

VET 4.0

MID-TERM POLICY STRATEGY FOR VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION

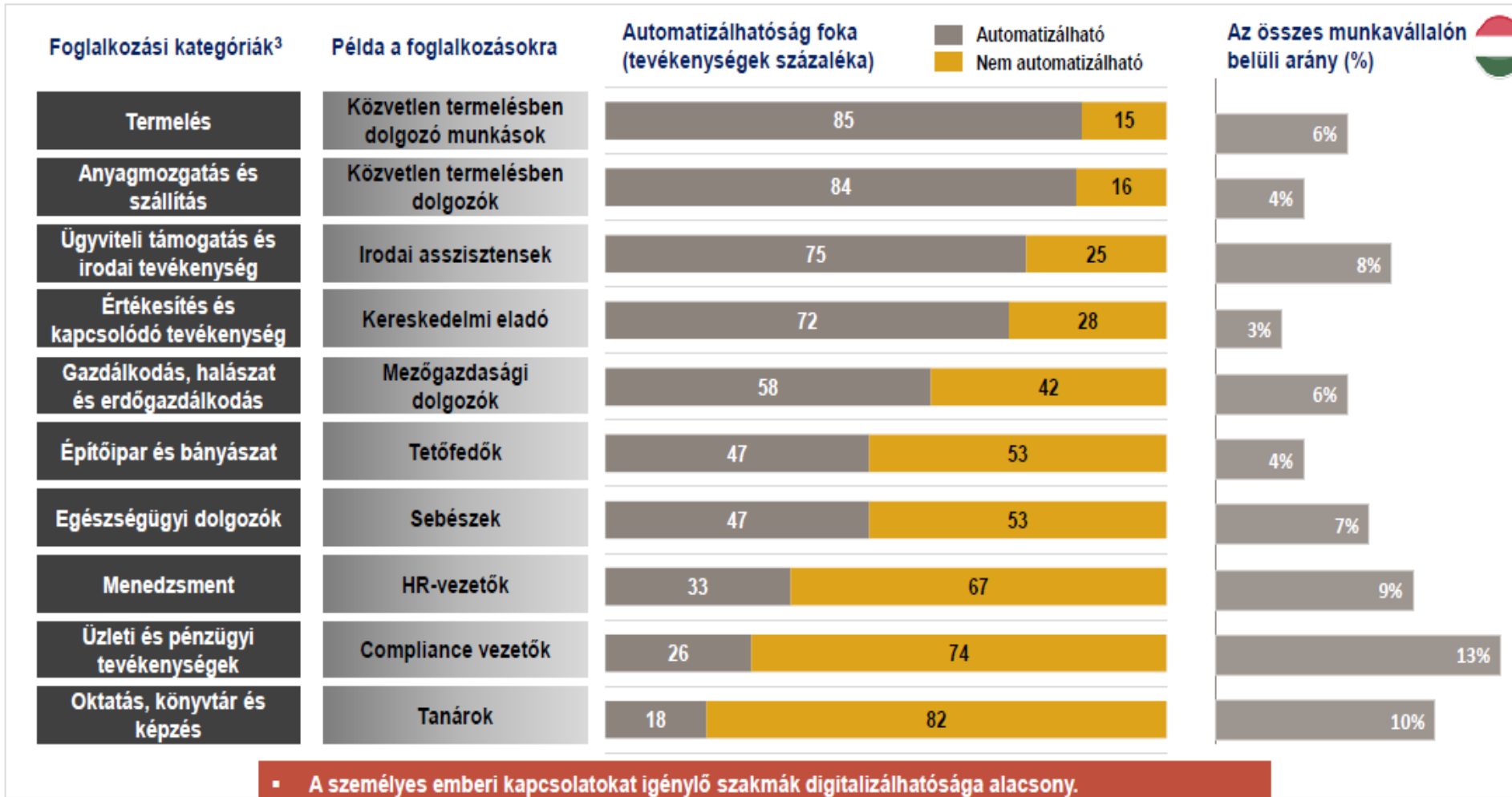


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MINISZTERIUM



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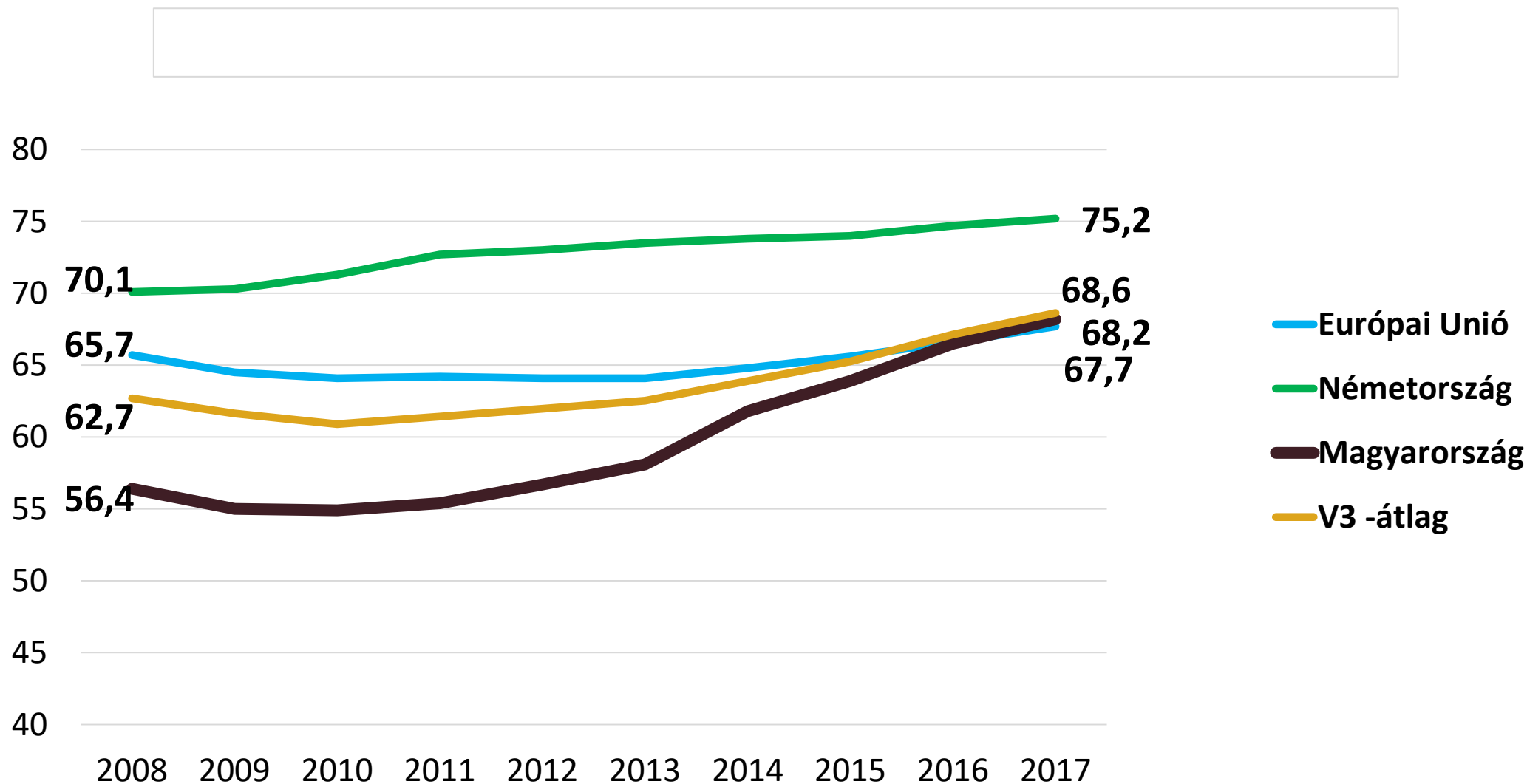
Modification of EACH and EVERY occupation due to Industry 4.0... not to talk about 5.0 !



Source: McKinsey (2018)

1

Employment rate at a high level in Hungary = the reserves of labour force lessen



2

The present Vocational Education and Training System.

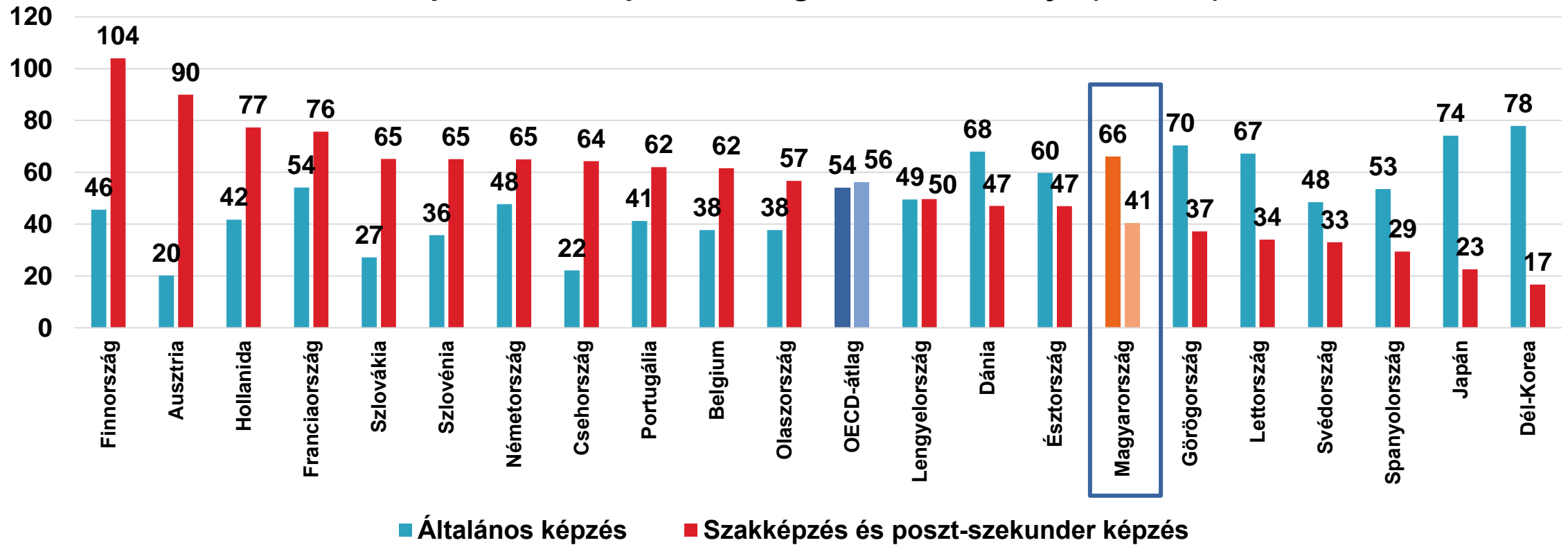
Main features and challenges



2

In international comparison, the rate of VET students at Upper Secondary level is not high

Középfokú szakképzésben végzett diákok aránya (2014, %)

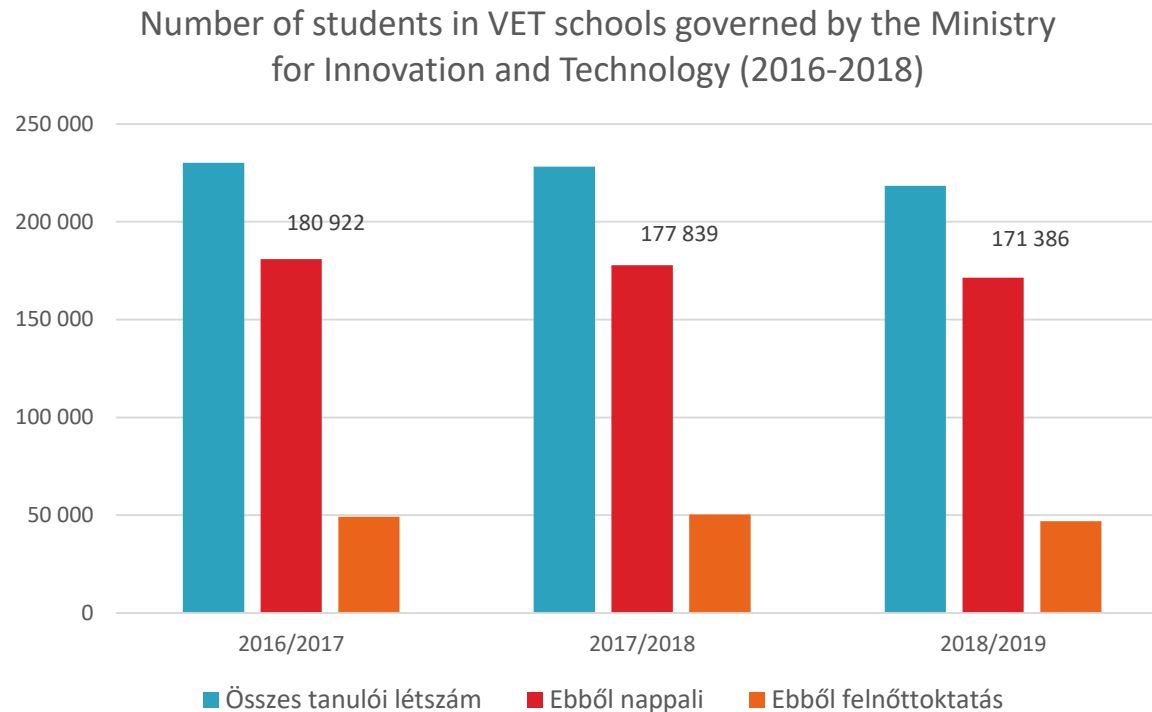


A jelenleg tervezett beavatkozások képesek lesznek jelentősen javítani az arányokon.

2 VET schools' system – those governed by the Ministry for Innovation and Technology

44 VET Centres, 381 Schools, 238 VET Qualifications.

The number of students in full-time education is over 170000

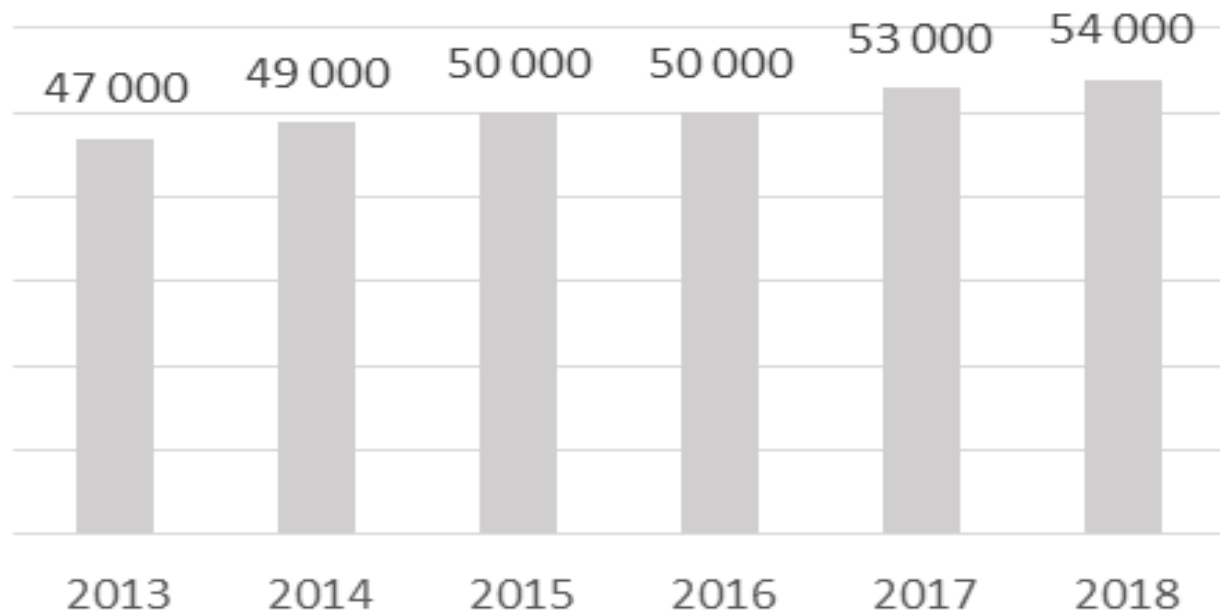


Adult education in school-based system is adding to the number of VET students.

Besides the declining number of students, policy gives more attention to the following goals: avoiding skills mismatches/qualification-job mismatches and to reducing ESL or SLQ = School Leaving without a Qualification.

2

State of the Art of the Dual VET system



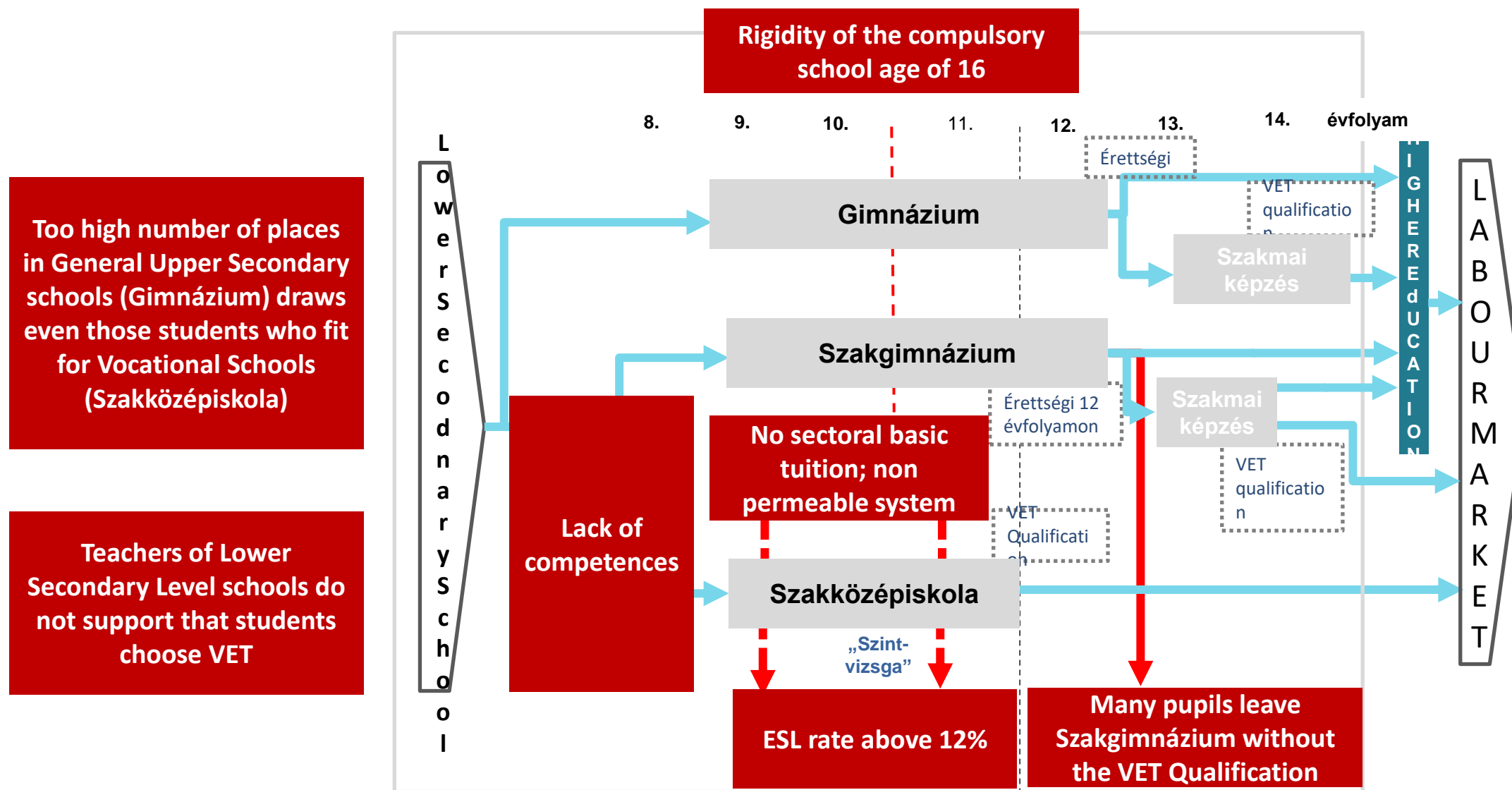
Change in the number of Apprentices 2013–2018
Source: Chamber of Commerce and Industry, 2018

Year 2019: out of 145000 VET students, the number of Apprentices is 56000.

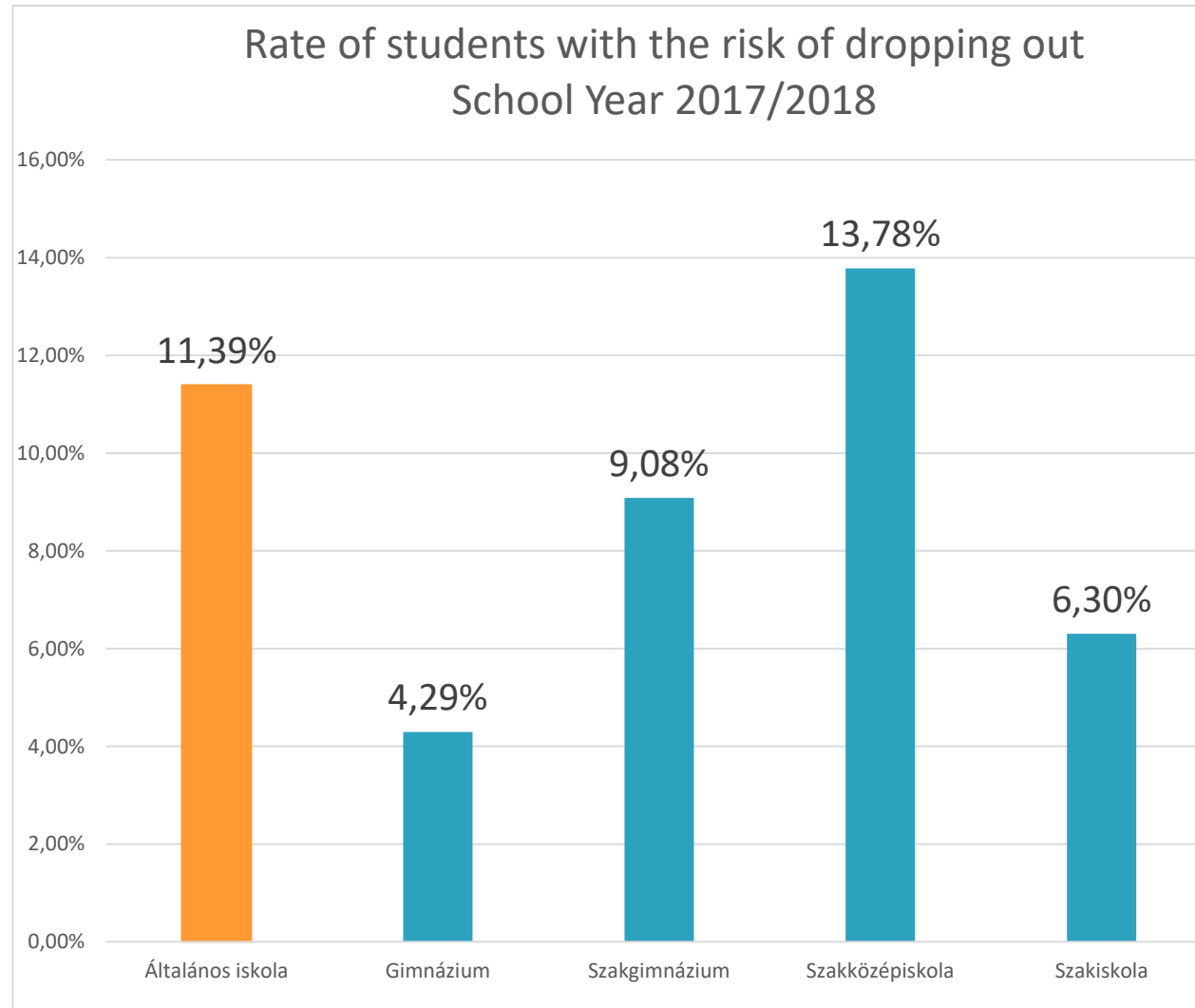
In the school year 2017/18, students of VET schools (szakközépiskola) is 74000. Out of them, 35600 = 48,1% are Apprentices, while at the level of Technicians, this rate is much less: 20% are Apprentices of all students.

2

Challenges of the present VET system

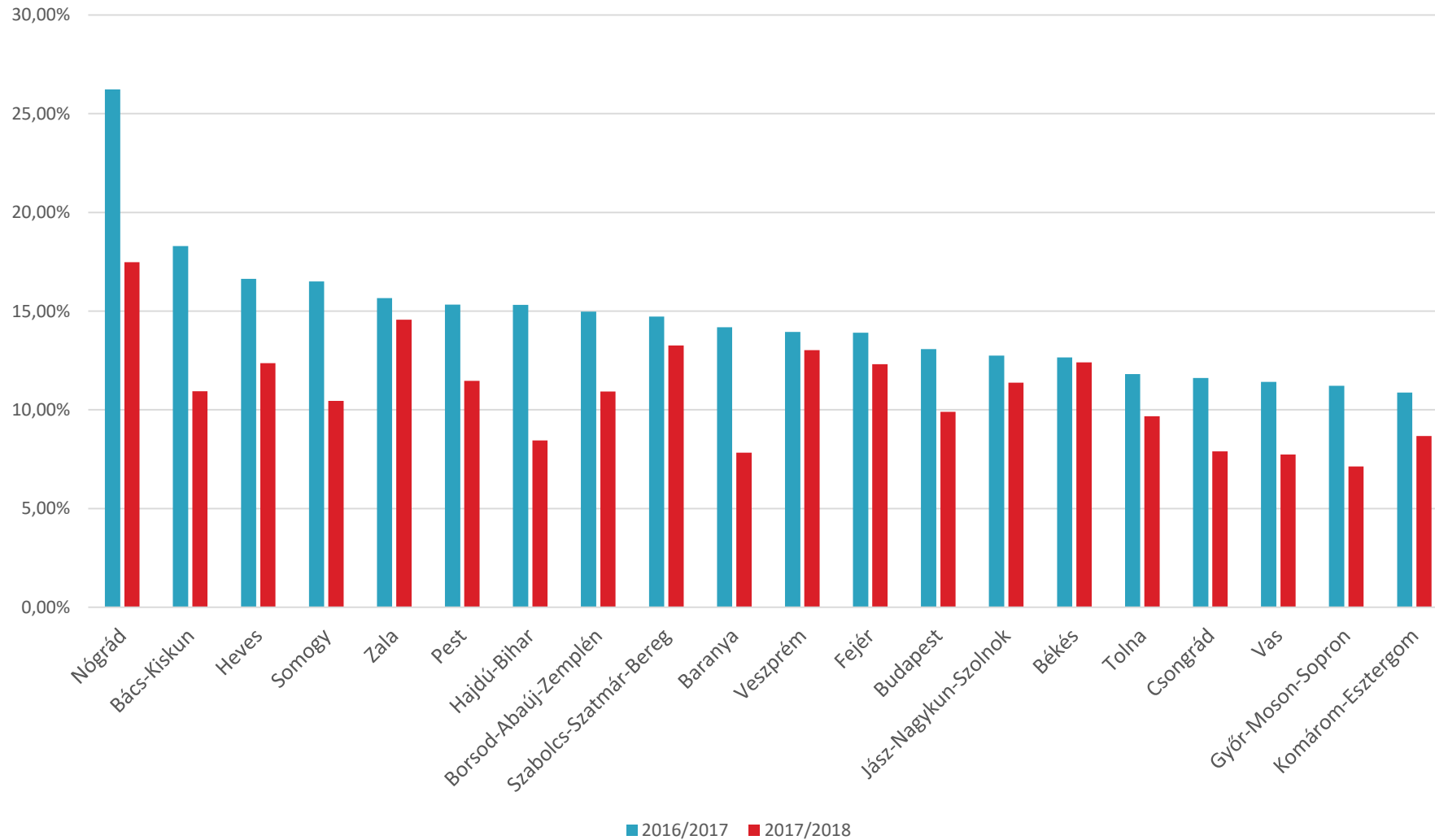


Students with disadvantaged background



2

Students with the risk of ESL by county



Forrás: Oktatási Hivatal, 2018

2

Challenges of the present VET system

1. Lack of sectoral skills needed for Dual VET.
2. Training system driven by the schools' offer.
3. Companies do not provide enough Apprenticeship placements, the number of Apprentices is lagging behind.
4. Regarding career orientation, several organisations work parallel, using considerable funds though this work is not reflected in school-choice data.
5. Infrastructure of the VET schools, although large funds are used, overall, it is still in a bad condition and does not show an attractive learning path and learning environment for students nor parents.

6. High ESL rate of VET students.
7. The system lacks flexibility, governance should be more professional.
8. Upper Secondary VET lacks good cooperation with HE, consequently, many students choose general upper secondary schools (Gimnázium).
9. VET Teachers' (those teaching Vocational subjects) participation in company-based CPD trainings is low. VET teachers leaving the teaching profession is high, for jobs in industry and the private sector, for higher wages.

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in other words:

how would we like to see VET by 2030 in Hungary?



Vision

Providing each Hungarian citizen at least one VET qualification with the criteria of this based on the requirements of the labour market, and providing modern VET skills.

Mission

In favour of citizens' personal wellbeing and their future, as well as of economic growth of the Hungarian economy, the mission is to provide modern professional skills based on the development of vocational and key competences.



Three pillars of VET



STRENGTHENING OF VET

ATTRACTIVE ENVIRONMENT

- „21st Century” VET schools programme
- Modern sectoral workshops in VET schools for preparing the Dual VET phase
- Digital educational content

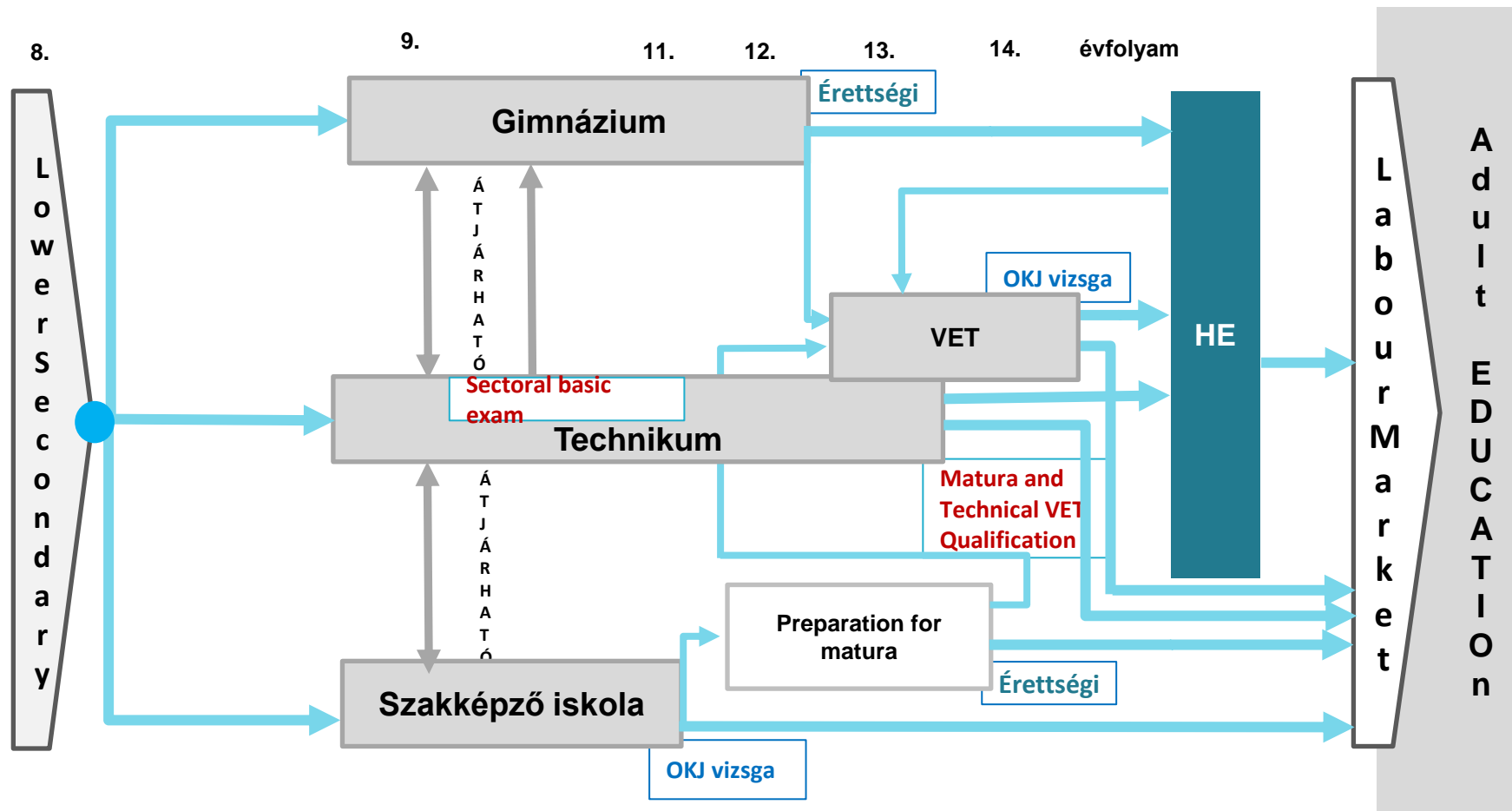
CAREER OPPORTUNITY

- Simple qualifications system for all
- 5 year technical school
- Simplified learning pathway to HE from technical VET schools
- Scholarship system

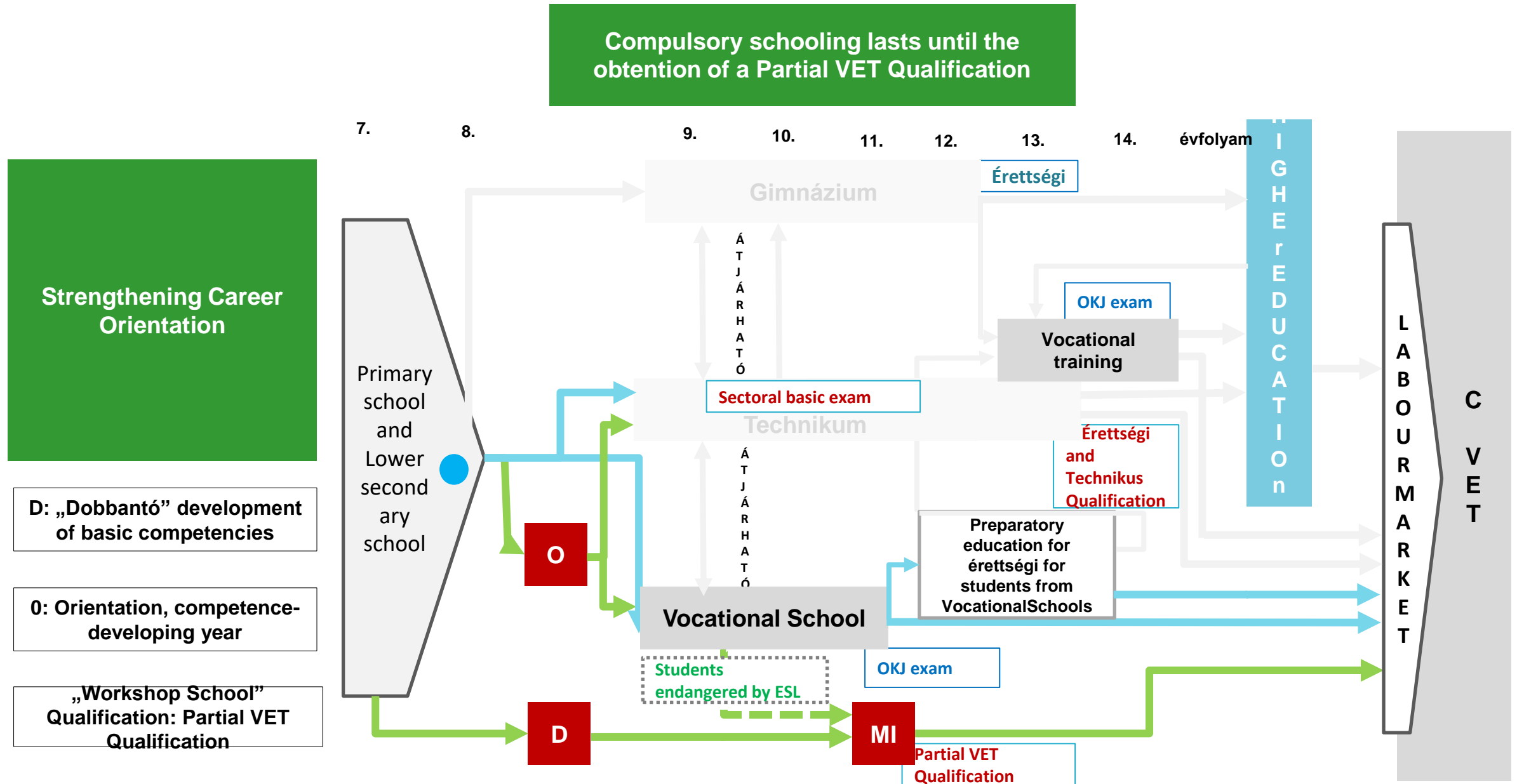
TEACHERS WITH UP-TO-DATE SKILLS

- Teachers with up-to date skills and knowledge
- Engineers working at companies having the possibility to teach in VET schools
- VET teachers’ CPD courses at companies

New system of VET



New system for reducing ESL in VET



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Measures of VET 4.0

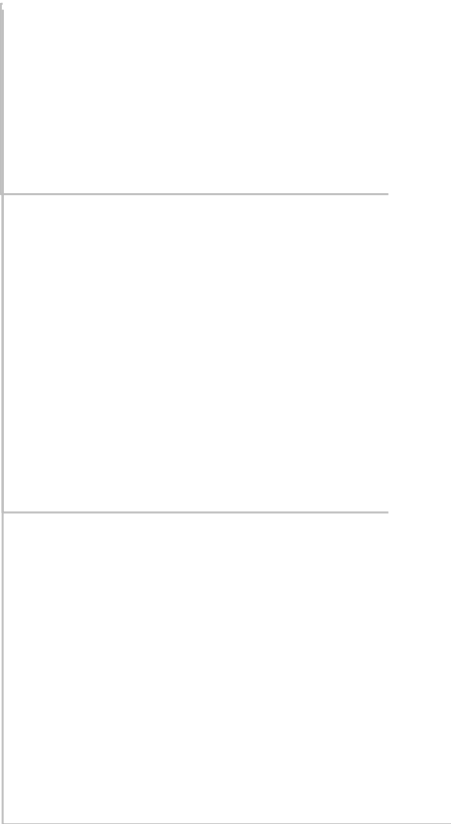


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10 AREAS OF DEVELOPMENT

40 INTERVENTIONS

40 KEY INDICATORS

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- Definition of VET skills and educational content by the **Sectoral Skills Councils**, upon the real needs of the Labour Market.
- **Rationalisation of the National Register of Qualifications** according to international trends.
- During learning each VET Qualification, **digital skills and Industry 4.0 skills** are embedded.
- Sector-based skills provision at the beginning of VET provision.

Indicator

Less than 200 VET Qualifications

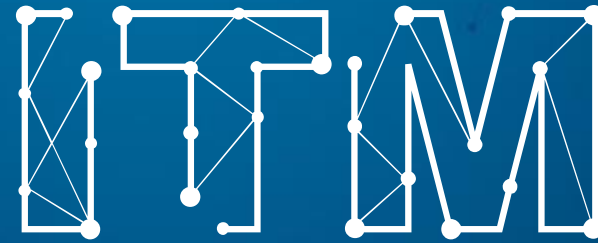
Coordination and renewal of the career orientation system



- **Coordination** of local and national level institutions' projects, actions.
- Targeting **Generation „Z”**, intense marketing of VET learning pathway.
- **Career counselling system**
- **Pilot: Göd 2.0 Project**

Related output
indicator:

Reaching 50000 pupils in Lower Secondary Education



Thank you for your attention.

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