



# Developments in vocational education and training policy in 2015–19

## HUNGARY



Cedefop monitoring of vocational education and training policies and systems

Progress towards the medium-term deliverables  
of the Riga conclusions

**Country chapter**

**HUNGARY**

Developments in vocational education and training policy  
in 2015-19

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# Contents

Tables and figures.....	4
Tables .....	4
Figures .....	4
Introduction .....	5
Aspects of vocational education and training context in 2015 .....	7
CHAPTER 1.        MTD 1 – All forms of work-based learning with special attention to apprenticeships .....	10
1.1.    Baseline 2015.....	10
1.2.    Policy priorities for 2016-20 .....	11
1.3.    Main actions taken in 2015-18.....	11
1.3.1.    Legislative changes to stimulate the provision of practical training opportunities .....	11
1.3.2.    Strengthening cooperation between education/training and the business world.....	12
1.3.3.    Changes to attract learners to apprenticeship .....	12
1.3.4.    Supporting SME's to offer quality practical training .....	12
CHAPTER 2.        MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET .....	13
2.1.    Baseline 2015.....	13
2.2.    Quality assurance in line with EQAVET in 2015-18 .....	14
2.3.    Continuous information and feedback loops in initial VET in 2015-18 .....	15
2.4.    Continuous information and feedback loops in continuing VET in 2015-18.....	16
CHAPTER 3.        MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning .....	17
3.1.    Baseline 2015.....	17
3.2.    Policy priorities for 2016-20 .....	18
3.3.    Main actions taken in 2015-18.....	19
3.3.1.    Guidance .....	19
3.3.2.    Permeability and flexibility .....	19
3.3.3.    Transparency, recognition, validation .....	20
3.3.4.    Training, reskilling and upskilling vulnerable groups, jobseekers and employees .....	21

CHAPTER 4.	MTD 4 – Key competences in both IVET and CVET .....	22
4.1.	Baseline 2015.....	22
4.2.	Key competences addressed in the reporting period .....	24
4.3.	Key competences in initial VET .....	25
4.4.	Key competences in continuing VET .....	26
CHAPTER 5.	MTD 5 – Systematic initial and continuing professional development of VET teachers and trainers .....	27
5.1.	Baseline 2015.....	27
5.1.1.	Access to VET school teaching: entry requirements and initial training.....	27
5.1.2.	In-company trainers: entry requirements and initial training.....	27
5.1.3.	VET school teachers: main lines for CPD.....	28
5.1.4.	In-company trainers: main lines for CPD .....	28
5.2.	Initial training for teaching/training staff in VET schools 2015-18 .....	29
5.3.	Initial training for trainers in enterprises 2015-18 .....	30
5.4.	CPD for teaching/training staff in VET schools 2015-18 .....	30
5.5.	CPD for trainers in enterprises 2015-18 .....	31
	Statistical overview: 2019 update.....	32
	Conclusion .....	35
	Acronyms .....	36
	Bibliography .....	37

# Tables and figures

## Tables

Table 1.	Framework data: score on VET indicators in Hungary and in the EU: 2010-15 .....	8
Table 2.	Key competences addressed in 2015-19 .....	24
Table 3.	Score on VET indicators in Hungary and in the EU: 2015, last available year and recent change.....	32

## Figures

Figure 1.	Use of EQAVET indicators .....	15
Figure 2.	Self-evaluation of acquired skills in general education and VET .....	23
Figure 3.	Share of 15-year-olds with low achievement in reading, maths and science .....	24

# Introduction

In June 2015, the ministers in charge of vocational education and training in the EU Member States, the candidate countries and the European Economic Area countries, convened in Riga, agreed on objectives for vocational education and training (VET) policies for 2015-20 <sup>(1)</sup>.

Cedefop has been entrusted with monitoring the countries' policies implemented towards reaching these objectives.

This country chapter is part of the monitoring process. It was drafted based on input from the national ReferNet team. It presents an overview of the major policy developments that have taken place in the country in 2015-19, in the areas covered by the Riga medium-term deliverables (MTDs).

The country chapter is structured as follows:

- (a) the introductory section Aspects of vocational education and training context in 2015 briefly sketches the VET context in the country in 2015, highlighting selected figures and major policy initiatives that were just being adopted or started at that time. This introductory section is targeted at setting a baseline to put in perspective the policy choices and developments that have taken place since the beginning of the Riga cycle;
- (b) five thematic chapters then follow, devoted to the five respective MTDs outlined in the Riga conclusions. Each thematic chapter also begins with a 2015 baseline, more specifically addressing the MTD-related topics. The baseline is followed by the presentation of the major policy developments in the MTD since 2015;
- (c) the country chapter ends with a conclusion summarising the main lines of the 2015-19 policy developments and highlighting possible priorities for the future.

This country chapter is part of the information which the European Commission used to prepare the European Semester exercises <sup>(2)</sup> in 2017-19. The chapter also informs the work of Cedefop and the European Training Foundation (ETF) in preparing a joint monitoring report on the implementation of

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<sup>(1)</sup> *Riga conclusions 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-20, as a result of the review of short-term deliverables defined in the 2010 Bruges communiqué:*

[https://www.izm.gov.lv/images/RigaConclusions\\_2015.pdf](https://www.izm.gov.lv/images/RigaConclusions_2015.pdf)

<sup>(2)</sup> European Semester: [https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester\\_en](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en)

the Riga conclusions. Both the joint report and the country chapter are aimed at informing the work of EU Member States' Directors General for Vocational Training (DGVTS) and Advisory Committee for Vocational Training (ACVT) on taking stock of the outcomes of the Riga conclusions and preparing the next steps for the EU VET policy for the next few years.

## Aspects of vocational education and training context in 2015

At the beginning of the reporting period, the proportion of upper secondary students in Hungary enrolled in vocational education and training (VET) programmes was low compared to the EU average: 26.5% in 2013 compared to 48.9% in the EU (European Commission, 2016, p. 7); 25.1% in 2014 compared to 48% in the EU (Cedefop, 2017a, p. 93); 23% in 2015 compared to 47% in the EU <sup>(3)</sup>. However, most upper secondary initial vocational education and training (IVET) students were attending work-based programmes: 90.8% in 2014 compared to the EU average of 34% (Cedefop, 2017a, p. 93). Adult participation in lifelong learning was below the EU average: 7.1% in 2015 compared to 10.7% on average in the EU (Cedefop, 2017a, p. 93) (Table 1).

Hungary was undertaking reform to tackle the lack of attractiveness of VET and promote VET pathways. A lifelong learning strategy had been adopted in 2014. In 2015, a concept paper was issued <sup>(4)</sup>, following which the VET law of 2011 was amended. Steps to bring VET closer to the labour market were taken, in particular by placing VET schools under the supervision of the Ministry for National Economy, and updating the content of VET programmes. The number of places in VET institutions was increased, and measures were being taken to support VET students in finding an in-company training place.

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<sup>(3)</sup> Eurostat, data for 2015.

<sup>(4)</sup> Government Decree No 1040 of March 2015 on vocational education and training for the economy.



Table 1. **Framework data: score on VET indicators in Hungary and in the EU: 2010-15**

Indicator label	2010		2015 (*)		Trend in 2011-15 (per year)		
	HU <sup>f</sup>	EU <sup>f</sup>	Yr	HU <sup>f</sup>	EU <sup>f</sup>	Range	HU EU
<b>Access, attractiveness and flexibility</b>							
IVET students as % of all upper secondary students	A	A	'14	25.1 <sup>b</sup>	48.0 <sup>b</sup> <sub>E1</sub>	'13-'14	▪ -1.4 ▪ -0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14	90.8 <sup>b</sup>	34.0 <sup>b</sup> <sub>E2</sub>	'13-'14	▪ 17.4 ▪ 0.1
IVET students with direct access to tertiary education as % of all upper secondary IVET			'14	1.8	69.2 <sup>E3</sup>	'13-'14	▪ -1.6 ▪ -1.4
Employees participating in CVT courses (%)	19.0	38.0 <sup>e</sup>	'10	19.0	38.0 <sup>e</sup>		
Employees participating in on-the-job training (%)	12.0	20.0 <sup>e</sup>	'10	12.0	20.0 <sup>e</sup>		
Adults in lifelong learning (%)			'15	7.1 <sup>b</sup>	10.7 <sup>b</sup>		
Enterprises providing training (%)	49.0	66.0 <sup>e</sup>	'10	49.0	66.0 <sup>e</sup>		
Female IVET students as % of all female upper secondary students	A	A	'14	20.6 <sup>b</sup>	42.7 <sup>b</sup> <sub>E1</sub>	'13-'14	▪ -1.7 ▪ -1.0
Employees of small firms participating in CVT courses (%)	11.0	25.0 <sup>e</sup>	'10	11.0	25.0 <sup>e</sup>		
Young VET graduates in further education and training (%)			'15	23.4 <sup>b</sup>	33.0 <sup>b</sup>		
Older adults in lifelong learning (%)		5.3	'15	4.1 <sup>b</sup>	6.9		
Low-educated adults in lifelong learning (%)			'15	3.4 <sup>b</sup> <sub>C</sub>	4.3 <sup>b</sup> <sub>C</sub>		
Unemployed adults in lifelong learning (%)			'15	2.3 <sup>b</sup>	9.5 <sup>b</sup>		
Individuals who wanted to participate in training but did not (%)	9.6 <sup>B</sup>	9.5 <sup>e</sup> <sub>B</sub>	'11	9.6	9.5 <sup>e</sup>		
Job-related non-formal education and training (%)	83.4 <sup>B</sup>	80.2 <sup>e</sup> <sub>B</sub>	'11	83.4	80.2 <sup>e</sup>		
<b>Skill development and labour market relevance</b>							
IVET public expenditure (% of GDP)			'13	0.32 <sup>b</sup>	0.56 <sup>b</sup> <sub>E4</sub>	'12-'13	▪ -0.06 ▪ -0.03
IVET public expenditure per student (1 000 PPS units)			'13	2.9 <sup>b</sup>	6.4 <sup>b</sup> <sub>E5</sub>	'12-'13	▪ -0.3 ▪ 0.0
Enterprise expenditure on CVT courses as % of total labour cost	1.3	0.8 <sup>e</sup>	'10	1.3	0.8 <sup>e</sup>		
Average number of foreign languages learned in IVET			'14	0.8 <sup>b</sup>	1.0 <sup>b</sup> <sub>E6</sub>	'13-'14	▪ 0.0 ▪ 0.0
STEM graduates from upper secondary IVET (% of total)	A	A	'14	32.2 <sup>b</sup>	30.0 <sup>b</sup> <sub>E7</sub>	'13-'14	▪ -0.7 ▪ -0.4
Short-cycle VET graduates as % of first time tertiary education graduates			'14	19.2	9.3 <sup>E8</sup>	'13-'14	▪ -1.3 ▪ 0.4
Innovative enterprises with supportive training practices (%)	37.6	41.5 <sup>E9</sup>	'12	41.8	41.6 <sup>E9</sup>	'10-'12	▪ 2.1 ▪ 0.0
Employment rate for IVET graduates (20- to 34-year-olds)			'15	79.1 <sup>b</sup>	77.2 <sup>b</sup>		
Employment premium for IVET graduates (over general stream)			'15	3.4 <sup>b</sup>	5.3 <sup>b</sup>		
Employment premium for IVET graduates			'15	31.6 <sup>b</sup>	23.7 <sup>b</sup>		

Indicator label	2010		2015 (*)		Trend in 2011-15 (per year)		
	HU <sup>f</sup>	EU <sup>f</sup>	Yr HU <sup>f</sup>	EU <sup>f</sup>	Range	HU	EU
(over low-educated)							
Workers helped to improve their work by training (%)			'15	86.6 83.7			
Workers with skills matched to their duties (%)	47.0	55.2	'15	53.7 57.3	'10-'15	▪ 1.3	▪ 0.4
<b>Overall transitions and labour market trends</b>							
Early leavers from education and training (%)		13.9	'15	11.6 <sup>b</sup> 11.0 <sup>c</sup>			
30- to 34-year-olds with tertiary attainment (%)	26.1	33.8	'15	34.3 <sup>c</sup> 38.7 <sup>c</sup>	'10-'15	↗ 1.7	↗ 1.0
NEET rate for 18- to 24-year-olds (%)		16.6	'15	14.8 <sup>b</sup> 15.8			
Unemployment rate for 20- to 34-year-olds (%)	14.7	13.1	'15	9.4 12.9	'10-'15	↘ -1.0	↗ 0.1
Employment rate of recent graduates (%)		77.4	'15	80.4 <sup>b</sup> 76.9 <sup>c</sup>			
Adults with lower level of educational attainment (%)	18.8	27.3	'15	16.8 <sup>c</sup> 23.5 <sup>c</sup>	'10-'15	↘ -0.4	↘ -0.8
Employment rate for 20- to 64-year-olds (%)	59.9	68.6	'15	68.9 70.0	'10-'15	↗ 1.9	↗ 0.3
Employment rate for 20- to 64-year-olds with lower level of educational attainment (%)	36.1	53.4	'15	47.1 <sup>c</sup> 52.6 <sup>c</sup>	'10-'15	↗ 2.3	↘ -0.2
Medium/high-qualified employment in 2020 (% of total)			'16	91.5 <sup>d</sup> 82.8 <sup>d</sup>			

(\*) The data in this column are the data available in 2016. Where 2015 data were not available, data from previous years were used.

(<sup>A</sup>) UOE (UNESCO OECD Eurostat) back reconstruction of 2010 values based on ISCED (international standard classification of education) 2011 not yet available.

(<sup>B</sup>) AES (adult education survey) 2011, used as proxy for 2010 baseline.

(<sup>C</sup>) 2014 b flags in Eurostat online tables ignored on the basis of other relevant Eurostat metadata.

(<sup>D</sup>) Forecast made in 2016.

(<sup>E1</sup>) Based on 28 countries; partial information for NL.

(<sup>E2</sup>) Based on 25 countries (missing: ES, PL, RO); partial information for NL.

(<sup>E3</sup>) Based on 27 countries (missing: NL); partial information for EL, IT.

(<sup>E4</sup>) Based on 19 countries (missing: BE, DK, IE, EL, FR, HR, IT, PT, SK).

(<sup>E5</sup>) Based on 21 countries (missing: DK, IE, EL, FR, HR, IT, PT).

(<sup>E6</sup>) Partial information for NL.

(<sup>E7</sup>) Based on 25 countries (missing: HR, IT, UK).

(<sup>E8</sup>) Based on 23 countries (missing: BE, IE, FR, CY, UK).

(<sup>E9</sup>) Based on 22 countries (missing: DE, IE, EL, NL, SI, UK).

(<sup>b</sup>) Break after 2010, therefore baseline data not included.

(<sup>u</sup>) Eurostat: 'low reliability'.

(<sup>z</sup>) Eurostat: 'not applicable'.

(<sup>e</sup>) Eurostat: 'estimated'.

NB: Definitions in the indicators table differ from those used in national legislation.

EU refers to EU-28, unless otherwise specified. Arrows ↗ or ↘ signal a positive or negative trend based on more than two data points and of magnitude 0.1 per year or more. Trends based on more than two data points but of smaller magnitude are indicated by →; trends based on two points only are marked •. Trends are estimated by means of regression models.

Source: Cedefop, 2017a, p. 93.

## CHAPTER 1.

# MTD 1 – All forms of work-based learning with special attention to apprenticeships

### 1.1. Baseline 2015

At the beginning of the reporting period the share of all upper secondary students enrolled in vocational programmes in Hungary (25.1%) was quite low compared to the EU average (48% in 2014). However, if learners were studying towards a vocational qualification, they were more likely to take part in combined work and school-based programmes than in the EU average (90.8% versus 34%) (Cedefop, 2017a).

Apprenticeship scheme has been in place in Hungary since 2004 and was reinforced in 2010 with the introduction of various initiatives to boost the attractiveness of VET. It was based on a training contract concluded between the apprentice and the enterprise. The employer was in charge of providing practical training and paying a regular allowance to the student. 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:

- (a) assisting students in concluding practical training contracts with employers;
- (b) reforming qualifications to meet labour market conditions;
- (c) setting up the *chamber guarantee* to assist learners who could not find a practical training place.

In another type of workplace training different to the apprenticeship scheme, VET schools could conclude agreements with enterprises to provide workplace training for students. In this type, students do not receive regular remuneration from the enterprise (Cedefop ReferNet Hungary, 2014).

At the beginning of the reporting period practical training contracts between students and enterprises had increased as several financial initiatives were given to companies since 2011. Despite the increase, offer of training places in some professions was not enough.

Further amendment of the Act on VET in September 2015 introduced apprenticeship contracts for adults.

## 1.2. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area <sup>(5)</sup>, as set by the Director General for Vocational Education and Training (DGVt), are two-fold:

- (a) increase the number of enterprises offering practical training and the number of apprenticeship contracts;
- (b) increase the quality of dual training by enhancing cooperation between school and enterprises.

## 1.3. Main actions taken in 2015-18

In the reporting period, several initiatives continued to strengthen the apprenticeship scheme. As a result, the number of apprenticeship contracts at the end of 2018 (55 558 apprentices) increased almost seven-fold compared to 2000 (8 300 apprentices).

### 1.3.1. Legislative changes to stimulate the provision of practical training opportunities

In January 2016, the VET Contribution Act was amended to introduce additional financial incentives for organisations offering apprenticeship training. This included a reduced gross levy and reductions in the labour costs of small and medium-sized enterprise (SME) employees involved in training.

Act CXCI of 2017 came into force in January 2018, allowing companies to conclude pre-apprenticeship contracts with the best lower secondary school graduates that want to pursue their studies in upper-secondary VET. The act extended the apprenticeship training offer, previously offered to those in three-year upper-secondary practice-oriented programmes <sup>(6)</sup>. As of 1 January 2018, VET students in grades 11 and 12 of four-year vocational grammar schools <sup>(7)</sup> may also conclude apprenticeship contracts. In addition, Governmental decree No 213/2018 (XI.22.) (Section 2.3) on sector skills councils and the amended Act on Adult Education and Training (Section 2.2) foresee, as of 2018, the possibility to establish sectoral training centres in order to increase the number of practical workshops for dual training. These centres would bring together stakeholders operating in companies, in governmental institutions and training providers to

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<sup>(5)</sup> According to a survey by Cedefop among Directors General for VET (DGVts) in early 2016.

<sup>(6)</sup> *Szakközépiskola*.

<sup>(7)</sup> Upper-secondary programmes combining general and vocational education (*szakgimnázium*).

form a forum of cooperation and excellence in VET.

#### **1.3.2. Strengthening cooperation between education/training and the business world**

Act No. CIV of 2018 includes further modifications of the Act on VET, public education and tertiary education. Sections related to VET describe primarily the organisational structure of VET Centres and the related powers and responsibilities introducing the role of chancellor in VET centres. The chancellor will be in charge mainly of economic, financial, legal and labour-related issues as well as overall asset management. The Ministry for Innovation and Technology (ITM) 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 government bodies, training organisations, chambers, trade unions, advocacy organisations, large companies, the Hungarian Academy of Sciences, student representatives and Roma.

#### **1.3.3. Changes to attract learners to apprenticeship**

In September 2016, specific scholarships were introduced for apprenticeship programmes which provide qualifications in high demand on the labour market. Twenty qualifications are covered. Since 2016, financial remuneration and other benefits provided to apprentices are available also in adult education: monthly payments in evening and correspondence courses are reduced to 60% and 20% of those provided in full time education.

#### **1.3.4. Supporting SME's to offer quality practical training**

In Hungary, 95% of small and medium-sized enterprises (SMEs) have fewer than 10 employees. Since 2018, SMEs that fulfil specific requirements (business turnover, number of employees and form of business, as attested by a certificate issued by the chamber) may conclude more than 12 apprenticeship contracts simultaneously. Incentives are given to companies that provide practical training. These include reduction of contributions to the State based on the number of training placements they provide as well as receiving extra funding for making investments, recruiting instructors and maintaining apprentice workshops.

## CHAPTER 2.

# MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET

### 2.1. Baseline 2015

The National Office of Vocational Education and Training and Adult Learning (NOVETAL) was appointed in 2006 as the quality assurance national reference point (QANRP). The national approach to quality assurance has been devised using the European quality assurance in vocational education and training (EQAVET) framework. It was aligned to EQAVET quality cycle, indicative descriptors and indicators. It applied to IVET and related work-based learning, and to continuing vocational education and training (CVET). By 2015, NOVETAL had developed plans and guidelines and coordinated the evaluation and quality assurance work of VET providers. VET providers were inspected every five years and were carrying out their self-assessment following the common VET self-assessment model (ESZÖM). Quality in training placements was ensured through inspections by the Hungarian chamber of commerce and industry. CVET institutions were undergoing an external evaluation every two years. In 2015 the monitoring system for public educational institutions has been modified. Changes included aspects related to the performance of the institutions, the teachers and school managers against the set objectives.

At the beginning of the reporting period 19 County Development and Training Committees (CDTC) were playing an important role in information and feedback loops by establishing a demand-driven VET system and coordinating the development of VET at county level. CDTC members were representatives of local employer and employee organisations, and chambers of commerce and industry. A system that collected information on IVET graduates (administrative data, careers) was in place. Information was collected by the Research Institute of the Hungarian chamber of commerce (MKIK GVI) on socio demographic background and employment characteristics. The data provided information on how graduates used their skills gained through training, in the labour market.

There were a number of initiatives for improving skill intelligence in Hungary, mostly on ad-hoc basis without being part of an integrated strategy. These were surveys carried out either by the MKIK GVI or the Public Employment Service on

the demand for skilled workers and the human resources management of the companies (EEPO, 2015). NOVETAL and CDTCs were using this information to shape the offer of vocational training (topics and number of places) and decide on subsidies to VET providers.

## 2.2. Quality assurance in line with EQAVET in 2015-18

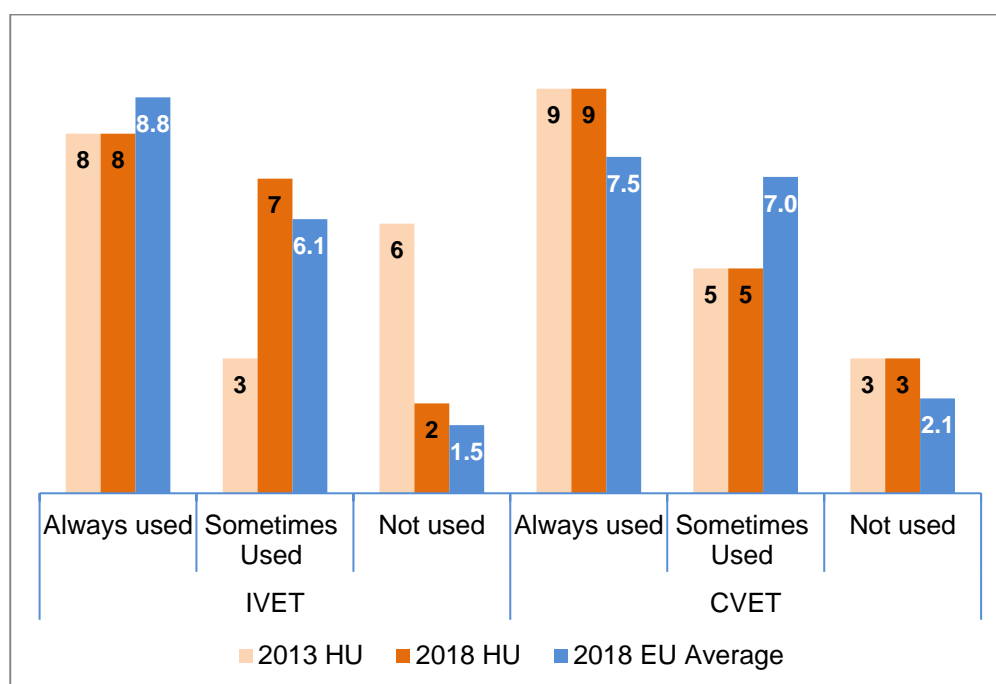
For 2016-20, the country's priority in this matter, as set by the Director General for vocational education and training was to strengthen the quality assurance mechanism in line with the EQAVET recommendation.

During the reporting period, QANRP is using *Erasmus+* funding to set up a national EQAVET expert network to strengthen the culture of quality assurance in VET and to cooperate with QANRPs from other countries to share experiences in workshops and peer learning activities. The national EQAVET expert network consists of four to six members including representatives of the Ministry for Innovation and Technology (formerly Ministry for National Economy up to April 2018), the Hungarian Chamber of Industry and Commerce, VET providers and the NRP as well as individual experts in QA in VET. The national EQAVET expert network in cooperation with five IVET schools has been developing guidelines on how to apply the EQAVET framework in the self-evaluation of training providers. It also examines the feasibility of developing an appropriate methodology (criteria, process, procedure) for an EQAVET label to accredit VET providers in line with the principles and requirements of the EQAVET recommendation. Results of this work are expected to be made available by 2019.

The new Act (LXXVII) on Adult Education and Training regulates the licensing of adult training providers. Such a licence can be issued if the training institution operates a quality assurance framework detailed in the ministerial decree No 58/2013 (XII.13.). This quality assurance framework for adult training is in line with the EQAVET principles.

The systematic use of EQAVET indicators to monitor the VET system ('always used' item in Figure 1), has remained unchanged compared to 2013: Hungary was slightly below the EU average in IVET and above in CVET in 2018. All EQAVET indicators were used apart from those on the share of accredited VET providers and the share of providers applying internal quality assurance systems (in IVET), and the indicators capturing information on the utilisation of acquired skills at the workplace (in CVET).

Figure 1. **Use of EQAVET indicators**



NB: Of the 17 indicators suggested by the 2009 EQAVET recommendation, eight were 'always used' in IVET in 2013 and 2018 in Hungary against 8.8 in the EU on average in 2018.

EU average was calculated based on available information for 31 out of 35 VET systems.

Source: Cedefop calculations based on EQAVET Secretariat surveys for 2013 and 2018 data.

### 2.3. Continuous information and feedback loops in initial VET in 2015-18

For 2016-20, the country's priority in this matter, as set by the Director General for vocational education and training, is to develop an intelligent education management (information, follow-up, feedback, knowledge-based management) system for formal VET.

NOVETAL is currently developing methodological guides and training events for VET providers on systematic feedback and continuous quality improvement, using *Erasmus+* funding. The focus is on the review phase of the quality cycle, paying attention to how VET providers organise their feedback procedures, what happens after external evaluations and self-assessments are carried out, and how they ensure that these results are used to improve VET provision.

The new Act CXCLII which came in force in 2018 and the Governmental Decree No 213/2018 (XI.22.) reinforces the role of employers in education and training by establishing sectoral skills councils. These take over the tasks of the national qualification committees in monitoring economic, labour-market and technological developments in their sectors; they also make proposals for the modification of the national qualifications register and the improvement of training



programmes. A total of 19 sectoral skills councils have been set up for 41 economic sectors (Cedefop ReferNet Hungary, 2018). The Hungarian Chamber for Commerce and Industry coordinates the operation and guarantees their functioning. Coordination in sectors that fall within the competence of the Minister for Agriculture, Forestry, Food and Fisheries, is ensured by the Hungarian Chamber for Agriculture.

## 2.4. Continuous information and feedback loops in continuing VET in 2015-18

For 2016-20, the country's priority in this matter, as set by the Director General for Vocational Education and Training, is to strengthen:

- (a) the follow-up and feedback system in adult learning;
- (b) the external evaluation system, together with setting up a feedback mechanism in adult learning.

The aims of the project *Improving the quality and content of 21st century vocational training and adult education* (GINOP, 6.2.4) include 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 providers' quality assurance system.

## CHAPTER 3.

# MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning

### 3.1. Baseline 2015

At the beginning of the reporting period, Hungary faced many challenges in education and training, such as high gaps with regards to learners' performance, an increasing percentage of students with low achievement in basic skills, low participation in lifelong learning, and lack of attractiveness and flexibility of the vocational education and training (VET) system. So the overall objectives in the MTD at large were to tackle the lack of attractiveness of VET and promote VET paths. Hungary adopted several national strategies in 2014-15 which aimed to improve the quality of its education and training system, as described below (European Commission, 2015).

The Hungarian qualifications framework (HuQF), a comprehensive framework for lifelong learning based on learning outcomes, was formally adopted in 2012. It has eight-levels and covers qualifications from general education, VET, higher education, as well as vocational qualifications registered in the National Qualifications Register (NQR) <sup>(8)</sup>. The legal base foresaw the inclusion of HuQF and EQF levels on certificates and diplomas and on the Europass supplements for qualifications linked to the HuQF.

Under the Adult training act of 2013, assessment of learners' prior learning is compulsory in adult training courses that provide an OKJ qualification and in state-supported foreign language courses; in other supported training programmes it must be carried out upon the request of the applicant. Validation of prior learning in non-OKJ vocational courses is also promoted by the fact that curricula must be based on vocational programme requirements, which must be defined in terms of learning outcomes. However, assessment of prior learning is often more like a placement test that aims primarily to sort learners into ability groups and thus to increase the efficiency of training. A lifelong learning strategy for the period 2014-20 was adopted in November 2014, paving the way for a

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<sup>(8)</sup> The Government Decree 25/2016 (II.25) on the NQR contains the State-recognised NQR qualifications linked to the correct level of the HuQF.

national validation system by 2018. The responsible institution for the implementation of the Strategy was the Ministry of Human Capacities.

In September 2015, steps were taken to bring VET closer to the labour market by transferring the supervision of VET schools under the Ministry for National Economy (NGM) <sup>(9)</sup> and updating the content of VET programmes <sup>(10)</sup>. In addition, a scheme of *Youth guarantee* was introduced in 2015 complemented by a 'Traineeship programme' to help young people in getting their first work experience.

In November 2014 the government adopted a strategy on the prevention of early school leaving. The strategy acknowledged the important role of VET in reducing the rate of early-school leavers <sup>(11)</sup>. In January 2015, the Public Education Law defined the term 'student at risk of early school leaving' and introduced an early warning system.

On a final note, at the beginning of the reporting period Hungary had presented ambitious policies that may have a positive impact across the population, but the challenge remained to formulate an implementation plan and explicit planning for the next period.

### 3.2. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area, as set by the Director General for vocational education and training, are:

- (a) for young people:
  - (i) improving access to lifelong learning in the reformed VET institutional system;
  - (ii) reducing the share of early school leavers without any qualifications to less than 10 %.
- (b) for adults:
  - (i) improving access to qualifications for a larger number of adults;
  - (ii) designing and introducing the validation system through revision of the existing VET examination system, piloting the validation system, and preparing its introduction.

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<sup>(9)</sup> Government Decree 120/2015 (V. 21.) on the transfer of education provider responsibilities of the VET institutions from the KLIK [Korm. Rendelet A Klebelsberg Intézményfenntartó Központ fenntartásában működő egyes szakképzési feladatot ellátó köznevelési intézmények fenntartóváltásával összefüggő intézkedésekről]

<sup>(10)</sup> Government of Hungary (2016). *National reform programme 2016 of Hungary*.

<sup>(11)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/early-leaving-education-and-training/country-reports>

### 3.3. Main actions taken in 2015-18

#### 3.3.1. Guidance

Guidance-related amendments to the Act on VET <sup>(12)</sup> came into force in 2016. They introduce – among other innovations – the principle that enrolment in school-based VET is supported by career counselling. This can take the form of individual counselling, group counselling, remote counselling or outreach programmes. The goals for career guidance are set through cooperation among stakeholders (elementary school education providers, VET schools, the economic chamber, representatives of employers and employees, county development and training committees, and the national employment service). VET students can receive personalised career guidance either for pursuing further studies or for changing schools/school types/vocations.

Since 2015 the National Office of Vocational Education and Training and Adult Learning is responsible for the development and operation of career guidance system in Hungary. A career orientation work team was set up in 2015 to survey and coordinate the career orientation activities of VET centres and to develop methodological guidelines. Based on their activities, a nationwide career orientation event was organised in 2016 (*Night of professions*) and since then it has been held annually. In 2017 around 788 teachers provided career orientation services in 44 VET centres and their member schools. Contact officers help the activities of the teachers in the VET centres. In the 2018/19 school year a career orientation programme was piloted, allowing students to get better acquainted with the path they will follow: secondary VET school or vocational grammar school. Students have the chance to become familiar with the content of the different programmes they may choose, opportunities in the labour-market, and further develop key competences such as digital and foreign language.

#### 3.3.2. Permeability and flexibility

The 2015 reform of the 2011 Act on VET enabled graduates of three-year VET programmes automatically to 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. It also introduced the possibility of obtaining two State-recognised VET qualifications free of charge in vocational schools and higher vocational schools, instead of only one

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<sup>(12)</sup> Paragraph No 76 and No 85 of Act LXVI/2015 amending Act CLXXXVII/2011 on vocational education and training.

previously <sup>(13)</sup>. As a result, the number of participants in adult education has increased fourfold in the period 2015-18.

The reform also allows VET schools to prepare pupils with special education needs (SEN) for VET qualifications, with the possibility to attain partial qualifications. Since September 2016, the new vocational *Bridge Programme* has provided early school leavers, and those on the verge of dropout, with an alternative learning route and a chance to return to VET. Programme participants receive a grant for the duration of their studies.

An important development provided by the new Act CXCI of 2017 is the possibility provided to VET students to attain a sectoral qualification in parallel to the vocational grammar school leaving certificate. Students who wish to obtain the sectoral qualification follow optional modules, the content of which is tailored to the needs of the sector. In addition, vocational grammar schools became more flexible since 2018 as they allow students in grades 9-12 to follow training which strengthens their professional competences.

### **3.3.3. Transparency, recognition, validation**

#### *3.3.3.1. National qualifications framework <sup>(14)</sup>*

The HuQF was referenced to the European qualifications framework (EQF) in February 2015 <sup>(15)</sup>. Consideration is being given to introducing qualifications acquired in non-formal learning contexts, as well as some remaining CVET qualifications, master craftsman, and postgraduate specialisation programmes. Strengthening the learning outcomes approach has been identified as a key area for further work (Cedefop, 2018).

#### *3.3.3.2. ECVET and the learning outcomes approach*

The European credit system for vocational education and training (ECVET) has been piloted and is in use. A national ECVET expert team was established in 2011. An ECVET national contact point is in place. During the reporting period, seminars for VET providers have been held and a tripartite peer-learning activity was organised with the participation of VET providers, employers involved in apprenticeships, and the chamber of commerce and industry. The peer-learning activity explored how learning-outcomes-based apprenticeship promotes quality

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<sup>(13)</sup> Paragraph No 21 of Act LXVI/2015 amended Act CLXXXVII/2011 on vocational education and training.

<sup>(14)</sup> Cedefop, 2017b.

<sup>(15)</sup> The report can be found at: <https://ec.europa.eu/ploteus/documentation>

assurance in work-based learning. It led to the publication of a guide for VET providers on how to design learning outcomes-based apprenticeships.

#### **3.3.4. Training, reskilling and upskilling vulnerable groups, jobseekers and employees**

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 qualification*: GINOP 6.2.2 VEKOP/15, and *Overall development of VET structures*: GINOP 6.2.3 – 17.

Attendance of vocational training programmes is free of charge for SEN learners. They are also allowed to remain in full-time education independently of their age.

The latest 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 <sup>(16)</sup>. 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; some of them take place in the workplace.

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<sup>(16)</sup> <http://www.cedefop.europa.eu/en/news-and-press/news/hungary-more-opportunities-upskilling-youth-and-older-workers>

## CHAPTER 4.

# MTD 4 – Key competences in both IVET and CVET

### 4.1. Baseline 2015

The National Core Curriculum (Nemzeti alaptanterv, NCC, 2006) listed and explained key competences as the fundamental, general objectives of lower and upper secondary education. VET curriculum stated that it 'had to, on the one hand, build on the priority development areas, pedagogical objectives of the curriculum and on key competences, and on the other hand, observe the fundamental principles, objectives and development requirements of cultural domains, taking into account all general and vocational subjects in vocational schools'. Framework curricula for each type of programme were developed on the basis of the national core curriculum. The framework curriculum for VET explicitly described the pedagogical objectives concerning all key competences. Three key competences – foreign language, Hungarian language and competences in mathematics, science and technology – were to be developed as stand-alone subjects. The development of the remaining key competences was described in the outcome requirements of particular school subjects and depended on local school practices. Vocational examination requirements and framework curricula of vocational qualifications defined vocational, personal, social and methodological competences. Developing learners' key competences was a part of (VET) teacher training programmes <sup>(17)</sup>.

The 2011 VET reform had significantly increased the share of practical training and decreased general education part that supported the key competences' development. A 2011 policy concept paper of the Ministry for National Economy (responsible for VET) stated that 'the development of vocational and personal competences – including 'key' competences – were all important in VET'. However, during policy implementation key competences had not gained additional weight. A European Commission country-specific recommendation (CSR) to Hungary in 2015 referred to the need to improve the teaching of essential competences.

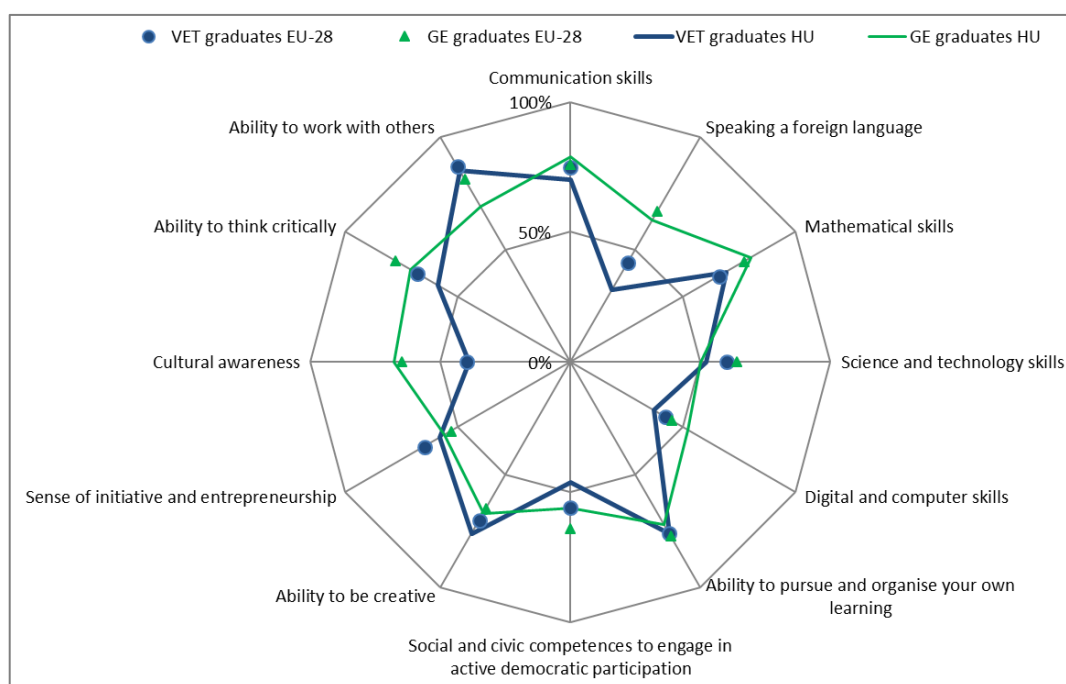
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<sup>(17)</sup> Decree No /2013 of the Ministry of Human Resources.

A 2017 Cedefop survey <sup>(18)</sup> showed that, compared with general education graduates, those who completed VET programmes felt they had:

- (a) stronger (ranged by priority):
  - (i) ability to work with others;
  - (ii) ability to be creative;
  - (iii) ability to pursue and organise their own learning;
- (b) and weaker:
  - (i) foreign language speaking;
  - (ii) cultural awareness;
  - (iii) ability to think critically (Figure 2).

Figure 2. **Self-evaluation of acquired skills in general education and VET**



NB: GE stands for general education.

Respondents who attended upper secondary education. Interviewees were asked in summer 2016 about their overall experience in upper secondary education. Aggregated data do not take account of different types and sectors of VET and age groups of respondents.

Source: Cedefop, 2017c.

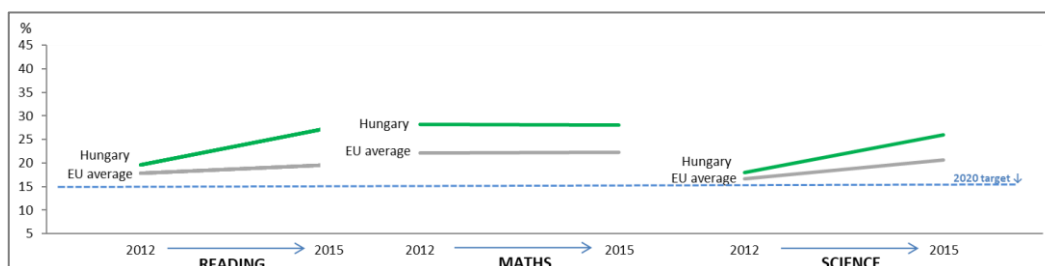
The context of key competences in 2015 was mainly characterised by an increasing share of young low achievers in reading and science, while the share of young low achievers in maths slightly decreased compared with 2012 (Figure

<sup>(18)</sup> See Cedefop, 2017c.



3). The share of low achievers in Hungary was higher than in the EU average, where the trend is similar.

Figure 3. **Share of 15-year-olds with low achievement in reading, maths and science**



NB: Low achievement means failing level 2 on the PISA (programme for international student assessment) scale.

Source: OECD, 2014; OECD, 2016.

As VET enrolled 23% of all upper secondary learners in the country <sup>(19)</sup>, this trend was likely to be reflected in the key competences trained for in VET programmes.

#### 4.2. **Key competences addressed in the reporting period**

Table 2 outlines/gives a summary of key competences in initial and continuing VET that were addressed in the reporting period. A description of policies is provided in the following sections.

Table 2. **Key competences addressed in 2015-19**

	IVET	CVET
Country language(s) and literacy		YES
Foreign languages	YES	
Digital competence	YES	YES
Maths		
Science		
Technology		
Social and civic competences	YES	
Learning to learn		

<sup>(19)</sup> Calculated from Eurostat, data for 2015.

	IVET	CVET
Financial literacy		
Entrepreneurship competence		
Cultural awareness and expression		
Key competences as a package	YES	

NB: The list derives from the 2006 EU key competences framework for lifelong learning; it has been restructured and expanded with additional competences that can be considered key.

Source: Cedefop based on ReferNet input.

### 4.3. Key competences in initial VET

For 2016-20, the country's priority in this area, as set by the Director General for Vocational Education and Training, is to strengthen basic skills, including literacy and numeracy in VET.

In 2016, the National Office of VET and Adult Learning introduced VET framework curricula for vocational grammar schools (formerly secondary vocational schools). Designed by the working committees of the chamber of commerce and industry, and based on national standards and examination requirements, the curricula include personal, interpersonal and methodological competences and set out appropriate learning methods.

The 2016-19 *Reducing the number of VET dropouts without a formal qualification* national project by the National Office of VET and Adult Learning supports key competences development in VET, including providing a set of tools to help enhance basic skills.

In 2016, the government also approved the Digital education strategy, which will run to 2020. It promotes new pedagogical approaches and learning as well as an open education environment for digitalisation in education, including VET. Implementation of the strategy is a key priority and is particularly concerned with the digital preparedness of educators and availability of learning material in digital format.

A 2017 decree <sup>(20)</sup> supports financially the acquisition of first language certificates for young people under 35. As of 2020, intermediate level knowledge of a foreign language will be an entry requirement to higher level studies.

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<sup>(20)</sup> Government Decree No 1516/2017 (VIII. 14).

#### 4.4. Key competences in continuing VET

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to build expertise and know-how related to key competences and problem-solving skills applied in a technological environment.

The 2015-18 *Training for low-skilled and public workers* national project <sup>(21)</sup> provides literacy and other competences that are relevant in the labour market. It is being carried out by a consortium consisting of the National Office of VET and Adult Learning, the Ministry of Interior, Ministry for Innovation and Technology <sup>(22)</sup> and 18 county government offices.

The 2016-20 *Narrowing the digital gap* national project <sup>(23)</sup> aims to boost digital competences through free-of-charge training for the working-age population across the country, especially low-skilled adults. The project's aim is to reduce digital illiteracy among adults, to develop their digital basic competences, to increase their employability, and contribute to the competitiveness of the economy. The 35 hours of training is based on the training programmes under the single information-communications reference framework and is supplemented by mentoring to combat early leaving.

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<sup>(21)</sup> Section 6.1.1 of the operational programme for structural funds.

<sup>(22)</sup> The former Ministry for National Economy.

<sup>(23)</sup> Sections 6.1.2-15 of the operational programme for structural funds.

## CHAPTER 5.

# MTD 5 – Systematic initial and continuing professional development of VET teachers and trainers

### 5.1. Baseline 2015

In 2015, there were four categories of teachers and trainers in VET programmes <sup>(24)</sup>:

- (a) general subject teachers;
- (b) vocational teachers (teaching vocational theoretical subjects);
- (c) school-based vocational trainers (teaching vocational practical subjects); and
- (d) in-company trainers (nationally referred to as practical training instructors in companies).

#### **5.1.1. Access to VET school teaching: entry requirements and initial training**

General subject or vocational teachers were required <sup>(25)</sup> to have a relevant teacher's qualification (master degree and pedagogical qualification, ISCED 760).

School-based vocational trainers were required to have a relevant qualification (bachelor degree and pedagogical qualification, ISCED 660), or a relevant higher education degree, or a secondary school graduation certificate and relevant vocational qualification of at least secondary level and at least five years' professional experience. Although preference was given to pedagogical qualification holders, one third of school-based vocational trainers did not have any kind of pedagogical qualification.

#### **5.1.2. In-company trainers: entry requirements and initial training**

Practical training instructors in companies were required to have a relevant vocational qualification listed in the national qualifications, at least five years' professional experience, and no criminal record <sup>(26)</sup>.

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<sup>(24)</sup> Unless otherwise stated, information is based on Bükki, E. et al. (2016b).

<sup>(25)</sup> Regulated by the Public Education Act of 2011 and the VET Act of 2011.

<sup>(26)</sup> VET Act of 2011 (Parliament of the Republic of Hungary, 2011a).

#### **5.1.3. VET school teachers: main lines for CPD**

Teachers and school-based vocational trainers below 55 years old were expected <sup>(27)</sup> to participate in a further training programme of minimum 120 hours at least once every seven years. There were several eligible forms of mandatory in-service training: further training courses (accredited by the education ministry); obtaining the pedagogical professional examination certificate; obtaining a foreign language proficiency certificate of at least B1 level; and development and mobility projects. School leaders were required to attend courses developing leadership skills, including preparation courses for the pedagogical professional examination. However, no State organisation or government agency was responsible for the systemic management of in-service teacher training. The Public Education Act of 2011 introduced a new teacher career system which was first implemented during 2013/14 <sup>(28)</sup>. The new system consisted of five career steps, which are also related to salary grades.

During 2013/14, 78% of teachers and school-based vocational trainers working in a public education institution that participated in continuing professional development (CPD) took an accredited in-service training course; 22% of them were studying to obtain a new qualification. According to research, more than 60% of respondents working in VET schools did not participate in any kind of in-service training programme in school year 2012/13; VET teachers and trainers participated less frequently than general subject teachers.

#### **5.1.4. In-company trainers: main lines for CPD**

As CPD for practical training instructors was not required by law, most of them did not have pedagogical experience or qualification. However, the Chamber of Commerce and Industry used to organise annual further training programmes. These programmes (usually 25-hours long) included theoretical and practical training in pedagogy, psychology, methodology (including conflict management) but no vocational-specific content. At the completion of the courses, participants were awarded a certificate of attendance. According to a survey organised by the Hungarian Chamber of Commerce, in 2015 there were around 9 000 practical training instructors, 17% of whom held a pedagogical/vocational trainer qualification and 25% had a master craftsmanship exam certificate.

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<sup>(27)</sup> Regulated by the 277/1997 Government regulation.

<sup>(28)</sup> Additional information in the *Education and training monitor, 2015* (see European Commission, 2015) and in the *Convergence programme of Hungary 2015-18* (see Government of Hungary, 2015).

At the beginning of the reporting period the main challenges that Hungary was facing in relation to teachers and school-based vocational trainers were:

- (a) comparatively low teacher wages;
- (b) aging teacher population (especially in the more developed regions);
- (c) shortage of vocational teachers and trainers;
- (d) insufficiently trained teachers for working in diverse classrooms and helping learners with learning difficulties (European Commission, 2015).

Furthermore, according to the government's 2015 VET concept paper, flexible employment forms were planned in order to make temporary teaching in VET schools an attractive option for professionals from the labour market. Due to the increase in apprentices since the 2000s (Section 2.1) the pedagogical qualification of practical training instructors in companies became a priority.

A European Commission country-specific recommendation in 2015 referred to the need for targeted teacher training to increase participation of disadvantaged groups, particularly Roma, in inclusive mainstream education (Cedefop, 2015).

## 5.2. Initial training for teaching/training staff in VET schools 2015-18

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to improve the responsiveness of initial teacher training to the characteristics of VET.

The Ministry for National Economy (responsible for VET) outlined its priorities in a Decree entitled VET in service of the economy, approved by the government in February 2015. This states that previous practical trainer degrees have to be restored and recognised in VET schools (and practical training as well) alongside the master craftsman certificate and the teaching degree. It refers to a higher level of initial training for VET teachers and adult trainers. It calls for a career scheme for school-based vocational trainers and a motivational system that allows the differentiation of remuneration, recognising extra work. It also promotes the enrolment of business experts in VET, by providing flexible employment, and the inclusion of a module on VET and adult training in college/university teacher training, which would prepare future teachers methodologically to teach in VET schools. A number of these priorities have been incorporated into the May 2015 amendments to the public education Act and the VET Act. Amendments to the VET Act, effective since 1 January 2016, expect that VET teachers in theoretical subjects without a teaching degree will be supported by a teacher mentor and will enrol in a training programme to obtain

the degree. School-based vocational trainers will also enrol in a 60-hour methodology course organised by a higher education institution.

### 5.3. Initial training for trainers in enterprises 2015-18

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to review the training system of practical training instructors, following up their competence needs, ensuring learning opportunities, and developing school cooperation.

The Act CXCI, which came into force in January 2018, introduced a mandatory requirement for in-company trainers to complete training and examination organised by the Hungarian Chamber of Commerce and Industry. The chamber, in cooperation with State representatives, set the requirements of the practical training instructor training and examination. This requirement will be compulsory as from the 2019/20 school year.

### 5.4. CPD for teaching/training staff in VET schools 2015-18

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to develop further the continuous training and evaluating system, involving the professional and pedagogical retraining of 4 000 teachers.

The 2015 amendments to the VET Act regulate VET teacher CPD. Teachers and school-based vocational trainers who lack a teaching degree have to enrol on relevant training programmes. The role of a teacher mentor is being introduced to support teachers and school-based vocational trainers.

The 2015 Decree on VET in service of the economy calls for in-service training to focus on teaching methods such as projects and teamwork. To expand career opportunities and raise the standards of professional work, alternative pathways are also being recommended for teachers wanting to reach higher levels of the teaching profession, for example through introducing a VET leader post-graduate examination for VET school leaders.

A 2015 Decree (No 249/2015, amending the 2013 Decree on the progress system of teachers) foresees (upon the request of the education office) the provision of up to 25 days per school-year, for teachers to work as teacher trainers in CPD schemes, including the in-service training course set up by the education office to support teacher participation in qualification exams.

### 5.5. CPD for trainers in enterprises 2015-18

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to develop further the master craftsman examination system, increasing the number of trades in which the examination may be taken.

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 practical training instructors for the master craftsman examination and set up the largest training programme ever organised by a chamber in the country, training 5 000 practical teachers.

In addition, new training for practical training instructors was introduced in 2018 targeting those without a master craftsmanship certificate. It provides them with the necessary pedagogical knowledge and competences to undertake their duties better.



# Statistical overview: 2019 update

Table 3 updates the figures that were provided in Table 1. Although Table 1 may contain data for 2015, these are not systematically repeated here. In some cases, not repeating is due to breaks in time series, which prevent comparability. In other cases, values differ due to methodological changes.

**Table 3. Score on VET indicators in Hungary and in the EU: 2015, last available year and recent change**

Indicator label	2015				Last available year				Recent change			
	HU	f	EU	f	Yr	HU	f	EU	f	Range	HU	EU
<b>Access, attractiveness and flexibility</b>												
IVET students as % of all upper secondary students	23.2		47.3	ce	'17	23		47.8	ce	'15-'17	-0.2	0.5
IVET work-based students as % of all upper secondary IVET	100		28.3	ce	'17	100		27.9	ce	'15-'17		-0.5
IVET students with direct access to tertiary education as % of all upper secondary IVET	0.9		68.1	ce	'17	0.7		68.6	ce	'15-'17	-0.2	0.4
Workers participating in CVT courses (%)	19.4		40.8		'15	19.4		40.8				
Workers participating in on-the-job training (%)	20		34		'15	20		34				
Adults in lifelong learning (%)	7.1		10.7		'18	6		11.1		'15-'18	-1.1	0.4
Enterprises providing training (%)	43.8		72.6		'15	43.8		72.6				
Female IVET students as % of all female upper secondary students	18.9		42	ce	'17	18.1		42.7	ce	'15-'17	-0.7	0.7
Employees of small firms participating in CVT courses (%)	10.6		30		'15	10.6		30				
Young VET graduates in further education and training (%)	23.4		33		'18	23.6		33		'15-'18	0.2	0
Older adults in lifelong learning (%)	4.1		6.9		'18	3.6		7.3		'15-'18	-0.4	0.4
Low-educated adults in lifelong learning (%)	3.4		4.3		'18	2.9		4.3		'15-'18	-0.5	0
Unemployed adults in lifelong learning (%)	2.3		9.5		'18	2.7	u	10.7		'15-'18	0.4	1.2
Individuals who wanted to participate in training but did not (%)					'16	5.7		11.4				
Job-related non-formal education and training (%)					'16	55.6		79.4				

Skill development and labour market relevance												
IVET public expenditure (% of GDP)	0.7		0.5	ce	'16	0.7		0.5	ce	'15-'16	0	0
IVET public expenditure per student (1000 PPS units)	7.1		7.1	ce	'16			7.4	ce	'15-'16		0.3
Enterprise expenditure on CVT courses as % of total labour cost	1.4		0.9		'15	1.4		0.9				
Average number of foreign languages learned in IVET	0.8		1	ce	'17	0.9		1	ce	'15-'17	0.1	0
STEM graduates from upper secondary IVET (% of total)	36.1		29.2	ce	'17	37.5		29.1	ce	'15-'17	1.3	0
Short-cycle VET graduates as % of first time tertiary education graduates	4.4				'17	7.3		14.3	b ce	'15-'17	2.9	
Innovative enterprises with supportive training practices (%)					'16	35.4		37.7				
Employment rate for IVET graduates (20-34 year-olds)	79.1		77.2		'18	84.1		80.5		'15-'18	5	3.3
Employment premium for IVET graduates (over general stream)	3.4		5.4		'18	3.9		6.6		'15-'18	0.5	1.2
Employment premium for IVET graduates (over low-educated)	31.6		23.7		'18	30.3		23.3		'15-'18	-1.3	-0.4
Workers helped to improve their work by training (%)	86.6		83.7		'15	86.6		83.7				
Workers with skills matched to their duties (%)	53.4		57		'15	53.4		57				
Overall transitions and labour market trends												
Early leavers from education and training (%)	11.6		11		'18	12.5		10.6		'15-'18	0.9	-0.4
30-34 year-olds with tertiary attainment (%)	34.3		38.7		'18	33.7		40.7		'15-'18	-0.6	2
NEET rate for 18-24 year-olds (%)	14.8		15.8		'18	13.6		13.7		'15-'18	-1.2	-2.1
Unemployment rate for 20-34 year-olds (%)	9.4		12.9		'18	5.2		9.4		'15-'18	-4.2	-3.5
Employment rate of recent graduates (%)	80		75.9		'18	86.9		80.6		'15-'18	6.9	4.7
Adults with lower level of educational attainment (%)	16.8		23.5		'18	15.1		21.9		'15-'18	-1.7	-1.6
Employment rate for 20-64 year-olds (%)	68.9		70		'18	74.4		73.1		'15-'18	5.5	3.1
Employment rate for 20-64 year-olds with lower level of educational attainment (%)	47.1		52.6		'18	55.7		56.1		'15-'18	8.6	3.5
Medium/high-qualified employment in 2030 (% of total)					'18	92.2	D	85.8	D			

EU refers to EU-28, unless otherwise specified.

(D) Forecast made in 2018.

(ce) Cedefop estimate based on available country data

(b) Eurostat: 'break in time series'.

(u) Eurostat: 'low reliability'.

(z) Eurostat: 'not applicable'.

(e) Eurostat: 'estimated'.

(d) Eurostat: 'definition differs'.

Source: Cedefop, 2020.

In 2017, 23% of all upper secondary students in Hungary were enrolled in IVET. This percentage is 24.8 points below the EU average. It appears that the percentage of upper secondary students in IVET is lower by 0.2 points compared to the situation in the country in 2015.

In 2017, 100% of all upper-secondary IVET students were enrolled in a work-based learning setting, the same percentage as in 2015. In contrast, the EU average is 27.9%.

In 2018, 6% of adults participated in lifelong learning activities which is lower (1.1 points less) than in 2015. The EU average is 11.1%.

In 2018, the employment rate for IVET graduates (20-34 years old) was 84.1%. It appears that the employment rate for IVET graduates (20-34 years old) is higher by 5 points compared to the situation in the country in 2015. The EU average is 80.5%.

# Conclusion

Since 2015, Hungary has taken several initiatives to promote practical in-company training, boost learners' interest in work-based learning and apprenticeship, strengthen the culture of quality assurance in VET, and improve information systems and feedback loops to inform the development of VET. Through measures to open-up access to guidance further, make progression towards qualifications more flexible, strengthen the qualifications framework and promote ECVET and the learning outcomes approach, accessibility to VET and VET qualification for all has been increased. Initiatives have also been taken to support key competences in VET and adult learning. Finally, important legislative changes were made to improve the training of VET teachers, school-based vocational trainers, and practical training instructors in companies.

The main changes in 2017 were related to the new Act CXCI, coming into force in January 2018; this addressed several MTDs through encouraging apprenticeship, establishing sectoral skills councils and introducing mandatory requirements for practical instructors. In MTD3, projects were launched to promote lifelong learning and in MTD4 a 2017 Decree supports the acquisition of a first language certificate.

Compared to 2015-17, the main changes in 2018 have taken place in MTD1 and MTD3. Measures were taken to support cooperation between education, training and the world of business (Section 1.3.2) and a career orientation programme was piloted for upper secondary VET students (Section 3.3.1).

The actions carried out show that the country's policy priorities for the 2016-20 period and the main lines of the Riga conclusions are being addressed. Yet, information available to Cedefop at the time suggests issues which could benefit from further consideration:

- (a) initiatives to support entrepreneurship education;
- (b) further developing the use of EQAVET indicators in IVET;
- (c) developing a system of validation of prior learning and work experience.

# Acronyms

AES	adult education survey
CDTC	county development and training committees
CPD	continuing professional development
CVET	continuing vocational education and training
DGVT	Director General for Vocational Education and Training
ECVET	European credit system for vocational education and training
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
ESZÖM	common VET self-assessment model
Eurostat	statistical office of the European Union
GDP	gross domestic product
GE	general education
HuQF	Hungarian qualifications framework
ISCED	international standard classification of education
IVET	initial vocational education and training
MKIK GVI	Research Institute of Hungarian chamber of commerce
NEET	not in education, employment, or training
NOVETAL	National Office of Vocational Education and Training and Adult Learning
NQR	National Qualifications Register
OECD	Organisation for Economic Cooperation and Development
PISA	programme for international student assessment
PPS	purchasing power standards
QA	quality assurance
QANRP	quality assurance national reference point
SMEs	small and medium-sized enterprises
STEM	science, technology, engineering and math programmes
UOE	UNESCO, OECD and Eurostat
VET	vocational education and training

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