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# 1. Introduction

*This VET policy brief produced by Cedefop presents a snapshot of vocational education and training policy developments in Hungary between 2020 and the beginning of 2023. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2030 identified in Hungary's national implementation plan. This VET policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#). It offers stakeholders with a regular source of information on VET policy developments that could be used for future policy making.*

## 2. National VET context and challenges

### 2.1 National VET context

The Ministry of Culture and Innovation oversees VET and adult training. Other ministries are responsible for the standards and regulations of qualifications for the sectors they oversee. The coordination of VET and policy implementation are managed by the National Office for VET and Adult Learning (NOVETAL) and the IKK Innovative Training Support Centre (IKK), both State bodies. VET policy development includes input from social partners through advisory bodies like the [VET Innovation Council](#), which involves government bodies, education and training providers, chambers, employers, trade unions, companies and student representatives. [Sector skills councils](#) contribute to aligning VET programmes and qualifications with labour market needs. The Hungarian Chamber of Commerce and Industry manages dual placement registration with sector specific chambers also playing a role (Cedefop, IKK, forthcoming; Cedefop, 2023).

The 2019 Act on VET, rooted in the 2019 [VET 4.0 Strategy](#), has significantly reformed Hungary's vocational education and training system. Key changes include the legal and administrative separation of VET from general education with the aim of establishing an independent pillar that collaborates more closely with the economy. This includes a distinct legal status for VET teachers, leading to specific regulations governing aspects such as salaries and continuous professional development (CPD). The reforms have replaced the previous apprenticeship system with a dual training system enabling students to acquire the entirety of the specialised vocational content within companies. Vocational employment contracts, replacing apprenticeship contracts, now include remuneration for learners. A scholarship scheme for VET learners has also been introduced (Cedefop, IKK, forthcoming).

VET in Hungary is accessible to students from age 14, following the completion of lower secondary education. The two main types of VET schools are the 5-year technicum, offering an upper secondary school leaving certificate and an EQF 5 technician diploma, and 3-year VET school, offering an EQF 4 vocational qualification. Vocational programmes exist tailored for learners with special education needs. Permeability exists between different VET tracks, and graduates can pursue further education, including post-secondary and higher education.

As of 2023, there are 356 VET schools, under the administration of 41 VET centres. A further 53 agricultural VET schools are managed by five agricultural VET centres. In the 2022/23 school year, 62% of the total upper secondary student population enrolled in VET institutions (Cedefop, IKK, forthcoming).

Adults have the option to obtain vocational qualifications through school-based vocational education programmes, where they can attain up to two qualifications at no cost. These qualifications are listed in the national register of vocational qualifications (nationally referred to as the [Register of vocational occupations](#), *Szakmajegyzék*). Alternatively, adults may opt for adult training programmes offered by relevant training providers, allowing them to obtain one vocational qualification without charge. Since 2020, qualifications awarded outside the school system by training providers have been regulated by the adult education act; these qualifications are not included in the Register of vocational occupations. The initiation of adult training programmes is open to adult training providers, enterprises, and other organisations. This regulatory framework is designed to address the dynamic needs of the labour market with flexible, short-cycle training programmes (Cedefop, IKK, forthcoming; Cedefop, 2023).

## 2.2 Challenges

The main challenges Hungary's VET system is facing include the alignment of VET programmes with labour market needs, the outdated VET infrastructure, the aging VET teacher population, and the high share of dropouts, especially among disadvantaged students (Hungary, 2022).

One of the challenges for the Hungarian vocational education and training system is to keep in sync with labour market needs and address skills shortages in different sectors. VET must adapt swiftly to address rising demand for a knowledge-based workforce capable of navigating advanced technologies like artificial intelligence and automation. Many VET institutions currently base their training offer more on their capabilities rather than labour market needs. Insufficient collaboration with businesses in dual training adds to the challenges, hindering the development of sector-specific competences among students entering corporate environments. The lack of staff motivation and equipment in small and medium-sized enterprises poses barriers to their active participation in dual training initiatives.

Many VET institutions operate in outdated buildings with inadequate ICT equipment and low utilisation rates. The challenges extend to the VET teaching workforce, where an aging demographic could lead to a critical situation in the future number of teachers. Few vocational subject teachers participate in further training in company environments, leading to gaps in technological knowledge. Developing a motivation system unique to VET teachers, linked to performance indicators, remains a challenge. This system does not attract professionals from outside the teaching sector to part-time / full-time teaching roles and does not promote the use of innovative teaching methods.

Hungary has a high rate of early school leaving, at 12.4% in 2022, above the EU target of 9% by 2030. Targeted interventions are needed to keep or reintegrate disadvantaged individuals into the education and training system. The current state of career guidance initiatives is fragmented and often outdated, and so fails to equip students with adequate

information about their future opportunities. The constant challenge is to ensure that individuals receive the necessary education to attain vocational qualifications, enabling them to enter the labour market with skills that are in demand.

### 3. National VET policy priorities

The main strategic framework that guides VET policy developments in Hungary is the Medium-term VET policy strategy for the renewal of VET and adult education, and the response of the VET system to the challenges of the fourth industrial revolution. This [VET 4.0 Strategy](#), approved by government decree in March 2019 and revised in November 2023, aims to reform vocational education and training for both young people and adults.

The VET 4.0 Strategy provides the basis for the measures outlined in Hungary's national implementation plan, prepared in response to the 2020 Council recommendation on VET and the Osnabrück declaration. It sets the following key priorities:

- a) creating dynamic learning environments in VET to support green and digital transition;
- b) further developing dual training;
- c) improving flexibility, inclusion and lifelong learning initiatives;
- d) strengthening quality assurance in VET.

## 4. Main policy developments and progress 2020-23

### 4.1 Creating dynamic learning environments in VET to support green and digital transition

Hungary has outlined specific measures in its national implementation plan aimed at fostering a dynamic learning environment within VET. These initiatives encompass the development of modern infrastructure, contemporary VET content and providing VET teachers with up-to-date skills. All these measures are aligned with the overarching focus on fostering transition to digital and green technologies.

By 2023, [Hungary's 21st century VET school development programme](#), with an initial investment of approximately HUF 20 billion (about EUR 53 million) had revitalised numerous VET centres piloting the programme across the country. Launched in 2019, and currently under expansion with support from the Recovery and resilience fund (RRF), this nationwide initiative aims to renovate at least 15 State-owned VET institutions by 2027. Focused on addressing challenges presented by digitalisation and Industry 4.0, the programme prioritises an attractive learning environment with an accent on energy efficiency, greenhouse gas reduction, and renewable energy. It also modernises school workshops, and promotes digital learning environments, including the procurement of tools for innovative teaching methods (Hungary, 2022).

Between 2020 and 2022, the further development of the *KRÉTA* system aimed to improve administrative efficiency, support digital education, and improve communication within the education system. *KRÉTA* is the primary electronic administration system, mandatory for

Hungarian public schools since 2017. Its functions include recording student data, logging educational activities and managing administration. In 2020 new modules were developed for the *KRÉTA* system for VET reporting, VET scholarship, school healthcare, and monitoring functions. To anticipate labour market demands for VET qualifications and inform decisions on VET and adult education, the *KRÉTA* Workforce forecasting system was introduced in 2021. Digital collaboration tools and interactive learning materials have been integrated into the *KRÉTA* platform. In 2022, the dual VET and adult training modules were added, along with a mobile app for learners and parents, providing easy access to student timetables, homework and attendance.

Between 2021 and 2022 a total of 312 digital learning modules were created within the scope of the project [Improving the quality and content of 21st century vocational training and adult education](#). These modules can be used in VET programmes across various occupational fields as they emphasise learning outcomes. From this 312, 227 were designed for VET, while the remainder covered general knowledge. To maintain the high quality of the digital learning contents, external quality assurance measures were implemented, resulting in the accreditation of 52 of these resources by the end of 2022. The accredited modules are accessible through the *KRÉTA* system. The [incorporation of sustainability criteria into the programme and outcome requirements](#) for all qualifications was also underway in 2022. A specialised sustainability subject was introduced in secondary schools for the 2022/23 school year, aiming to raising student awareness of the well-being of people and the sustainability of the planet (ReferNet Hungary, Cedefop, 2022).

In 2023, the range of CPD courses for VET teachers has expanded significantly, with over 160 courses made available. This growth follows the launch of the [VET teacher further training system \(OTR\)](#) in 2021. The CPD courses cover a broad spectrum, including digital and foreign language competences, [application of the recently developed digital learning modules](#), enhancement of professional skills, methodological training, smart and sustainable development, green skills, project-based learning, examination methodology and inclusive education. Emphasising training in the corporate environment, the programme ensures VET teachers are updated on Industry 4.0 technological developments. From 1 July, 2021, the minister responsible for VET oversees in-service training of VET teachers. This marks a distinct shift from CPD for teachers in general schools, which is overseen by the minister responsible for education. This adjustment aims to tailor training courses more closely to the specific needs of VET.

## 4.2 Further developing dual training

Hungary aims to strengthen dual training to ensure that young people acquiring a profession gain up-to-date practical knowledge and work experience. The measures include establishing sectoral training centres to facilitate the participation of SMEs in dual VET, providing key IT and administrative support to companies, creating a platform for knowledge sharing, and providing financial incentives for dual training placements.

By 2022, 31 [sectoral training centres \(STCs\)](#) were registered by the Hungarian Chamber of Commerce and Industry, engaging nearly 200 businesses in dual training from 15 different

sectors, particularly SMEs. STCs play a crucial role in implementing the dual VET concept among SMEs, previously a challenge before the 2019 VET Act came into force. In contrast to company training centres, which typically operate within a large company's own workshop, STCs embody collaborative participation. Formed by multiple economic entities, potentially including a VET centre, they collectively address dual training requirements. The 'cluster' operates as a non-profit company, overseeing training organisation, coordination, and administration. Equipment is shared for dual training purposes between members, with the STC investing in technology from its own resources as well. Current efforts focus on establishing additional STCs.

In 2022, the development of the [Dual VET module within the KRÉTA electronic school administration system](#) is enabling dual training providers to administer lessons within the platform, previously available only to schools. This development streamlines administrative processes for dual partners and VET institutions, with the aim of improving the participation of companies in dual VET. Concurrently, the [GINOP-6.1.10 project](#) (Industry 4.0 – Innovative training promoting the shift of the economy), has successfully developed in 2022 a comprehensive system for sectoral training centres. This includes operational models, digital curricula, and an IT system, contributing to the overall improvement of the dual training environment.

[Tax incentives and reduced VET contributions](#) were introduced by the 2021 amendments to the VET Act to encourage company participation in dual training. This legislative shift includes an increased tax refund for companies involved in dual training, dependent on sectoral classification and the grade of the learner. The dual training provider is also eligible for an additional tax refund if the learner, under a vocational employment contract, successfully completes the vocational exam. Learners participating in dual VET with vocational employment contracts now receive significantly higher monthly payments – approximately three to five times more – compared to the remuneration under the previous apprenticeship contract.

To foster [knowledge sharing among companies engaged in dual training](#), sector skill councils organised multiple meetings throughout 2022. These events provided a platform for educational entities, including VET centres, dual training sites, and economic stakeholders, to exchange experiences and gain first-hand insights into the dual training system of large companies like AUDI, Pick and Unicon. Interactive discussions facilitated the exploration of good practices in relation to dual VET and gathered valuable opinions on the functioning of the existing system.

### 4.3 Improving flexibility, inclusion and lifelong learning initiatives

Hungary aims to foster a flexible VET system that has a special focus on addressing the needs of disadvantaged individuals. The measures encompass alternative learning pathways tailored for diverse learners, strategic efforts to enhance the permeability and flexibility of VET, skills development programmes for adults, and incentives to participate in lifelong learning.

In the 2021/22 school year, approximately 2 000 students, a notable increase from the previous year's 1500, participated in alternative learning pathways, such as the orientation preparatory year, 'springboard' class, and school workshop programmes. Following a pilot



phase in the 2020/21 school year, these [alternative pathways](#) in IVET became available nationwide in Hungary, helping disadvantaged students and those without a qualification to (re)access vocational education. The orientation year is a preparatory year in IVET, developing key competences and guiding students in informed decisions about their future VET programme choices. The 'springboard' class targets people aged 15 and above lacking primary education, offering basic competence development for progression to the school workshop programme. This programme offers a flexible 6 to 24 month out-of-classroom learning environment conducted in small groups under the guidance of a master. Completion of the programme allows participants to obtain a partial vocational qualification. Between 2021 and 2022, a SharePoint platform was developed to support knowledge sharing among teachers engaged in the alternative learning pathway programmes; specific methodology and tailored modules within the *KRÉTA* electronic school administration system were also developed. These flexible programmes are designed for learners who may not thrive in traditional learning environments.

Learning groups have been established to [reduce the number of VET learners leaving education without a vocational qualification](#). In the 2021/22 school year, approximately 2000 learning groups were established across IVET schools in Hungary. These groups have been formed following an initial assessment of 9th grade students; they received targeted support resulting in an 8-10% improvement in participant performance. Initiatives to address early school leaving included mentoring for Roma students, activities addressing peer exclusion and bullying, talent management, programmes promoting constructive leisure and learning activities, and initiatives fostering school engagement. Continuous communication with family and child welfare services ensured seamless information exchange about at-risk learners.

To support disadvantaged students in VET, the [scholarship scheme for IVET learners](#) has been expanded. While the general scholarship has been available to all IVET students since the 2020/2021 school year, to support the acquisition of a first vocational qualification listed in the national register of vocational qualifications (nationally referred to as *Szakmajegyzék*), the *Apáczai* Scholarship serves as an additional incentive for disadvantaged learners. Starting from the second semester of the 2021/22 school year, the *Apáczai* Scholarship has been introduced for students in the 9th and 10th grades of technicum and VET school. The allowance ranges from HUF 16 000 to 34 000 (EUR 46 to 97) per month and is determined based on the academic performance of the applicants. A total of HUF 4 billion (EUR 11 million) has been allocated until August 2023 for this initiative. Beyond financial assistance, mentoring is also included in the budget, to support young people in achieving better academic results (ReferNet Hungary, Cedefop, 2021).

From 31 May 2021, adult learners participating in training programmes have the opportunity to apply for a [State-supported, interest-free study loan](#). This initiative addresses financial challenges for adult learners, offering loans up to HUF 500 000 (EUR 1 250). To qualify, the adult training course must be at least 3 months long, with at least 20% of the training fee to be covered by the learner. The loan is paid directly to the adult training provider in two instalments: at the beginning and at the half-way point of the course. This new financial support aims to make adult learning more accessible and affordable, and open the doors to people who want to improve their skills and knowledge.

For the 2022/23 school year, the scope of the [certified technician programme](#), originally introduced in the 2021/22 school year in pilot schools, has been extended to 42 technicums across 23 VET centres. The programme has partnered with 17 universities in different economic sectors, especially engineering, IT and economics. The local curricula are jointly prepared by a technicum secondary school and a higher education institution on the basis of a cooperation agreement and delivered in the last 3 years of the 5-year technicum programme. Those with a certified technician qualification can gain up to 30 credits when enrolling in higher education or even shorten the duration of their HE programme. Students can continue their practical training in the same company as they continue studies in a higher education institution. This approach emphasises a connection between academic learning and real-world industry needs and contributes to the permeability of the VET system.

#### 4.4 Strengthening quality assurance in VET

Hungary has made progress in the further development of its quality assurance system in VET, marked by the introduction of a quality management system for VET providers, developments in the methodology for validation of informal and non-formal learning, the establishment of accredited examination centres, and the development of the VET career tracking system.

A new [quality management system \(QMS\) for VET providers](#), distinct from general education, was introduced in 2022; a self-assessment handbook for vocational education and training institutions, effective from January 2022 was published. Aligned with EQAVET and stemming from the comprehensive VET reform of 2019, this initiative aims to improve the quality of VET. By 31 August 2022, VET institutions had implemented their own quality assurance systems, with dual VET providers also revising their quality management approaches. The system includes self-assessment of institutions and school leaders every 2 years, evaluation of VET teachers every 3 years, and external evaluation every 4 years, overseen by the IKK Innovative Training Support Centre. Both self-evaluation and external evaluation adhere to the same set of criteria, expectations and respective indicators.

A study on the quality assurance system for the validation of non-formal and informal learning was finalised in September 2021, as part of the project [Improving the quality and content of 21st-century vocational training and adult education](#). In 2022, a methodological guide for validation experts was developed. These developments were based on the results of a pilot programme completed in November 2020, including the testing of the measurement tools for the validation of work experience, prior knowledge and competences for 700 adults. Although the pilot programme was successfully completed in 2020, a nationwide validation system has not yet been implemented due to the negative impacts of COVID-19.

The number of [accredited examination centres \(AECs\)](#) has steadily increased, reaching 63 by the end of 2022, with 36 affiliated with VET centres. Accreditation is currently under way for the remaining examination centres affiliated with VET centres; in 2021 all VET centres submitted their accreditation applications. As a transitional measure until the end of 2025, VET institutions are allowed to organise vocational examinations for the qualifications they offer. However, starting from the specified date, VET exams for qualifications listed in the Register

of vocational occupations and for the adult training qualifications can only be conducted by AECs, as mandated by the Vet Act of 2019. This regulation is designed to improve VET quality. In 2022, an electronic examination system was introduced, accompanied by the development of an operational model for the functioning, financing, and accreditation of AECs, signalling the commitment to modernise assessment.

To obtain relevant data regarding the alignment of LM and VET, the [development of the VET career tracking system](#) progressed in 2022. The initiation of the first data linkages enabled the analysis of the indicator set by the Council of the EU on the employment rate of young VET graduates from the 2020/21 school year. In April-May 2022 a survey engaged over 11 000 students across 442 VET institutions within the framework of the system. The questionnaire targeted three groups: Grade 9 learners, those aged 16 and above, and graduates. It explored their motivation for choosing VET, satisfaction levels with their training, and future plans post completion. The VET career tracking system anonymously tracks the labour market and educational careers of VET and adult education graduates for 9 years.

## 5. Statistical information in relation to EU targets

Hungary shows a mixed performance on EU targets in VET. While surpassing the Council Recommendation target employment rate for recent IVET graduates (20 to 34-year-olds) with an impressive 87.4% in 2022, exceeding the EU target of 82%, the country falls short in work-based learning. Only 32.3% of recent IVET graduates (20 to 34-year-olds) experienced work-based learning in 2022, significantly below the 60% EU target set in the Council Recommendation of VET by 2025. On the positive side, Hungary excels in developing a lifelong learning culture, with 62.2% of adults (aged 25-64) having engaged in learning within the last 12 months, surpassing the EU average of 39.5% and the 47% target set by 2025 in the Council Resolution on the European Education Area.

Table 1. **European vocational education and training policy dashboard: Hungary**

Type of indicator <sup>(1)</sup>	Indicator	Last available year	HU	EU-27	Policy Document	EU target (year)
<b>VET for developing a lifelong learning culture</b>						
Progress	Adults (25 to 64 year-olds) with a learning experience in the last 12 months (%)*	2022	62.2	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%)	2022	42.1	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2022	2.4 <sup>u</sup>	13.2	Skills Agenda	20% (2025)
Context	Employment rate for 20 to 64 year-olds (%)	2022	80.2	74.6	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2022	12.4	9.6	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15 to 29 year-olds (%)	2022	10.8	11.7	ESPR Action Plan	9% (2030)
<b>VET for Resilience, transitions, sustainability and excellence</b>						
Progress	Adults (16 to 74 year-olds) with at least basic digital skills (%)	2021	49.1	53.9	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20 to 34 year-olds) (%)	2022	87.4	79.7	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20 to 34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2022	32.3	60.1	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25 to 34 year-olds with tertiary attainment (%)	2022	31.9	42	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2022	9.8	10.7	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2022	1 750	95 284	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2022	193.6 <sup>e</sup>	9 370.2 <sup>e</sup>	2030 Digital Compass	20 million, with convergence between men and women (2030)
<b>VET for the European Education Area</b>						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%)**	2021	0.2	2.1 <sup>dV</sup>	Council Rec on VET Skills Agenda	8% (2025)
Context	Average number of foreign languages learned in IVET	2021	1 <sup>bd</sup>	1.2		

Available flags: b – break in time series, d – definition differs, e – estimated, u – low reliability, V – Cedefop estimate.

\* Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training)

\*\* Provisional estimates affected by the Covid19 pandemic

Source: Cedefop. [European VET policy dashboard](#)

(1) [Definitions](#) on the type of indicators are available.

## 6. Conclusion

Hungary's priorities defined in its national implementation plan, in line with EU priorities for VET, are marked by significant developments between 2020 and early 2023. These priorities include creating a dynamic learning environment, stimulating the further development of dual training, promoting flexibility, inclusion and lifelong learning, and further developing the quality management system in VET.

In pursuit of a dynamic learning environment, multiple VET centres have been renovated up to 2023. The expansion of the programme to additional State-owned VET centres, currently in the preparation phase, will contribute to meeting 21st century standards in VET. Significant IT developments to the *KRÉTA* electronic school administration system, including workforce forecasting and additional functions, are simplifying VET school administration and signalling evolution towards an integrated VET information system. The incorporation of sustainability criteria into programme and outcome requirements of IVET qualifications, along with the development of digital learning modules applicable across different IVET qualifications, emphasise Hungary's commitment to the twin transitions. The further development of digital learning materials will contribute to adapting VET for the digital transition.

To stimulate the development of dual training, Hungary has supported the establishment of 31 sectoral training centres (STCs) by 2022, fostering collaborative participation among nearly 200 businesses across 15 sectors. IT developments expanded the functions of the *KRÉTA* school administration system with Dual VET module in 2022 and improved the dual training environment, particularly benefiting SMEs. Legislative changes in 2021, such as tax incentives and reduced VET contributions, aimed to promote company engagement. Continuing the establishment of knowledge centres, a unique type of training centre in dual VET, in the following years would boost collaboration between upper secondary VET and tertiary education, contributing to the excellence of VET.

To improve flexibility, inclusion and lifelong learning, Hungary in the 2021/22 school year, expanded the pilot programme to a nationwide initiative for the newly introduced alternative VET programmes, such as the orientation preparatory year, springboard class, and school workshop programmes. This expansion benefited approximately 2,000 students, improving VET accessibility. To address early school leaving, mentoring initiatives and other activities promoting school engagement helped students in approximately 2000 learning groups. The scholarship scheme for IVET learners was expanded in the 2021/22 school year, introducing the *Apáczai* Scholarship with a HUF 4 billion (EUR 11 million) allocation until August 2023. Adult learners gained access to State-supported, interest-free study loans as of 2021, aiming to make adult learning more accessible. Developing a streamlined and transparent system for career guidance activities, involving parents, students, teachers, and companies, will contribute to a more effective approach, aiding the reduction of early school leaving. In the 2022/23 school year, the EQF level 5 Certified technician programme, an IVET programme, expanded to 42

technicums, partnering with 17 universities to bridge academic learning and industry needs, strengthening the permeability of the VET system.

In 2022, a new quality management system (QMS) for VET providers was established, in line with EQAVET standards. VET institutions completed the implementation of their quality assurance systems by August 31, 2022, incorporating self-assessment every 2 years, VET teacher evaluation every 3 years, and external evaluation every 4 years. Simultaneously, a study on the quality assurance system for validation was concluded in September 2021, complemented by a 2022 guide on training experts in validation. Further work on implementing a system of validation of non-formal and informal learning at a national level would shorten the duration of adult training courses and facilitate individual access to further training and career progression. The number of Accredited Examination Centres (AECs) reached 63 by the end of 2022, with continued accreditation for those affiliated with VET centres. The establishment of an examination databank would contribute to increasing the implementation of uniform examination requirements.

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