviewing and advancing dual training to address current challenges and development needs.

## 2025 Implementation

A new working group consisting of 14 members was established under the theme 'Artificial Intelligence in the Service of Humanity' to explore the potential role and applicability of artificial intelligence (AI) in VET.

The working group adopted and presented to the VET Innovation Council (*SZIT*) a 12-point VET-specific action plan defining the key steps to be taken in 2025-2026. The professional concept underlying the action plan is based on a survey with over 11 000 responses, in which students, teachers, and school leaders provided insights into topics such as:

- (a) whether and how they use AI;
- (b) their perceived level of AI-related knowledge;
- (c) the usefulness of AI in supporting their tasks;
- (d) the potential risks of AI;
- (e) their assessment of the expected impact of AI on their future careers.

The action plan includes, among others:

- (a) the launch of a nationwide awareness-raising campaign;
- (b) the establishment of a knowledge-sharing platform;
- (c) the further training of teachers and trainers in the field of AI;
- (d) the introduction of AI teaching in all sectors, tailored to the specificities of each sector and profession;
- (e) the assessment of the potential role of AI in supporting catch-up and inclusive programmes.

The action plan is in line with Hungary's AI strategy for 2025-2030.

Additional key topics discussed at the 2025 meetings of the *SZIT* include:

- (a) the preparation of trainers in dual training to work with students with special educational needs (SEN) and the support of the labour market integration for young people with SEN;

- (b) the evaluation of the 'Equal Opportunities Programme', launched in 2024, which aims to support students requiring more assistance, reduce the risk of dropouts, and increase the learning opportunities of participating students;
- (c) the experience in the operation of sectoral training centres.

## Bodies responsible

- Ministry of Culture and Innovation

## Target group

### Other

VET policy making bodies

## Thematic categories

### Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

### Modernising VET offer and delivery

Reinforcing work-based learning, including apprenticeships

### Teachers, trainers and school leaders competences

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

### Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

## Subsystem

IVET CVET

## Further reading

[Cedefop, & ReferNet Hungary \(2019\): VET Innovation Council - A new driver of change in vocational training. National news on VET.](#)

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

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[Government Decree No 12/2020 on the implementation of the VET Act \(published on 7 February 2020\)](#)

[VET Innovation Council AI working group](#)

## Related policy developments

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**2025 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

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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'.

 HUNGARY

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2024 Completed**

## The network of vocational training centres

Government Decree 120/2015 classified VET institutions into categories and allowed for the reorganisation of VET schools into 44 VET centres in the counties. A maximum of three centres can be set up in each county with a minimum number of 2 000 learners in each.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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“ ... ” **Cite as**

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