



# Developments in vocational education and training policy in 2015–17

## HUNGARY



Cedefop monitoring and analysis of VET policies

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## 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>(1)</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>(2)</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>(1)</sup> Eurostat, data for 2015.

<sup>(2)</sup> Government Decree No 1040 of March 2015 on Vet for the Economy.

Table 1. Framework data: score on VET indicators in Hungary and in the EU: 2010, last available year and recent trend

Indicator label	2010		Last available year		Recent trend (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			'15	3.4 <sup>b</sup> 5.3 <sup>b</sup>			

Indicator label	2010		Last available year			Recent trend (per year)		
	HU <sup>f</sup>	EU <sup>f</sup>	Yr	HU <sup>f</sup>	EU <sup>f</sup>	Range	HU	EU
(over general stream)								
Employment premium for IVET graduates (over low-educated)			'15	31.6 <sup>b</sup>	23.7 <sup>b</sup>			
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> <sup>c</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> <sup>c</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>			

<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: 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

An apprenticeship scheme has been in operation in Hungary since 2004 and was reinforced in 2010 with the introduction of various initiatives to boost the attractiveness of VET. In 2015-16, dual study programmes were also introduced in higher education to improve their labour market relevance. 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.

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

### 1.1. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area <sup>(3)</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.

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<sup>(3)</sup> According to a survey by Cedefop among Directors General for VET (DGVTs) in early 2016.

## 1.2. Main actions taken in 2015-17

### 1.2.1. 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 decreased gross levy and reductions in the labour costs of small and medium-sized enterprises' (SMEs) employees involved in training.

### 1.2.2. Changes to attract learners towards work-based learning and apprenticeship

In the reporting period, legislative changes introduced the possibility of apprenticeship agreements from grade 9 onwards, along with remuneration for work-based learners from grades 9 to 12. New secondary technical schools were also introduced. In September 2016, specific scholarships were introduced for apprenticeship programmes which provide qualifications in high demand on the labour market. Twenty qualifications are covered.

## CHAPTER 2.

# MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET <sup>(4)</sup>

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 is aligned to EQAVET quality cycle, indicative descriptors and indicators. It applies to IVET and related work-based learning, and to continuing vocational education and training (CVET). NOVETAL develops plans and guidelines and coordinates the evaluation and quality assurance work of VET providers. VET providers are inspected every five years and carry out their self-assessment following the common VET self-assessment model (ESZÖM). Quality in training placements is ensured through inspections by the Hungarian chamber of commerce and industry. CVET institutions must undergo an external evaluation every two years.

19 county development and training committees (CDTC) play 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

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<sup>(4)</sup> Sources:

European Centre for the Development of Vocational Training (Cedefop):

<http://www.cedefop.europa.eu/en>

ReferNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>

Priorities reported by Directors General for vocational training for 2016-20;

EQAVET (2016 Secretariat survey, website, newsletters): <http://www.eqavet.eu>

2016 compendium of EQAVET NRP *Erasmus+* funding:

[http://www.eqavet.eu/Libraries/Annual\\_Network\\_Meeting\\_2016/Compendium\\_EQAVET\\_2016.sflb.ashx](http://www.eqavet.eu/Libraries/Annual_Network_Meeting_2016/Compendium_EQAVET_2016.sflb.ashx)

Council recommendations on the 2016 national reform programmes:

<http://www.consilium.europa.eu/en/policies/european-semester/2016/#>

Education and training monitor 2016 country reports:

[http://ec.europa.eu/education/policy/strategic-framework/et-monitor\\_en](http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en)

members are representatives of local employer and employee organisations, and chambers of commerce and industry. A system that collects information on IVET graduates (administrative data, careers) is in place. The Research Institute of the Hungarian chamber of commerce (MKIK GVI) also carries out annual surveys on the demand for skilled workers. NOVETAL and CDTCs use this information to shape the offer of vocational training (topics and number of places) and decide on subsidies to VET providers.

## 2.1. Quality assurance in line with EQAVET

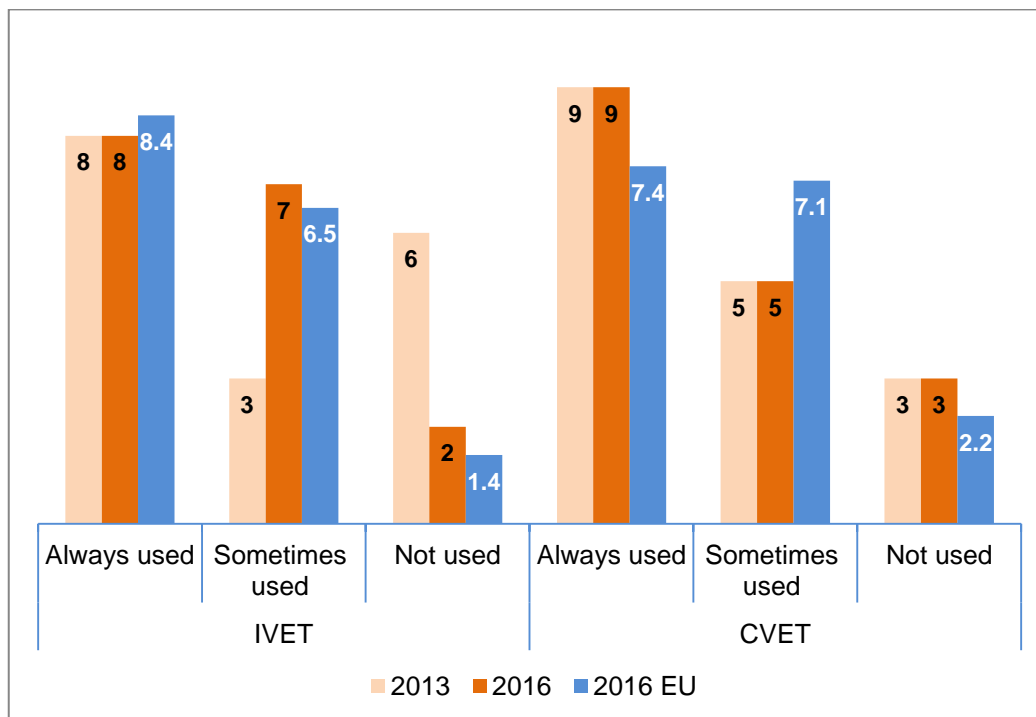
For 2016-20, the country's priorities in this matter, as set by the Director General for vocational education and training, are two-fold:

- (a) strengthen the quality assurance mechanism in line with the EQAVET recommendation;
- (b) reduce early school leaving in VET.

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 is currently examining the feasibility of developing an appropriate methodology (criteria, process, procedure etc.) for an EQAVET label to accredit VET providers in line with the principles and requirements of the EQAVET recommendation.

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 CVET in 2016. 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 2016 in Hungary against 8.4 in the EU on average in 2016.

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 2016 data.

## 2.2. Continuous information and feedback loops in initial VET

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 educational 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.

### 2.3. Continuous information and feedback loops in continuing VET

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 the review of the examination system, the development of a validation system and the preparation of a methodology for VET content development that is compatible with open and innovative learning settings as well as the demands of the economy.

Uniform criteria were also developed to strengthen the external evaluation system in CVET.

## 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. 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: improve access to lifelong learning in the reformed VET institutional system;
- (a) for adults:
  - (i) enhancing access to qualifications to 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.

### 3.2. Main actions taken in 2015-17

#### 3.2.1. Guidance

Guidance-related amendments to the Act on VET <sup>(5)</sup> came into force in 2016. They introduce – among other innovations – the principle that enrolment in school-based VET is supported by career counselling. Career counselling can take place in 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.

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<sup>(5)</sup> Paragraph No 76 and No 85 of Act LXVI/2015 amending Act CLXXXVII/2011 on vocational education and training.

### **3.2.2. Permeability and flexibility**

The 2015 reform of the 2011 Act on VET enabled graduates of three-year VET programmes to automatically 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 previously <sup>(6)</sup>. Since September 2016, the new vocational bridge programme also provides 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.

### **3.2.3. Transparency, recognition, validation**

#### *3.2.3.1. National qualifications framework <sup>(7)</sup>*

The Hungarian qualifications framework (HuQF), a comprehensive framework for lifelong learning based on learning outcomes, was formally adopted in 2012. It covers qualifications from general education, VET, higher education, as well as vocational qualifications registered in the national vocational qualifications register (NVQR). The HuQF has an eight-level structure. The HuQF was referenced to the European qualifications framework (EQF) in February 2015 <sup>(8)</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.

#### *3.2.3.2. ECVET and the learning outcomes approach <sup>(9)</sup>*

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. A ECVET national contact point is in place. During the reporting period, seminars for VET providers have been held and a tripartite peer-learning activity has been 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

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<sup>(6)</sup> Paragraph No 21 of Act LXVI/2015 amended Act CLXXXVII/2011 on vocational education and training.

<sup>(7)</sup> Cedefop, 2017b.

<sup>(8)</sup> The report can be found at: <https://ec.europa.eu/ploteus/documentation>

<sup>(9)</sup> The ECVET users' group members.



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

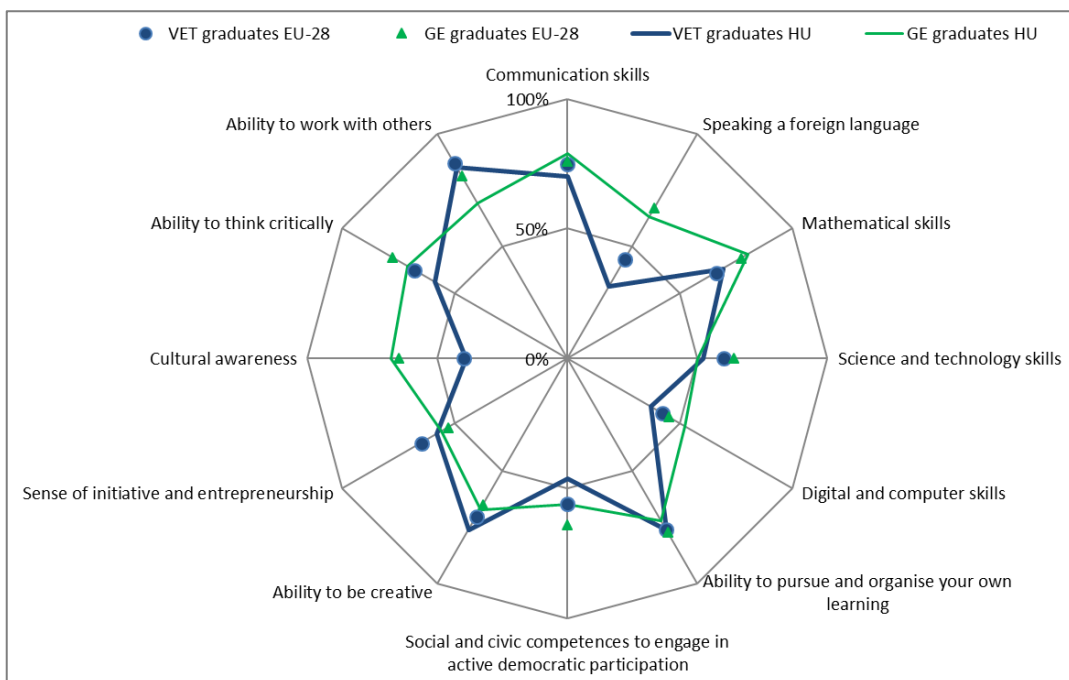
## CHAPTER 4.

# MTD 4 – Key competences in both IVET and CVET

Compared with general education graduates, those who completed VET programmes feel they have:

- (a) stronger (ranked 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**



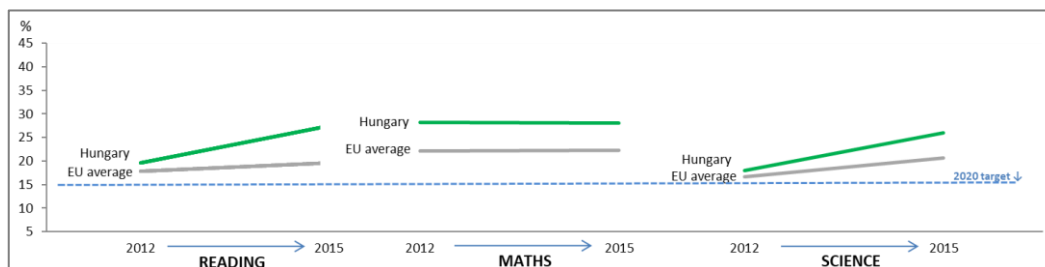
NB: GE stands for general education.

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 3). The share of low achievers in Hungary is 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 enrolls 23% of all upper secondary learners in the country <sup>(10)</sup>, this trend is likely to be reflected in the key competences trained for in VET programmes. Since the radical reform of VET in 2010, key competences have not gained additional weight. The VET reform has significantly increased the share of practical training and decreased the general education component that supports the development of key competences. Although the March 2015 concept paper <sup>(11)</sup> referred to key competences, the references are neither specific nor do they relate to actual policy measures and decisions <sup>(12)</sup>.

#### 4.1. 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 (former secondary

<sup>(10)</sup> Calculated from Eurostat, data for 2015.

<sup>(11)</sup> *Szakképzés a gazdaság szolgálatában (konceptió)* [VET in service to the economy], January 2015, p. 40.

<sup>(12)</sup> For more information on key competences in VET see Bükki et al., 2016.

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. The strategy is particularly concerned with the digital preparedness of educators and availability of learning material in digital format.

## 4.2. 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>(13)</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, the Ministry for National Economy and 18 county government offices.

The 2016-20 *Narrowing the digital gap* national project <sup>(14)</sup> aims to boost digital competences through free-of-charge training for the working-age population across the country to increase employment. 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>(13)</sup> Section 6.1.1 of the operational programme for structural funds.

<sup>(14)</sup> Sections 6.1.2-15 of the operational programme for structural funds.

## CHAPTER 5.

# MTD 5 – Systematic initial and continuous professional development of VET teachers, trainers and mentors

In the recent past, Hungary experienced a sharp decrease in the number of applications to VET teacher programmes. Many schools (especially in the more developed regions of the country) were affected by shortages of vocational teachers and trainers. Most in-company trainers had no pedagogical experience or qualification. The VET reform triggered an expansion of apprenticeship schemes. Against this background, the need to boost teacher training became particularly sensitive.

### 5.1. Initial training for teaching/training staff in VET schools

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to enhance 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. It 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 VET 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. Finally, it promotes 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. Practical teachers (trainers) will also enrol in a 60-hour methodology course organised by a higher education institution.

## 5.2. Initial training for trainers and mentors in enterprises

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 company trainers working in practical training, following up their competence needs, ensuring learning opportunities, and developing school cooperation.

Legislative amendments introduced in 2015 regulated the requirements for VET trainers. They must have appropriate qualifications – primarily VET-based – and five years of experience in the given field. Practical training instructors are required to have a master craftsmanship certificate if such an exam exists in the given vocation (currently, it is only available in 77 vocations). Exemptions are admitted.

## 5.3. Continuing professional development for teaching/training staff in VET schools

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to further develop 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 teachers' continuous professional development. Teachers and trainers who lack a teaching degree have to enrol on relevant training programmes. The role of a teacher mentor is being introduced to provide teachers and trainers with two years of methodological support.

The 2015 *VET in service of the economy* Decree calls for in-service training to focus on teaching methods such as projects and team work. 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 one of 2013 on the progress system of teachers) foresees the provision of up to 25 days per school-year, upon the request of the education office, for teachers to work as teacher trainers

in continuing professional development (CPD) schemes, including the in-service training course set up by the education office to support teacher participation in qualification exams.

#### 5.4. Continuing professional development for trainers and mentors in enterprises

For 2016-20, the country's priority in this area, as set by the Director General for vocational education and training, is to further develop 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 instructors for the master craftsman examination, and also set up the largest training programme ever organised by a chamber in the country, training 5 000 practical teachers.

# 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 further open up access to guidance, make progression towards qualifications more flexible, strengthen the qualifications framework and promote ECVET and the learning outcomes approach, accessibility to VET and VET qualifications 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 and trainers.

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:

- (c) initiatives to support entrepreneurship education;
- (d) further developing the use of EQAVET indicators in IVET;
- (e) perhaps also reinforcing the overall system of validation of prior learning and work experience.



## List of abbreviations

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
NVQR	national vocational qualifications register
OECD	Organisation for Economic Cooperation and Development
PISA	programme for international student assessment
PPS	purchasing power standards
QANRP	quality assurance national reference point
SMEs	small and medium-sized enterprises
STEM	science, technology, engineering and math programmes
UOE	UNESCO OECD Eurostat
VET	vocational education and training

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