

Hungary

Overview of the Vocational Education and Training System

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Title: Hungary: overview of the Vocational Education and Training System in 2006

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Abstract:

This is an overview of the VET system in Hungary. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2006. Later editions can be viewed from August 2007 onwards at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Hungary

THEMATIC OVERVIEWS



01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

The main legislative body of the Hungarian Republic is the Parliament whose 386 members are elected by the people for 4 years. The Parliament elects the President, the representative head of the state, and the Prime Minister, the head of the government exercising the executive power.

The process of decentralization in the public administration system has been ongoing since the change of the political system in 1989, and local governments are now empowered with significant rights and duties in organizing the life of local communities, including the field of education and training. The mid-level public administration units are the 19 counties and the capital city of Budapest. Since 1999, in accordance with EU requirements, 7 regions have been established for planning-statistical and development purposes to deal with one or more counties (including the capital city) as 1 unit of territorial development from social, economic or environmental aspects. In addition, within each of these regions, also statistical sub-regions were identified covering settlements of similar socio-economic background. Regional level organisations play an increasingly important role also in the development of vocational education and training (see section 03).

The prime education policy objective of the development of VET is to serve the needs and demands of the labour market that underwent a major restructuring in the 1990s (see section 0103), facilitate employment and reintegrate the large number of working-age inactive people to the labour market, and to contribute to the development of a knowledge-based society. Planning and forecasting that serve as the bases of policy development are, however, rather limited due to several factors, including significant differences in labour market needs and demands according to the size of enterprise and region, fast development of alternative employment forms, size and openness of the economy (dependency on foreign capital), and weakness of social partner mediation.

0102 - POPULATION AND DEMOGRAPHICS

The area of Hungary is 93 030 km² and its population was 10 097 549 in 2005. The vast majority of people are ethnically and linguistically Hungarian (Magyar), but there are also Roma, German, Croatian, Slovak, Romanian and other minorities.

In line with the European trends, the population of Hungary is ageing, and, owing to declining birth rates and relatively high death rates, has also been decreasing since 1981. Natural decrease has been partly counterbalanced by migration gain since the early 1990s. These demographic trends have their implications on education and training. On the one hand, the number of students studying in vocational training schools within public education has decreased - although it was partly compensated by the expansion of secondary education (the growing number of students in secondary vocational schools, see section 0104) - which leads the problem of how to make effective use of existing school capacities. On the other hand, the demand for adult education programmes is expected to grow considerably in the future.

Table 1: Demographic trends				
	2005	2010	2020	2025
TOTAL	10 097 549	9 976 792	9 741 229	9 613 265
AGED 0-24	2 901 721	2 711 971	2 453 059	2 413 589
AGED 25-59	5 043 708	5 019 445	4 742 278	4 657 660
AGED 60+	2 152 120	2 245 376	2 545 892	2 542 016

Source: Hungarian Central Statistics Office (*Központi Statisztikai Hivatal*)

Another specific feature of the Hungarian population that has an effect on VET is the low level of internal mobility within the country due to factors like regional differences in the cost of apartments, deficiencies in the transportation system and in the network of public roads. This limits labour market planning based on mobility and the regional level planning of VET.

0103 - ECONOMY AND LABOUR MARKET INDICATORS

The structure of the economy and of the labour market underwent a major transformation after the change of the political system in 1989, and as a consequence, the proportion of employment decreased in agriculture and the industry and increased in the service sector. In 2005 the majority of the economically active population worked in the services (62.53%), 1/3 (32.31%) in industry, and 5.16% in agriculture.

The transformation process was accompanied by dramatically increasing unemployment rates in the 1990s: it was the highest in 1993 when it reached 11.9% of the economically active population, and then it stabilized in the second half of the decade at around 5-6%. Although unemployment rates increased in the past year (from 6.1% in 2004 to 7.2% in 2005, 6.9% for men, 7.5% for women), currently the greatest challenge is the low employment rate of the population (in 2005 it was 57.3% for men, 44.2% for women, and 50.5% for the total 15-74 aged population). The unemployment rate of young people (aged 15-24) has been rising for the past years; in 2005 it was 19.1%.

In 2004 public spending on education was 5.39% of the GDP (3.93% for public education and 1.01% for higher education). In terms of total public expenditure, 11.43% was spent on education in 2004.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

The educational attainment of the population has been improving in the last decade and the average level of educational attainment of the economically active population has approached that of the EU average (see Table 1 for the current figures for Hungary). The proportion of people with at most ISCED 2 level qualifications is lower, while of those with upper and post secondary qualifications is higher than the EU average, although the rate of people having the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) awarded at the secondary school leaving examination is only 30% (EU: 43%).

Currently, the vast majority (around 95%) of students complete the 8 grades of primary school (*általános iskola*, ISCED 2A) by at most 16 years of age which may in part be due to the extension of compulsory schooling to 16 years of age (which is to be further extended to 18 years concerning those who started primary education in 1998 and later) and the possibility of repeating every school year. There was a significant expansion of

secondary education in the 1990s, initiated primarily by the growing social demand for upper secondary school types awarding the maturity certificate and the interest of secondary schools to maintain the same level of the number of the students. The rate of people with tertiary level qualifications has been continuously increasing in line with the expansion of higher education which was even larger than in secondary education, but their proportion is still lower than in most member states.

Table 1: Population aged 25-64 by highest level of education attained (2004)				
	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL
HUNGARY	24%	59%	17%	100%

Source: Eurostat, Newcronos, Labour Force Survey

The proportion of early school leavers - percentage of the population aged 18-24 with at most lower secondary education and not in further education and training – is somewhat lower than the EU average (see Table 2). In addition to reasons mentioned above, this may be explained in part by the opportunity to obtain the first (and in the period of 1999/2005 also the second) vocational qualification free of charge in full time public education and also in an adult training course supported by per capita funding. However, the high number of drop-outs is a significant problem for certain disadvantaged groups and in certain institution types, especially in the upper secondary level vocational schools (*szakiskola*).

Table 2: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training					
	2000	2001	2002	2003	2004
EU-25	17.3	16.9	16.6	16.1	15.7
HUNGARY	13.8	12.9	12.2	11.8 ¹	12.6

Source: Eurostat, Newcronos, Labour Force Survey

¹ Break in series. In 2003 there was a methodological change in the collection of the data in terms of sample design. Until 2002 the sampling frame of the Labour Force Survey (LFS) consisted of the 12 775 enumeration districts (EDs) of the 1990 census. From January 2003 to June 2004 the sample of the LFS consisted of 2 parts. One part still kept using the EDs of 1990 census, while the other part got sampled from the address register of 2001 census. From June 2004 all of the sampled addresses come from the register of the 2001 census.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

STRATEGIES

In the past years the renewal and modernization of vocational education and training in line with the new socio-economical needs and demands has been gaining strategic importance in Hungarian educational policy. The development objectives and measures regarding the system and content of VET, including training awarding state recognized vocational qualifications, higher education and adult training, have been defined in various sectoral strategies and government resolutions.

Higher education is currently under a major transformation in relation with the Bologna process and the Hungarian Universitas Programme (see section 0407). The most immediate tasks of the development of adult training aiming at a qualified labour force that can easily adapt to the changes of the society and the challenges of the labour market, thus facilitating the development of a knowledge-based and competitive economy and also the realization of equal opportunities for everyone, have been defined in the 1069/2004. (VII.9.) government resolution (see section 05).

STRATEGY OF THE DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING

The Strategy of the Development of Vocational Education and Training concerning VET providing state recognized qualifications of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) within or outside the formal school system as well as other vocational trainings was accepted in 2005. Its main objective is to ensure the provision of high quality VET in accordance with the individual and social demands of the 21st century that will contribute to the social-economical development of Hungary and prepare the individual for a successful career through the development of her/his capacities. The reform measures defined in the 1057/2005 (V. 31.) government resolution target:

- a. Providing quality VET for everyone through restructuring the VET system according to the needs of the users, improving the accessibility of VET, creating modern teaching/learning materials for VET, and modernizing the training of teachers and trainers;
- b. Developing a more cost efficient system of financing and governance through improving the possibilities for users to advocate their interests, making more efficient use of resources and improving the allocation of capacities, and developing the institutional system of VET; and
- c. Developing the information and statistical system of VET.

STRATEGY FOR THE ENHANCEMENT OF LIFELONG LEARNING

Most recently, a Strategy for the enhancement of lifelong learning has been accepted by the Hungarian government for the period ending in 2013 that provides for an overall development programme focused on the development of individual competences. This strategy abandons the sectoral approach linked to the existing institutional systems in favour of one that proposes government responses to social and economic problems as a whole. The LLL strategy and the related 2212/2005 (X.13.) government resolution aim

at constituting a consensus-based ground for the action programmes and action plans of a variety of sectors that would provide for development in a system-like manner.

The LLL strategy defines the priorities and the key areas of development as follows:

- **Priorities:**
 - Enhancing the equal opportunity promoting role of education and training;
 - Strengthening the links between education, training and the economy;
 - Application of new governance methods, political procedures;
 - Improvement of the efficiency of education and training systems, increasing the overall national expenditure on education;
 - Quality improvement of education and training.
- **Key areas of development:**
 - Development of basic skills and key competences in public education;
 - A key to adaptability: a wide and rich variety of learning opportunities in vocational, higher and adult education;
 - Continuous broadening of learning opportunities (ICT, in-company training, informal learning and alternative modes of delivery);
 - Career guidance, counselling and monitoring;
 - Recognition of informal and non-formal learning;
 - Support for disadvantaged and vulnerable groups on the labour market (prevention of drop-outs, chance for entering LLL);
 - Adaptation of a new teaching/learning culture (new teacher roles, quality culture).

DEVELOPMENT PROGRAMMES

The development of the content and system of vocational education and training defined in these strategic documents is currently supported primarily through the national Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) and the Human Resources Development Operational Programme (HRD OP) of the I National Plan of Hungary governing the utilization of EU Structural Funds assistance.

VOCATIONAL SCHOOL DEVELOPMENT PROGRAMME

The SZFP originally planned for the period of 2003/2006 but extended to 2006/2011 and more schools (90 is expected) aims to improve the competences of vocational school graduates, increase the market value of their qualifications and the prestige of vocational schools. The programme involves 4 general components and 4 thematic projects as follows:

- (A) General education and vocational grounding;
- (B) VET Methodology;
- (C) Reintegration of disadvantaged students;
- (D1) Self-development of schools and (D2) Quality improvement.

The thematic projects are called Foreign languages (English and German), Vocational school Measurement-evaluation, Vocational school career orientation, and Information technology in vocational schools. Component A, B and C all include (in accordance with the profile of the given component):

- content development: developing curricula, teaching materials, background materials for teachers (study guides, exercises, dictionaries, etc.);
- human resources development: offering further training, study tours and training support for teachers, trainers, and school managers; and
- equipment development: establishing and upgrading the material conditions for training (equipment procurement).

Component D has links to all the other three components.

HUMAN RESOURCES DEVELOPMENT OPERATIONAL PROGRAMME

The HRD OP encompasses developments in the fields of employment, education and training, social and health services. Its measures related to the development of education and training within and outside the formal school system, implemented through central programmes or tendering, are as follows:

- Measure 1.1. Preventing and tackling unemployment;
- Measure 1.2. Developing the Public Employment Service (*Állami Foglalkoztatási Szolgálat*);
- Measure 1.3. Promoting the participation of women in the labour market and the reconciliation of work and family life;
- Measure 2.1. Ensuring equal opportunities for disadvantaged pupils in education;
- Measure 2.2. Promoting social inclusion through the training of professionals working in the social field;
- Measure 2.3. Improving the employability of disadvantaged people, including the Roma;

- Measure 3.1. Promoting the development of skills and competencies necessary for lifelong learning;
- Measure 3.2. Developing the content, methodology and structure of vocational training;
- Measure 3.3. Developing the structure and content of higher education;
- Measure 3.4. Training promoting job-creation and the development of entrepreneurial skills;
- Measure 3.5. Developing the system of adult training;
- Measure 4.1. Developing the infrastructure of education and training;
- Measure 4.2. Developing the infrastructure of services supporting social inclusion.

One of the most influential projects is implemented within HRD OP Measure 3.2.1. (component called The new vocational training structure) aiming at the renewal of the content and structure of VET awarding OKJ qualifications based on an analysis of the Hungarian employment structure and the development of a modular vocational training system.

The major objective of the programme is strengthening links between education and training and the economy through:

- adjusting the OKJ to the demands of the labour market;
- decreasing the number of vocational qualifications available in the 21 occupational groups (*szakmacsoport*, see Table 1 in section 0403) by setting up a modular system of qualifications;
- ensuring mutual concordance between the OKJ and the unified job classification system (*foglalkozások egységes osztályozási rendszere*, FEOR); and
- establishing a system in which participants may receive complete vocational qualifications within or outside the school system, and which also provides for: continuing training periods through awarding partial and specialized qualifications as well.

The modular system of the OKJ will ensure the better structure and linkage between IVET and CVET, the obtainment of transferable skills, the development of a uniform system of validating and recognizing prior learning, and the opportunity to flexibly and quickly react to changes in the labour market and adapt the content of qualifications accordingly.

VET in accordance with the new OKJ will be introduced from September 2006 in 2 occupational groups in the member schools of the newly established integrated regional vocational training centres (*térségi integrált szakképző központ*, TISZK). The foundation of TISZKs that would serve in the future as modern, flexible and fully utilized centres of vocational practical training and examination and would coordinate and harmonize the

training offer and operation of their member (6-8) schools has been supported through HRD OP Measures 3.2.2. and 4.1.1.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

The administrative system of vocational education and training in Hungary is rather complex due to several reasons:

- VET within the school system can be provided both in public and higher education whose administrative structures vary greatly;
- the administrative system of public education is highly decentralized;
- regulations concerning the administration of VET offered outside the school system differ significantly from those concerning school-based VET;
- the definition of the content of VET awarding a state recognized qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) falls under the competence of several ministries.

In accordance with the Act LXXVI of 1993 on Vocational Education and Training, the overall responsibility ("sectoral management") for VET lies with the Minister of Education (*Oktatási Miniszter*) who is, pursuant to the Act LXXIX of 1993 on Public Education and Act CXXXIX of 2005 on Higher Education, responsible also for the sectoral management of the systems of public and higher education to which VET providers within the school system belong. Currently the Act CI of 2001 on Adult Training charges the Minister of Employment and Labour (*Foglalkoztatáspolitikai és Munkaügyi Miniszter*) with the sectoral management tasks connected to adult education and training. Other ministers have responsibilities regarding the content of VET: they are in charge of defining the professional and examination requirements (*szakmai és vizsgakövetelmény*) and developing the content of central curricula of OKJ qualifications within their field.

The National Centre of Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont, OKÉV*), a central budgetary state administration agency, assists in supervising the operation of the public education system at national and regional level. The head office and seven regional offices of OKÉV perform tasks related to organizing the national maturity examination (*érettségi vizsga*), conducting national surveys and inspections, compiling the national registers of experts and presidents of vocational examination boards, accrediting textbooks, and performing quality assurance functions.

At national level the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*) and the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület, FAT*), both organizations involving the representatives of the social partners and professional associations, perform tasks related to institution and programme accreditation and quality assurance functions in the field of higher and adult education, respectively.

There are furthermore 2 national professional centres/service providers performing development (curricula, qualification requirements, methodology, etc.), coordinating, research, information centre and counselling tasks in the field of VET and of adult

education: the National Institute of Vocational Training (*Nemzeti Szakképzési Intézet, NSZI*), and the National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*).

Tasks related to the coordination of tenders of the Ministry of Education from national and EU funds and the management of the training sub-fund of the Labour Market Fund (*Munkaero-piaci Alap, MPA*) are performed by the Fundmanager Directorate of the Ministry of Education (*Oktatási Minisztérium Alapkezelő Igazgatósága, OMAI*).

The traditional mid-level public administration units, the counties are charged with the provision of services related to public education that local governments (*helyi önkormányzat*) are not obliged to provide (such as upper-secondary VET). Adult training programmes and the institutions providing them have to be registered at the county labour centres (*megyei munkaügyi központ*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) that can inspect their lawful operation afterwards.

At the local level, school maintainers include local and county governments, state agencies, churches, foundations, etc. The maintainer of a public educational institution is responsible for the lawful operation of the institution and it approves its internal regulations as well as its educational and pedagogical programmes. In higher education the maintainer supervises the operation and the effectiveness of the professional work of colleges/universities which enjoy wide-ranging autonomy in both administrative and pedagogical matters.

Public education institutions providing VET - vocational training schools (*szakképző iskola*) - enjoy autonomy in professional-pedagogical matters, supervised by the head of the institution. Adult training providers are free to develop and provide their training programme if registered at the local county labour centre, and they have to accredit their institution and/or their training programme by the FAT only if they want to receive public subsidy.

Table 1: Summary table of the most significant bodies involved in the administration system of VET			
	VET IN PUBLIC EDUCATION	VET IN HIGHER EDUCATION	VET IN ADULT TRAINING
CENTRAL LEVEL	Ministry of Education Ministries in charge of vocational qualifications OKÉV NSZI OMAI	Ministry of Education Ministries in charge of vocational qualifications MAB NSZI OMAI	Ministry of Education Ministry of Employment and Labour Ministries in charge of vocational qualifications FAT NFI NSZI
REGIONAL LEVEL	Regional offices of OKÉV County municipalities		County labour centres of the ÁFSZ
LOCAL LEVEL	Local municipalities Maintainers of vocational training schools Vocational training schools	Maintainers of higher education institutions Colleges/Universities	Adult training providers

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

The provision of vocational education and training – except for higher education not considered legally as part of vocational education (*szakképzés*) and the so-called trainings regulated by public authorities (*hatósági képzés*) - is regulated by Act LXXVI of 1993 on Vocational Education and Training. This act established the framework of a transparent system of VET through setting up the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) by merging former registers to include vocational qualifications recognized by the state at each available level, and regulating the process of defining the professional and examination requirements (*szakmai és vizsgakövetelmény*) of each OKJ qualification. The Act on Vocational education and training and the related ministerial decrees regulate the provision of vocational training programmes awarding an OKJ qualification provided within or outside the school system, as well as of other vocational programmes that do not award a state-recognized vocational qualification.

The operation, administration, and financing of institutions providing IVET within public and higher education are regulated by Act LXXIX of 1993 on Public Education and Act CXXXIX of 2005 on Higher Education, while the provision of adult training outside the formal school system is regulated by Act CI of 2001 on Adult Training.

Some further important laws and decrees include:

- Act LXV of 1990 on the system of self-governments and on local self-governments.
- Act IV of 1991 on Facilitating employment and provisions to the unemployed.
- Act LXXXVI of 2003 on the vocational training contribution and the support of the development of training.
- 24/2004. (VI. 22.) Decree of the Ministry of Employment and Labour: on the detailed rules of the accreditation procedure and requirements of adult training institutions and programmes.
- 8/2006 (III.23.) Decree of the Minister of Education on the conditions of providing VET and on the operation of the professional advisory board of regional integrated vocational training centres.

0303 - ROLE OF SOCIAL PARTNERS

The involvement of social partners in the decision- and policy making processes of vocational education and training is wide ranging. At national level there are several councils involving social partners established by the law to serve as forums for professional dialogue and the conciliation of interests, including:

- National Council for the Conciliation of Interests (*Országos Érdekegyeztető Tanács, OÉT*), set up to cooperate in defining strategies for VET;
- National Vocational Training Council (*Országos Szakképzési Tanács, OSZT*), a consultative-advisory body established in 1995;

- Higher Education and Scientific Council (*Felsooktatási és Tudományos Tanács*, FTT), a professional advisory board of the Minister of Education in development, financing and research and development matters of higher education;
- National Adult Education and Training Council (*Országos Felnőttképzési Tanács*, OFKT), set up to assist the work of the Minister of Employment and Labour in tasks related to adult training through consultation and policy-development.

At national level, the development of the professional and examination requirements (*szakmai és vizsgakövetelmények*) of vocational qualifications of the National Qualifications Register (*Országos Képzési Jegyzék*, OKJ) has been assisted by qualification sub-committees of the relevant stakeholders in the 21 occupational groups (*szakmacsoport*, see Table 1 in section 0403) since 2001. Pursuant to Act CXXXIX of 2005 on Higher Education, proposals of the training and outcome requirements (*képesítési és kimeneti követelmények*) of a new higher education training programme have to include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsooktatási Akkreditációs Bizottság*, MAB, see section 0301), the social and labour market oriented justification of the new programme, and the opinion of professional associations, employers and ministries involved in the specific field.

At regional level, the regional development and training committees (*regionális fejlesztési és képzési bizottságok*), coordinated by the National Centre for Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont*, see section 0301), are developing regional strategies of the development of VET and assist in the tendering of public subsidies from the decentralized section of the training sub-fund of the Labour Market Fund (*Munkaero-piaci Alap*, MPA). The county labour councils (*megyei munkaügyi tanács*) serve as forums for the county level conciliation of interest concerning VET and the allocation of public subsidies for the training of disadvantaged adults.

The 2 chambers of economy (Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) play an important role in VET at national, sectoral and also local level. The chambers, in cooperation with the national economic interest representative organizations, organize and develop the requirements of the master examination, participate in the development of the professional and examination requirements of OKJ qualifications, and perform various quality assurance tasks related to IVET provided within the school system (monitoring apprenticeship and other kinds of practical training, organizing level exams, participating in vocational examinations).

At local level enterprises are entitled to deliver training and assess students of vocational training schools within the framework of alternance (cooperation-agreement, *együttműködési megállapodás*) or apprenticeship (*tanulószerződés*) training.

Pursuant to a recent amendment to the Act LXXVI of 1993 on Vocational Education and Training, professional consultative bodies of 9-15 members involving the social partners have to be established in every vocational training school training more than 500 students as an average in the past 3 years and in the newly established regional integrated vocational training centres (see section 0201).

Table 1: Summary table of the roles fulfilled by the social partners in vocational education and training		
	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY, DECISION MAKING, DIRECT/INDIRECT)
NATIONAL LEVEL	Strategy and policy-development (OET, OSZT, FTT, OFT)	Advisory (indirect)
	Defining professional and examination requirements (OKJ qualification sub-committees)	Advisory (direct)
	Accreditation and quality assurance (MAB)	Advisory (direct)
REGIONAL LEVEL	Strategy-development and tendering development funds (regional development and training committees).	Advisory (direct)
	Allocation of funds for training disadvantaged adults (county employment councils).	Advisory (direct)
SECTORAL LEVEL	Defining professional and examination requirements (MKIK, MAK)	Advisory (direct and indirect)
ENTERPRISE LEVEL	Provision of practical training and students' assessment (enterprise).	Decision-making (direct)
	Monitoring practical training of students of vocational training schools (local relevant chamber of commerce).	Decision-making (direct)

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

Education in Hungary is compulsory from the age of 5 (last year of kindergarten, *óvoda*) until the age of 16 in the case of students who began their primary school studies before 1st September 1998, and - pursuant to an 2003 amendment of the Act LXXIX of 1993 on Public Education - until the age of 18 for those who began their studies in 1998 or later. Compulsory education at pre-primary, primary and secondary levels is provided within the system of public education (*közoktatás*) whose operation is the duty of the state, while school maintainers include local governments as well as churches, foundations, individuals, etc. Tertiary level education is offered in higher education (*felsooktatás*) which is available and provided free of charge for everyone subject to capabilities and performance. The different types and levels of public and higher education programmes are presented in Annex 1.

See the following attachment.

[ANNEX 1](#)

PATHWAYS OF IVET

Since 1998, in accordance with the 1996 amendment of the Act on Public education, vocational education and training can be commenced in the 11th grade, i.e. at the age of 16, in one type of upper secondary public education institutions at the earliest.

There are 2 types of vocational training schools (*szakképző iskola*) - vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*) – which admit pupils typically upon completion of the 8 grades of primary school (*általános iskola*) at the age of 14. However, in compliance with the new regulations, they can provide only vocational preparatory/pre-vocational programmes in their general education grades. The vocational qualifications (*szakképesítés*) obtainable in these schools are those listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). Students of vocational schools enter VET in the 11th grade, at the age of 16, and obtain ISCED 3C or 2C level OKJ qualifications typically at the age of 18. Secondary vocational schools provide VET only to students who have already obtained the maturity certificate (*érettségi bizonyítvány, ISCED 3A*) – awarded at the maturity examination (*érettségi vizsga*) organized at the end of the 12th grade in this school type and in grammar schools (*gimnázium*), or completed the 12th grade. Secondary vocational schools award ISCED 4C level OKJ qualifications in their post-secondary (the 13th and possibly further) VET grades.

A new form of IVET, the so-called higher level vocational education and training (*felsőfokú szakképzés*) was introduced in 1998. These non-degree, tertiary level programmes are organized by higher educational institutions, although they may be provided also by secondary vocational schools based on an agreement between the institutions. The precondition of participating in such courses is having the maturity certificate, and these typically 4-term-long programmes provide VET to students older than the age of 18 to obtain an ISCED level 5B qualification included in the OKJ.

Higher education degree programmes awarding a tertiary level graduation certificate and a qualification (*szakképzettség*) are offered in (public, ecclesiastical and private) colleges (*foiskola*) and universities (*egyetem*) where the general entry requirement is having the maturity certificate. In the current dual system of higher education there are college and university level programmes (ISCED 5A) awarding degrees corresponding to the international BA/BSc and MA/MSc levels, respectively, but these do not build directly on each other. The system of higher education is to be changed gradually from September 2006 when – as the major outcome of the Bologna process – the new multi-cycle training and the BSc/BA-MSc/MA-PhD/DLA qualification structure is introduced (see also section 0407).

Although some of the OKJ vocational qualifications are obtainable only within the formal school system, most are offered also within the framework of adult training (*felnyitképzés*) available for those who have already completed their compulsory schooling. Such VET courses provided by training enterprises, non-profit organizations as well as by public and higher education institutions or state agencies engaging also in adult training (as defined by the Act CI of 2001 on Adult Training) may be classified as IVET in case the participant has not earned a vocational qualification in public or higher education.

However, the state provides for obtaining the first OKJ vocational qualification or degree in public education and in state or ecclesiastical universities/colleges free of charge, and there are also part-time adult education programmes available within the school system at a typically much lower price than adult training courses. IVET in Hungary is therefore provided primarily within the school system in public and higher education. For this reason, and also because the regulations concerning the provision of adult training differ

from those regulating public and higher education, the characteristics of VET provided outside the school system are discussed in section 0502.

DIFFERENCES BETWEEN IVET AND GENERAL EDUCATION

The system of IVET provided within the school system in public education is similar to that of secondary level general education offered in grammar schools in so far as both are regulated by the Act on Public Education, and differs from it in so far as the provision and content of VET is regulated by the Act LXXVI of 1993 on Vocational education and training. Therefore, although there is not much difference between IVET and general education in terms of institutional structure, and of responsibilities, curricula, assessment, etc. related to general education provided in both types of vocational training schools, they do differ in the curricula and the qualifications offered in the vocational education grades of vocational training schools.

There is more similarity between secondary vocational schools and grammar schools in that both types of schools prepare students for taking the maturity examination (*érettségi vizsga*), a prerequisite of studies at higher level, in the 12th grade (therefore only these school types are referred to as 'secondary schools', *középiskola*). Secondary vocational schools, however, offer also VET in their 13th and possible further grades preparing students for the vocational examination (*szakmai vizsga*) that awards an OKJ vocational qualification. In vocational schools students can obtain only vocational qualifications, their graduates therefore have to complete 2 or 3 more years of full or part time general education programmes within the framework of adult education (*felntottoktatás*), in order to pass the maturity examination, before they can continue their studies in higher education or obtain another OKJ qualification of a higher level.

In spite of the above mentioned differences, the law provides for the possibility of switching between the 2 tracks in the general education grades, in compliance with the provisions concerning admission of the Acts on Public Education and on Vocational training, and subject to the preconditions defined in the local curricula of schools. In fact, one of the main reasons for the extension of general education until the age of 16 and the related restructuring of vocational training schools was to extend the time of deciding on a career path and facilitate changing tracks.

0402 - IVET AT LOWER SECONDARY LEVEL

This level of IVET is nonexistent in Hungary since the Act on Public Education defines the 11th grade and the age of 16 as the earliest time when vocational educational and training can be commenced. There is only one exception identified in the law: in vocational training schools preparing students for the vocational examination in a branch of art, VET may be provided parallel to general education. Although VET may start in the 5th, 7th or 9th grade in such schools, a vocational qualification is obtainable only in the 10th grade of vocational schools of art (*művészeti szakiskola*) in case of parallel education, and after passing the maturity examination (*érettségi vizsga*) in secondary vocational schools of art (*művészeti szakközépiskola*).

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE) PATHWAYS

Initial vocational education and training at secondary level is provided by 2 types of vocational training schools (*szakképző iskola*) which are both part of the public education system (*közoktatás*, for an explanation see section 0401):

- vocational school (*szakiskola*), offering 2 years of (primarily) general and typically (depending on the

qualification awarded) 2 years of VET to students aged 14-18; and

- secondary vocational school (*szakközépiskola*), offering 4 years of (primarily) general, and an additional (and optional) 1 or more years of VET to student aged 14-19 (or older).

Vocational education and training awarding a state-recognized vocational qualification of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) is offered only in the VET grades of these schools, but they may provide vocational preparatory/pre-vocational programmes already in their general education grades (mandatory in vocational schools since 2006). The operation of these schools and the content of education and training they provide are regulated by the Act LXXVI of 1993 on Vocational education and training as regards the provision of VET and by the Act LXXIX of 1993 on Public education in every other aspect. Pursuant to the latter, vocational training schools may also operate with VET grades only.

The major difference between the 2 school types is in their objectives and the qualifications they offer. Secondary vocational schools prepare students first for the maturity examination (*érettségi vizsga*) awarding the maturity certificate (ISCED 3A) that is a prerequisite of higher level studies, and then students can choose to continue studies in the VET grades (i.e. at post secondary level) to take the vocational examination (*szakmai vizsga*) and obtain an ISCED 4C level OKJ vocational qualification. Students studying in vocational schools, however, can take only the vocational examination and in lack of the maturity certificate they can attain only an ISCED 3C or 2C level OKJ vocational qualification.

In spite of these important differences, the access requirements, the general characteristics of the curricula of their general education and VET grades, and the forms of assessment do not differ significantly in these two types of vocational training schools, therefore these will be discussed together for both types in the following paragraphs.

IVET pathways in public education do not differ according to the form of practical training: school-based, alternance and apprenticeship trainings (in their Hungarian versions) are all available in both types of schools. Current education policy aims to encourage students, schools and enterprises alike to organize practical training in such a way that its first phase focusing on mastering basic vocational skills should be provided in a workshop (maintained by the school, one or more enterprises, or a regional training centre, *regionális képző központ*). This should be followed by training at a real workplace in the final vocational grade to provide specialized vocational skills and competences.

Although the Act on Vocational education and training permits 2 (legal) forms of practical training organized at an enterprise, the form preferred by the law and education policy is apprenticeship training based on a student contract (*tanulószerződés*, see section 0404). This can be replaced by alternance training only under certain conditions (e.g. if the training is provided at a workshop or the workplace in a budgetary institution), as defined by the Act on Vocational education and training. In such cases the vocational training school is obliged to contract an economic organization for cooperation to provide practical training for its students (official name: *együttműködési megállapodás*, co-operation agreement).

In school year 2004/2005, most of the full time students (74%) in the VET grades of secondary vocational schools received their practical training in a school workshop, 22% participated in alternance training (within the framework of a cooperation agreement), and only 4% in apprenticeship training. Students of vocational schools participated in

practical training outside the school in greater numbers, 36% in alternance and 25% in apprenticeship training. More statistical data on practical training provided in IVET within public education is available in Annex 2.

Pathways, type of learning outcome and providers of IVET within the school system do not differ according to economic sectors either, although some of the vocational training schools may specialize in one field or another (e.g. they may typically provide agricultural trainings, or programmes in commerce and economics, etc).

In school year 2004/2005, vocational schools offered VET in 261 different OKJ qualifications (special vocational schools in 61, see section 0405) and secondary vocational schools in 273 qualifications. The most popular fields of study included the building industry and engineering, hotel and catering industry, wholesale and retail, ICT and nursing.

ACCESS REQUIREMENTS

To gain entry to vocational training schools students typically must have their lower secondary general education (the 8 grades of primary school, *általános iskola*, ISCED 1A-2A) completed, and further access requirements may be defined by the school principal. Schools may admit students based on their performance in primary school and they may also organize an entrance examination with a form and content defined by the school principal. This can be, for example, a centrally regulated written entrance exam based on nationally uniform test questions in maths and the mother tongue. Although - due to the continuous increase of the number of announced programmes in spite of the largely stagnant absolute number of applicants - every year there are more available places than applicants, the number of schools - primarily secondary vocational schools - organizing an entrance exam is increasing.

In addition, the access requirements of OKJ qualifications may include vocational/career aptitude tests or certain medical requirements, as specified by the professional and examination requirements (*szakmai és vizsgakövetelmény*, see below) of the OKJ qualifications offered.

CURRICULA

In compliance with the new regulations, since 1998 only vocational preparatory/pre-vocational training can be provided to students younger than the age of 16. General subjects in the general education grades of both types of vocational training schools are taught in compliance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv*), the recommendations of the framework curricula, and the school's local educational programme based on these. Schools must develop the curricula of the vocational preparatory/pre-vocational training in accordance with the central programmes of the OKJ qualifications (see below) and the requirements of the maturity examination (in secondary vocational schools), and they may follow the guidelines of the framework curricula developed for the 21 occupational groups (*szakmacsoport*, see Table 1 below) by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*). Such preparatory programmes include:

- career orientation (*pályorientáció*) and practical training in the 9th, and “vocational grounding theoretical and practical training” (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen occupational group in 10th grades (in at most 40% of the mandatory teaching hours) of vocational schools where the provision of such training is mandatory since 2006; and

- vocational orientation (*szakmai orientáció*) from the 9th, and “grounding training in an occupational group” (*szakmacsoportos alapozó oktatás*) from the 11th grade of secondary vocational schools.

The framework curriculum for vocational schools recommend 74 teaching hours of career orientation and 222 hours of vocational grounding theoretical and practical training per school year in the 9th grade (total teaching hours: 1 017.5), and 296-370 hours of the grounding training per school year in the 10th grade (total teaching hours: 1 017.5). In secondary vocational schools they recommend 185 teaching hours per school year of grounding training in an occupational group in the 9th-10th grades (total teaching hours: 1 017.5), 296 in the 11th grade (total: 1 110) and 256 in the 12th grade (total: 960).

Table 1: Occupational groups of OKJ qualifications	
No	OCCUPATIONAL GROUPS
1.	Health
2.	Social services
3.	Education
4.	Art, cultural education, communication
5.	Mechanical engineering
6.	Electrotechnology- electronics
7.	IT
8.	Chemical engineering
9.	Architecture
10.	Light industry
11.	Wood industry
12.	Printing
13.	Transport
14.	Environmental protection-water management
15.	Economics
16.	Administration
17.	Commerce-marketing, business administration
18.	Catering and tourism
19.	Other services
20.	Agriculture
21.	Food industry

The curricula of the VET grades, called vocational programmes (*szakmai program*), are also developed by the schools based on the professional and examination requirements of the awarded OKJ qualification and the recommendations of the central curricula (*központi program*) of its vocational subjects (modules), both types of documents published by the minister of the relevant field. The professional and examination requirements of each OKJ qualification define:

- its pre-qualification requirements (including a school graduation certificate and/or medical or vocational/career aptitude requirements);
- duration of the training programme (maximum number of vocational grades);
- the balance of time devoted to vocational theory and to practical work (this varies greatly, from 15%-85%, e.g. in the training of 'clock makers', to 80%-20%, e.g. in the training of 'technical business-organizer technician');
- the most frequent tasks of the occupation the qualification qualifies for and the related professional (learning outcome) requirements; and
- the parts and content of the vocational examination.

The Act on Vocational education and training prescribes that practical training should alternate with theoretical education within a week during the study period, and has to be conducted uninterrupted during the summer vacation time. Typically, however, during the school year 1 week of theoretical instruction alternates with 1 week of practical training which may be delivered in the school workshop and/or at an enterprise workshop or the workplace (see also Annex 2).

See the following attachment.

[ANNEX 2](#)

ASSESSMENT

The performance and achievement of students is assessed continuously by their teachers/trainers as well as at national examinations. The requirements and forms of assessing and grading students, including oral and written tests, and the conditions of progression to higher grades are defined in the pedagogical programme (*pedagógiai program*) of the school. Teachers assess students' performance and advancement in every subject on a regular basis by giving marks during the school year, and by awarding final grades at the end of the term and of the school year. This system of continuous assessment includes applying a 'work log' (*foglalkozási napló*) to monitor practical training: the provider of the practical training has to administer this book which includes the exercises to be assigned, the time provided for them, and the evaluation of students, and the trainer also has to record here the attendance or absence of students every day.

There are national examinations conducted of both general and vocational subjects. The General Education Examination (*alapműveltségi vizsga*), based on the requirements defined by the institution, may be (it is not compulsory) organized at the end of the 10th grade in both types of vocational training schools to provide students a certificate of general education, but only secondary vocational schools prepare students for the maturity examination. The maturity examination organized at the end of the 12th grade is conducted in front of an examination board comprised of school teachers and a president

delegated by the Ministry of Education. This secondary school leaving examination awarding an ISCED 3A level certificate which is the prerequisite of higher level studies is based on nationally uniform requirements. Since school year 2004/2005 it can be taken at either intermediate or advanced level, in 5 subjects of which 4 are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and 1 is optional (which may be a vocational preparatory subject).

Students' achievement in practical training may be assessed by the training provider (with the assistance of the relevant local chamber of economy in cooperation with the economic interest representative organisations and the vocational training school) at a level exam (*szintvizsga*) in the 11th or 12th grade in case of a growing number of (currently 16) vocational qualifications. The objective of the complex exercise assigned at this exam (which is based on the database of exercises, procedural regulations and examination requirements developed by the Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara*) is to measure competencies necessary for working under supervision and the professional and technological skills the student has mastered so far.

At the end of the training programme the OKJ vocational qualification that provides access to the occupation defined in its professional and examination requirements is awarded at the vocational examination in front of an independent examination board. The board includes a president nominated by the minister of the relevant field and representatives of the school and of the relevant local chamber. The form, parts (oral, written, and/or practical) and requirements of the examination are specified in the professional and examination requirements of the given qualification and by the general and procedural regulations of the vocational examination, defined by the Minister of Education in cooperation with the minister in charge.

As Table 2 below shows, the distribution of participants between IVET and general education has changed considerably since 1995. As a consequence of the extension of general education (until the 11th grade of vocational schools and the 13th grade of secondary vocational schools) and also of the decreasing prestige of vocational schools, currently only 15% of students studying full-time at upper-secondary level participate in VET proper.

	1990/1991 ¹	1995/1996 ^{1,2}	2001/2002 ³	2004/2005
IVET	76.11	73.28	15.01	15.01
GENERAL	23.89	26.72	84.99	84.99
TOTAL	100.00	100.00	100.00	100.00

Source: Hungarian Central Statistics Office (*Központi Statisztikai Hivatal*)

¹ Since at this time some VET programmes in secondary vocational schools might have been provided in part also after participants obtained the maturity certificate (*érettségi bizonyítvány*, ISCED 3A), the participation rate of IVET presented here covers some students studying at post secondary level as well.

² The restructuring of the school types providing IVET within public education was ongoing at this time: as its outcome, vocational training schools currently provide only general education in their first two or four grades. Since, however, the available statistics do not always clearly differentiate students of schools providing education in the older or

in the new structure, and the proportion of students studying in schools operating with the new structure should not have been very significant at this time (change to the new structure was compulsory only from September 1998), all students studying in this year in any kind of vocational schools, skilled workers' schools (szakmunkásképző iskola) and secondary vocational schools were considered here as participants of IVET.³ The table presents information for year 2001 instead of year 2000 asked by Cedefop because statistical data concerning participation in public education in school year 2000/2001 are unreliable due to the shift from paper-wise data collection to the electronic system in that year. In this year there were still a number of students (exact number is not available) participating in IVET provided in the old structure (parallel to general education and awarding a qualification not included in the OKJ, who appear in the available statistics in the category of students studying in the 'general education grades', therefore the actual proportion of students participating in IVET is somewhat higher than the number presented in the table.

Source: calculation of the Hungarian National Observatory based on the statistics of the Ministry of Education and the Central Statistical Office (Központi Statisztikai Hivatal, KSH)

However, it should be emphasized that students participating in vocational preparatory/pre-vocational programmes which are typically part of the curricula of the general education grades of both types of vocational training schools are not included in this figure. As Table 3 shows, in school year 2004/2005 65% of full-time students at upper secondary level studied in 1 of the 2 types of vocational training school.

Table 3: Number and distribution of students in full time upper (and post) secondary education by school type (2004/2005)			
		NUMBER	% OF SUBTOTAL
VOCATIONAL SCHOOL	GENERAL EDUCATION GRADES (9 TH -10 TH)	56 014	11.8
	VET GRADES (11 TH -12 TH AND POSSIBLY HIGHER)	62 589	13.2
	TOTAL:	118 603	25.0
SPECIAL VOCATIONAL SCHOOL	GENERAL EDUCATION GRADES (9 TH -10 TH)	4 279	0.9
	VET GRADES (11 TH -12 TH AND POSSIBLY HIGHER)	4 090	0.8
	TOTAL:	8 369	1.7
SECONDARY VOCATIONAL SCHOOL	GENERAL EDUCATION GRADES (9 TH -12 TH)	178 069	37.5
	VET GRADES (13 TH AND POSSIBLY HIGHER)	61345 ¹	n/a (1.0 ²)
	TOTAL:	239 414	n/a

GRAMMAR SCHOOL (9TH-12TH AND POSSIBLY 13TH GRADES)	165 182	34.8
SUBTOTAL (UPPER SECONDARY LEVEL)	474 807	100.0
TOTAL:	531 568	n/a

¹ Including 4584 students participating in IVET (art education) provided parallel to general education in the 9th-12th grades, and 4655 students studying at a vocational school pursuing a vocational qualification of ISCED 4 level (it was possible to organize such training programmes in vocational schools before 2006).

² Referring to those 4584 students participating in IVET (art education) provided parallel to general education in the 9th-12th grades.

Source: statistics of the Ministry of Education and the KSH

0404 - APPRENTICESHIP TRAINING

Apprenticeship training in Hungary as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) concluded between the student and the enterprise is not a separate pathway in IVET. It is rather one form of the delivery of the practical training part of a vocational training programme provided within the school system available at:

- upper secondary level in the VET grades of vocational schools (*szakiskola*, see section 0403);
- post secondary level in the VET grades of secondary vocational schools (*szakközépiskola*, see section 0406); and
- (since January 2006) at tertiary level in higher level VET programmes (*felsőfokú szakképzés*, see section 0407).

Therefore the structure, content and learning outcome of the vocational education and training of students participating in this kind of apprenticeship training is ultimately the same as that of other students studying in a vocational training school (*szakképző iskola*, or a higher level VET course) who receive their practical training in the school workshop and/or at an enterprise based on a cooperation agreement (*együttműködési megállapodás*, see section 0403). However, training based on a student contract has indeed some important specific features and is increasingly promoted by the education policy (especially in the last VET grade, see section 0403) as the form of practical training most convenient to strengthen the relationship between VET and the economy. Therefore, its most important special characteristics are discussed in this chapter.

A major distinction of apprenticeship training is that apprenticeship (student) contracts are concluded between the student (not the vocational training school) and the enterprise, under the supervision of the representative of the competent local chamber of economy who will also continuously monitor the conditions and quality of the training afterwards. The preconditions and content of the contract are defined and regulated by Act LXXVI of 1993 on Vocational education and training and by decrees of the Minister of Education. Through this contract the enterprise is obliged to provide adequate practical training for the student at a safe and healthy workplace, in accordance with the professional and examination requirements of the vocational qualification pursued. The student is likewise obliged to comply with the training scheme of the enterprise and obey

its orders related to the training, and observe the safety and medical regulations. The student contract establishes a legal relationship between the student and the enterprise and it can be terminated only by mutual agreement or by ordinary or extraordinary notice under conditions specified by the law.

Further important characteristics of apprenticeships include the regular monthly payments (during vacation times as well) that the practical training provider has to pay to the student (in case of school-based or alternance training it is only optional but not compulsory, except for the time of the summer continuous practical training). The amount of this payment is 15% of the compulsory minimal wages in the first term of the first VET grade, which has to be increased by at least 10% (or more, depending on the performance and diligence of the student) in each of the following terms. As recent developments show, enterprises tend to use it as an incentive and the amount of the monthly payment may rise to as much as 50% of the minimal wages. In addition, students are entitled to receive social security benefits through their apprenticeship contract, and the time of the apprenticeship training is counted in the time spent in work which is used to calculate pension.

Enterprises and vocational training schools are encouraged by various financial incentives to enter/favour apprenticeship training. Enterprises can apply for the reimbursement of their expenses not covered by their vocational training contribution (*szakképzési hozzájárulás*, see section 1001) from the training sub-fund of the Labour Market Fund (*Munkaero-piaci Alap*). Furthermore, they may reduce their tax base by 20% of the minimal wages each month per each apprentice. The per capita financing system of vocational training schools has also been changed recently so that the per capita funding of vocational practical training was raised to 140% in the first but decreased to 60% in the final VET grade. In addition, schools are entitled to receive a new 20% partial per capita support in case the student participates in apprenticeship training to cover costs related to its quality monitoring and provision of supplementary training in school workshops.

Apart from these peculiarities, there is no difference between apprenticeship and school-based/alternance training discussed in section 0403 in terms of the age of students, programme duration, access requirements, curricula, or assessment procedures, as these are all defined uniformly in the vocational programme (*szakmai program*) of the vocational training school in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmény*) and the framework curricula of the obtainable vocational qualification. Students can enter an apprenticeship contract to receive practical training at an enterprise in the VET grades of vocational training schools, i.e. at the age of 16 at the earliest (in vocational schools, and at the age of 18 in secondary vocational schools). Access requirements are the uniformly defined pre-qualification and medical requirements of the given vocational qualification, and the enterprise can also organize vocational aptitude tests.

Qualifications obtainable by apprentices are likewise the same as those available to the other students of vocational training schools. Apprenticeships, however, are often considered to provide students a better chance to get a job, primarily because they are usually provided in more marketable occupations and also because prospective employers are aware that apprentices had the chance to master the professional and social skills at a real workplace.

Although the law does not differentiate apprenticeship schemes according to sectors/occupation areas/professions, the availability of this form of practical training does vary according to these factors as well as to geographic area. In school year 2005/2006, students of vocational training schools participated in student contract-based trainings in a total of 190 professions; more than 51% of the apprentices, however, were

studying in vocational schools to obtain an ISCED 3 level qualification in 1 of 10 vocations as presented in the table below.

Table 1: Distribution and number of students by qualification studying in apprenticeship training		
VOCATION	STUDENTS	
	NUMBER	%
FOOD AND HOUSEHOLD RETAILER	2 924	9.1
COOK	2 462	7.67
WAITER	1 920	5.98
HAIRDRESSER	1 873	5.83
PAINTER AND WALLPAPERER	1 676	5.22
CARPENTER	1 562	4.86
BODY IRONER	1 216	3.79
BRICKLAYER	1 211	3.77
GARMENT RETAILER	852	2.65
ELECTRICIAN	850	2.65
SUBTOTAL:	16 546	51.52
TOTAL:	32 114	100.00

Source: Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*)

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Keeping young people in some kind of education and training at least up to the compulsory school age, and ensuring that everyone, and in particular disadvantaged students obtain a marketable vocational qualification in order to facilitate their integration in the labour market have been important educational policy objectives in the past 10-12 years. State support provided for young people disadvantaged due to mental or physical disabilities or social status, to ensure equal chances for them in the labour market through VET, includes:

- an opportunity to extend the duration of the VET programme of students with special education needs, ensured by the Act LXXIX of 1993 on Public education;
- an opportunity for disadvantaged students to obtain their 2nd vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) in public education free of charge;

- provision of higher per capita funding to vocational training schools and training providers to educate them;
- provision of adult training courses outside the school system free of charge to unemployed young people and to those without an OKJ qualification, and central state programmes and tenders targeting early school leavers and unemployed young people to train or re-train them in marketable vocations in adult training (see section 0503).

The 2003 amendment of the Act on Public education provides for launching 1- or 2-year “catching-up” programmes (*felzárkóztató oktatás*) in vocational schools (*szakiskola*) to help students who could not finish the 8 grades of primary school (*általános iskola*) until the age of 16 catch up with their age group and prepare them for entering the VET grades.

A related legal measure effective from school year 2005/2006 is the modification of the access requirements of VET so that OKJ vocational qualifications at the level 31-34 (ISCED 3C) may be obtained even by those having no formal school certificate but gained the necessary competences by participating in a VET preparatory programme. The competence-profiles have been developed in 10 occupational groups within the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 0201) and 1-year long catching-up courses are currently being piloted in 23 schools participating in the programme (they will be introduced from school-year 2006/2007 in every vocational school in which there is a demand for it). The modularization of the OKJ qualification structure will increase the flexibility of VET thus facilitating access to disadvantaged people (see section 0201).

There are special and special skills developing vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) available for students in need of special education due to mental or other disabilities, preparing them for the vocational examination awarding an OKJ qualification or providing skills necessary to start working and begin an independent life. Education in special vocational schools is conducted by special education teachers (*gyógypedagógus*) using special curricula, training materials and methods.

Young people without a vocational qualification can obtain their first OKJ qualification free of charge:

- in regular full time education (available until the age of 23, or for students in need of special education until the age of 26) and in full time adult education (see section 0502) in either type of vocational training schools, where disadvantaged students can acquire also their second OKJ qualification free of charge; and
- at adult training providers receiving per capita state support (see section 0503).

There is also an increasing number of state financed programmes provided outside the school system, offering training or re-training in marketable occupations for young unemployed and disadvantaged people with or without a qualification (see section 0503).

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Although secondary vocational schools (*szakközépiskola*) may provide vocational preparatory training in their general education (9th-12th) grades, they offer VET awarding an ISCED 4C level vocational qualification of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) only in the 13th and possible higher grades. The duration of the vocational training programme depends on the OKJ qualification awarded and is defined in its professional and examination requirements (*szakmai és vizsgakövetelmény*).

After passing the maturity examination (*érettségi vizsga*) organized at the end of the 12th grade, secondary vocational school students can choose to continue studies in the VET grades of their school or move on to higher education. Alternatively, those who did not obtain the maturity certificate can still continue studies in the VET grades to obtain an OKJ qualification that requires only the completion of the last grade of secondary school as access requirement. The vocational competences gained through vocational preparatory training in the general education grades can be recognized which may reduce the duration of their training. This kind of IVET is available also to graduates of grammar schools (*gimnázium*) that provides only general education at upper secondary level and prepares students for the maturity examination.

The general access requirement of studying in the VET grades of secondary vocational schools is having obtained the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) or completed the last (12th) general education grade, and there may also be medical/vocational aptitude or vocational pre-qualification requirements as defined in the professional and examination requirements of the given qualification. Otherwise, however, the curricula of VET awarding the OKJ qualification, the available forms of practical training and the forms of assessment correspond to those discussed in section 0403. The ISCED 4C level OKJ vocational qualification awarded at the vocational examination (*szakmai vizsga*) allows access to the labour market in vocations defined in its professional and examination requirements.

Pursuant to Act LXXIX of 1993 on Public Education, secondary vocational schools may operate also with VET grades only, if they prepare students having the maturity certificate for the vocational examination.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary level education offered by higher education institutions includes:

- higher level VET programmes (*felsőfokú szakképzés*) awarding an ISCED 5B level vocational qualification (*szakképesítés*) of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*); and
- higher education programmes awarding an ISCED 5A level degree and a qualification (*szakképzettség*), although Hungarian legislation does not categorize this latter type as vocational education and training (*szakképzés*).

HIGHER LEVEL VOCATIONAL EDUCATION AND TRAINING

Higher level VET is a relatively new form of VET in Hungary. It is available since school year 1998/1999 as the outcome of a PHARE project aiming at strengthening the relationship of tertiary education and the economy and the diversification of the higher education system.

Higher level VET can be organized by colleges (*foiskola*) and universities (*egyetem*), although it may be provided also in secondary vocational schools (*szakközépiskola*), based on an agreement of the institutions. Accordingly, while the provision of VET is regulated by the Act LXXVI of 1993 on Vocational education and training, other aspects of education are governed by the Act CXXXIX of 2005 on Higher Education. There are full- as well as part-time courses available that may be state-financed or fee-charging. The minimum duration of training is 4 terms, and the same or longer in alternative delivery modes.

The general precondition of pursuing studies in higher level VET is the maturity certificate (*érettségi bizonyítvány*, ISCED 3A) and there may be other (e.g. medical or vocational aptitude) requirements specified in the professional and examination requirements (*szakmai és vizsgakövetelmény*) of the given qualification. Institutions define their access requirements based on the results achieved at the 2-level maturity examination and in secondary school.

The curricula of higher level VET courses are developed by the institutions in accordance with the professional and examination requirements of the given OKJ vocational qualification published by the minister of the relevant field. As in the case of all OKJ vocational qualifications, these requirements define the maximum duration of the training programme, the balance of time devoted to theoretical and practical training, the competences to be achieved, and the requirements of the vocational examination (*szakmai vizsga*). Practical training is provided in similar forms as described in section 0403 (student contracts, *hallgatói szerződés*, are available from 1st January 2006).

The ISCED 5B level OKJ vocational qualifications (*felsőfokú szakképesítés*) obtainable upon passing the vocational examination (their number is currently 63) do not provide a higher education graduation degree, but give access to the labour market in occupations defined in their professional and examination requirements. Around 80% of graduates, however, tend to continue their studies in a higher education degree programme where a number of credits (minimum 30, maximum 60) obtained in higher level VET must be recognized in a BA/BSc programme of the same field.

HIGHER EDUCATION DEGREE PROGRAMMES (FELSOFOKÚ VÉGZETTSÉGET ADÓ FELSOOKTATÁSI PROGRAMOK)

In relation with the Bologna process the Hungarian higher education system is under a major transformation. A new Act on Higher Education (Act CXXXIX of 2005) is effective from 1st March 2006 and the new multi-cycle training structure will be introduced gradually from September 2006.

In the current dual system there was a basic difference between college and university education in so far as university undergraduate programmes typically provided deeper theoretical education, while college undergraduate programmes were more practice oriented. Accordingly, college programmes typically lasted for 6-8 terms and awarded a college degree and qualification (*foiskolai oklevél*, ISCED 5A) equivalent to the international BA/BSc qualification, while university programmes lasted for 10-12 terms and provided participants with a university degree and qualification (*egyetemi oklevél*, ISCED 5A) corresponding to an MA/MSc qualification.

To gain entry to any higher education degree programme applicants must have had the maturity certificate and the institutions defined their access requirements based on the results achieved at the 2-level maturity examination and in secondary school. As regards the fields of study (humanities, natural sciences, agriculture, medical science, economics, information technology, legal and social administration, technology, social, military, public order, art studies, physical education, and teacher training), training programmes often existed at both levels, but college and university education did not build directly on each other and transfer from one programme to the other even in the same field was rather difficult.

In the new multi-cycle training structure colleges and universities may offer training programmes in every training cycle in full and part time (evening, correspondence) education and distance learning in both state-financed and fee-charging forms.

The first cycle of higher education (6-8 terms) will provide a BA/BSc degree and qualification (ISCED 5A). To gain entry applicants must have the maturity certificate and other admission requirements will be defined by the higher education institution based on the applicant's achievement at the maturity examination (higher education institutions providing training in the given training field will together specify the subjects which will have to be taken at advanced level) and in secondary school. Medical and vocational aptitude tests as well as a practical examination may be organized by the institutions in certain training programmes.

Master level education (2-5 terms) awarding an MA/MSc degree and qualification (ISCED 5A) will be available only for those having a BA/BSc degree and qualification. In 6 training programmes (medical doctors, veterinaries, pharmacists, dentists, lawyers, and architects), however, students will continue participating in non-divided training, i.e. their training programme of 10-12 terms will directly award an MA/MSc degree. In the field of art education the introduction of the multi-cycle training structure is delayed by 1 year.

Pursuant to the 289/2005. (XII. 22.) government decree, the curricula of the first and master cycle programmes, including the study and examination requirements, are defined by the higher education institutions in their "training programmes" (*képzési program*), based on the training and outcome requirements (*képzési és kimeneti követelmények*) of each programme published by the Minister of Education in decrees. These requirements specify the level of degree and name of qualification (*szakképzettség*) obtainable, duration of the programme in terms, the number of credits to be gained, the training objective, the vocational competences to be mastered, the main fields of study and the requirements concerning foreign language skills.

BA/BSc programmes include a training phase common to all programmes of the given training branch (*képzési ág*) and may provide training in various specializations (*szakirány*). Practical training is part of every training programme and the government specifies those in which 1-term long external professional practice must be organized. The curricula of MA/MSc programmes include mandatory subjects, subjects chosen on a mandatory basis as well as optional subjects, and practical training. The training and outcome requirements of these programmes define the first cycle programmes whose total credit value is recognized and specify the special conditions of recognizing prior learning achieved in other BA/BSc programmes.

Forms of assessment are defined by the higher education institutions in line with the study and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution. Students' performance may be assessed during the study (*szorgalmi időszak*) and the examination period (*vizsgaidőszak*) that together make up a term. As a general rule, periodic (usually mid-term and end of the term) assessment is typical in theoretical subjects, while

assessment is continuous in practical subjects. Since 2003 the use of the European Credit Transfer System (ECTS) is mandatory in higher education.

First and master cycle programmes award BA/BSc and MA/MSc degrees and qualifications that qualify graduates for the occupations defined in their training and outcome requirements. The criteria to be met to obtain these qualifications include having a state recognized foreign language proficiency certificate and the attainment of the final certificate (*abszolutórium*) upon fulfilling all the study and examination requirements and accomplishing the professional practice prescribed in the curriculum. The final examination (*záróvizsga*) is conducted in front of an Examination Board involving a president and at least 2 other members (1 university/college professor or associate professor and at least 1 member not employed by the institution). The final examination includes defending a thesis/diploma work and may have oral, written and practical parts.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

There is a main legal differentiation among the currently available forms of adult education and training between school based adult education (*iskolai rendszeru felnottoktatás*) and adult training provided outside the school system (*iskolarendszeren kívüli felnottképzés*). The major difference between the two forms is that participants of general education or VET provided within the school system are students in respect of their legal status and that school based adult education is offered by state-recognized public and higher education institutions whose operation is governed by Act LXXIX of 1993 on Public Education and Act CXXXIX of 2005 on Higher Education, respectively. People can participate in adult training provided outside the school system only if they have already completed their compulsory schooling, and they do not have the legal status of students; their consumer rights are protected by a training contract, pursuant to Act CI of 2001 on Adult Training that ensures a general regulatory framework for this sector of education.

In both forms – except for higher education which is not considered as part of *szakképzés* (vocational education) and the so-called trainings regulated by public authorities (*hatósági képzés*) - the provision of VET is governed by Act LXXVI of 1993 on Vocational education and training. Pursuant to it, the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) was established in 1994 to include all state recognized vocational qualifications, thus providing a unified qualification system linking IVET and CVET.

Adult education within the school system offers full and part-time learning opportunities for adults who could not obtain a certain level of formal school graduation certificate or an OKJ or higher education qualification during their compulsory schooling, or who want to attain a higher level or more specialized qualification. This kind of education is offered by public and higher education institutions at primary, secondary and tertiary levels. Their training programmes offered to adults do not in general differ from the regular full time courses in terms of objectives, structure, main content, or the awarded state recognized qualifications, except for the postgraduate programmes. Postgraduate specialized programmes and doctoral degree programmes target higher education graduates to provide them more specialized or higher level training.

Adult training outside the school system covers many different types of learning opportunities, not all of which award a state recognized qualification. According to their

objectives, the various types of adult training programmes can be grouped as follows (Zachár, 2003):

- IVET (if the participant obtains her/his first OKJ vocational qualification in adult training);
- CVET;
- IVET or CVET facilitating the employability of unemployed people and others vulnerable to exclusion in the labour market; and
- supplementary trainings (general education providing skills required to enter VET, career orientation and guidance, foreign language, ICT, communication and other skills developing courses helping adults to perform work at a higher level).

Accordingly, the Act on Adult training that regulated this sector of education in Hungary for the first time in 2001 differentiates between vocational, general and language training. Adult training providers include the 9 state-subsidized regional training centres (*regionális képző központ*), private training enterprises, non-profit organizations, employers, public and higher education institutions, etc.

As a special type of adult training, master examinations (*mestervizsga*) awarding a higher level vocational qualification based on the qualification obtained in IVET was introduced in 1996. Pursuant to the Act on Vocational education and training, master examinations can be organized only by the chambers of economy that develop also their qualification requirements.

In addition to the above, there are various kinds of more non-formal type learning opportunities offered by community cultural centres (*muvelodési ház*), non-profit organizations, or by the media, including learning circles, courses, lectures offered in folk arts and crafts, popular science, foreign languages, ICT, etc.

As regards CVET at the initiative of enterprises and social partners, it underwent a major transformation after the change of the political system and has shrunk considerably in the last decade, in parallel with the privatization of the former large state companies and the proliferation of micro, small and middle-sized enterprises. It currently shows significant differences in amount and form of training provision across sectors and company size, and training opportunities especially for the employees of SMEs need to be extended and supported by the state.

Adult education and training opportunities are available for everyone and participation may be initiated by the individual or the employer, but the government accords high priority also to responding to the training needs of unemployed people and those vulnerable to exclusion in the labour market. The state finances their training through the Public Employment Service (*Állami Foglalkoztatási Szolgálat*) and by per capita funding, and supports the development and provision of special training programmes tailored to their special needs through tendering from national and/or EU funds.

In spite of the wide range of learning opportunities available for adults, participation rates in adult education and training are still considerably lower than the EU average. Educational policy - defined in the strategies of the development of adult training, VET and lifelong learning discussed in section 0201 - therefore aims to enable and motivate more adults to enter the LLL process as well as to strengthen the link with the economy

and enhance the role of education and training in promoting equal opportunities for everyone through promoting:

- more flexible delivery modes (e-learning) and new learning venues (e.g. engaging public cultural institutions in vocational adult training);
- more adequate and modularized content of adult education and training programmes based on an improved system of forecasting labour market needs and the needs of specific target groups; and
- the development of the systems of prior learning assessment and recognition of non-formal/informal learning.

These objectives are to be met through various development programmes financed from national and/or EU Structural Funds assistance, most importantly by the various measures and tenders of the Human Resources Operational Programme (HRD OP, see section 0201). 2 of its most relevant measures include:

- HRD OP central measure 3.2.1. (see section 0201) developing a modular structure of the OKJ that would ensure a better structure and linkage between IVET and CVET and a uniform system of validating and recognizing prior learning; and
- HRD OP central measure 3.5.1. (*Development and application of up-to-date adult training methods*) supporting the overall development of adult training, involving the development and piloting of new curricula and learning materials in line with the local/regional labour market needs to be used in the regional training centres; a model of the further training of adult trainers; and an all inclusive adult training database involving statistical information, accredited and e-learning training programmes, a digital library of training materials, relevant legal documents, etc.

0502 - PUBLICLY PROMOTED CVET FOR ALL

Publicly promoted CVET in its narrowest sense covers state-financed (or financially supported) adult education (*felnyitókutatás*) opportunities offered in public and higher education within the formal school system. In a broader sense it includes self-financed programmes available in higher education as well.

In its broadest sense, however, it may relate also to all CVET opportunities offered outside the school system, in adult training (*felnyitőkészítés*), in as much as this sector of education is regulated by the state through the Act CI of 2001 on Adult Training that defines a regulatory framework of training provision, a distinct category of adult training providers are state subsidized institutions, and the state provides indirect financial support for everyone to promote participation through the personal income tax reduction opportunity (see section 1003).

Participation rates in publicly promoted CVET are presented in Annex 3.

See the following attachment.

[ANNEX 3](#)

I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM

ADULT EDUCATION IN PUBLIC EDUCATION

Adult education as a sub-sector of public education targets primarily those young people who for social, personal or other reasons could not obtain a formal school graduation certificate or a state recognized vocational qualification in the course of their regular, compulsory schooling. Its primary function is therefore to provide participants a “second chance” to obtain a formal school certificate that is a prerequisite of continuing studies at a higher level, and/or a vocational qualification of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) that allows access to the labour market.

The primary target groups thus include:

- disadvantaged people dropped out of initial education or forced to continue studies in part time education (adults can study only in the framework of adult education over the age of 17 in primary school, *általános iskola*, and over the age of 23 in secondary and vocational schools);
- graduates of vocational schools (*szakiskola*) who aim to obtain the maturity certificate (*érettségi bizonyítvány*) - available in grammar schools (*gimnázium*) and secondary vocational schools (*szakközépiskola*) - which is the precondition of pursuing higher level studies; and
- grammar school graduates who received only general education through their initial training and aim to obtain a vocational qualification.

Pursuant to the Act LXXIX of 1993 on Public Education, adult education can be provided in various delivery modes, including full time education (when the number of study hours is at least 90% of the number of mandatory study hours defined for the given school type and programme), evening (50-90%), correspondence education (10-50%), and other, e.g. distance learning (when the number of study hours is at most 10% of the mandatory number). In school year 2004/2005 the most popular type of delivery mode in both types of vocational training schools was evening education (with around 50% of students), and only a very few adults choose the “other” delivery mode.

Apart from the differences in curricula resulting from the peculiarities of the delivery mode, the type and duration of training programmes, content requirements, and the types and levels of outcomes (formal school graduation certificates and/or OKJ vocational qualifications) in adult education are the same as in regular full time education. Adult education is typically provided at departments/groups/classes of schools providing regular, full time education, although there are also some adult education schools established specifically to train adults.

General and vocational adult education is financially supported by the state through per capita funding. Young people without any vocational qualification can participate free of charge in full time VET (until the age of 23) to obtain their first OKJ qualification. Part-time general and VET programmes charge some fees to cover a part of training costs, but all types and forms of adult education are available free of charge for students with

special needs, and disadvantaged students can obtain also their second vocational qualification free of charge.

The Act on Public Education defines the same quality standards and evaluation mechanisms for adult education as for regular full time public education. The external evaluation of the quality of education is the duty of the school maintainer and the process of quality monitoring is assisted by a national professional expert network upon the request of the schools or maintainers. The law provides also for developing a quality management system in every public education institutions, although due to the highly decentralised institutional structure of public education, reliable procedures for continuously monitoring the quality of education have not yet been developed.

ADULT EDUCATION IN HIGHER EDUCATION

There has been a considerable expansion in higher education in the past 10-15 years concerning both the number of students and the types of training programmes on offer. In addition to the introduction of various new types of postgraduate programmes, the proliferation of alternative delivery modes and financing forms has all contributed to making tertiary education more accessible for adults. The number of participants studying in part-time or distance learning has increased considerably - from 25 786 in 1990/1991 to 196 008 in 2004/2005, suggesting that more and more adults choose this type of CVET.

Higher education institutions currently offer the following learning opportunities for adults:

- non-degree programmes available also in part time education to obtain an ISCED 5B level OKJ higher level vocational qualification (*felsőfokú szakképesítés*, see section 0407);
- college and university undergraduate programmes (ISCED 5A, in the current dual system of higher education; cf. section 0407) to obtain a degree and a qualification (*szakképzettség*), including:
 - so-called basic training (*alapképzés*) awarding the first higher education degree and qualification available also in part time or distance learning;
 - supplementary basic training (*kiegészítő képzés*) targeting college graduates to obtain a university level degree and qualification; or
 - so-called training available for higher education graduates (*felsőfokú oklevéllel rendelkezők számára meghirdetett képzés*) targeting graduates to obtain a second (or further) higher education degree and qualification (the rate of students studying in such courses, typically in correspondence education, was 22% in academic year 2004/2005);
- postgraduate specialized programmes (*szakirányú továbbképzés*), usually 4-term-long courses typically offered in correspondence delivery mode awarding a new, specialized ISCED 5A level qualification built on the degree and qualification obtained in basic training; and

- 6-term-long ISCED 6 level doctoral degree programmes (typically offered in full time education, the majority in state financed forms).

Pursuant to the Act CXXXIX of 2005 on Higher education, colleges and universities can offer their training programmes of any type in full time, part time or distance learning delivery modes. By definition, part time education is offered either in evening (*esti képzés*) or correspondence (*levelezo*) form that include 30-50% of the number of study hours in full time education, while distance learning provides less than 30% of that number. In school year 2004/2005, part-time education was available at every level and in every type of training, the correspondence form being the most popular, while distance learning courses were offered only in college degree and postgraduate specialization programmes.

The new Act on Higher education ensures that training awarding the first qualification may be state financed (subject to performance) in higher level VET, in any training cycle of higher education and in postgraduate specialized programmes, irrespective of its delivery mode. There are student loans available for both state- and self-financed students to facilitate access, and the state covers the training costs of mothers on child care support and of disadvantaged (e.g. Roma) students who did achieve the minimum admission scores required in the self-financed form.

Pursuant to the Act on Higher education, the assessment of the quality of education in every type and delivery mode of training programmes and the evaluation of the quality development systems to be developed by every higher education institution are the tasks of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*).

II. ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM

VET provided outside the school system is regulated by Act CI of 2001 on Adult Training and (except for trainings regulated by public authorities) by Act LXXVI of 1993 on Vocational education and training. These laws and the related decrees define the general preconditions, and, in the case of courses awarding an OKJ qualification, also the more detailed conditions of training provision. Adult training opportunities are available for everyone, and participation can be initiated and financed by the individuals (see section 0505), their employers (see section 0504), or, in the case of specific target groups, by the state (see section 0503).

In line with the regulations, adult training providers include:

- public and higher educational institutions engaging in adult training as a supplementary activity and other budgetary or state-supported institutions (most importantly, the regional training centres, *regionális képző központ*, focusing on the training of the unemployed and disadvantaged people, see section 0503);
- private training enterprises;
- NGOs (non-profit organizations, professional associations, etc.); and
- employers providing in-company (internal) training for their employees.

In accordance with the Act on Adult training, adult training providers have to be registered at the designated county labour centres (*megyei munkaügyi központ*), but otherwise they are free to develop and provide their (vocational, general or language education) courses. The law prescribes only that they have to conclude a training contract with the participant and prepare a training programme specifying:

- the competencies that can be mastered;
- the preconditions of participation;
- the duration and methodology of the training;
- the modules of curricula (including their objective, content and duration);
- the maximum number of participants;
- the methods of assessment;
- the preconditions of obtaining a qualification (or, in case of modularized training, also of a partial qualification); and
- the means of ensuring the human resources and material conditions of the training.

This sector of CVET offers a wide range of vocational (in addition to language and general, skills developing) training programmes for adults, including:

- programmes that award state recognized OKJ vocational qualifications;
- so-called trainings regulated by public authorities (*hatósági képzés*) awarding nationally or internationally recognized qualifications, licenses which are not included in the OKJ, primarily in the fields of road, water and air transportation, plant and veterinary health inspection or food hygiene; and
- courses of various types and duration that do not award a nationally recognized qualification.

According to the available adult training statistics, in terms of the number of training programmes, qualifications and participants, the majority of courses offered in adult training award an OKJ qualification, typically (around 90% of them) requiring at most an ISCED 2A or 3A school qualification as access requirements.

In the case of training programmes awarding OKJ vocational qualifications, the objectives, duration, content requirements and type of outcome are specified in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given qualification, published by decrees of the minister of the relevant field. While in public education the curricula of OKJ training programmes must be developed in accordance with the recommendations of its central programme (*központi program*) published by the relevant ministry, adult training providers can prepare their own curricula based only on the SZVKs. In fact, the system of programme accreditation introduced in 2003 aimed also to facilitate the development of OKJ training programmes that in terms of time and expenses are more efficient than courses based on the central programmes. The high proportion of curricula developed by the training providers – 63%

in the case of OKJ, 71% in other courses in 2002 - is the key of the ability of VET provided outside the school system to accommodate flexibly to economic needs.

Pursuant to the Act on Adult Training, adult training providers can be inspected by the designated local county labour centres (*megyei munkaügyi központ*) which, however, may check only whether:

- the adult training institution is registered; and
- its activities comply with the legal regulations.

The quality of education in the case of training courses awarding a state recognized OKJ vocational qualification is ensured indirectly by the nationally uniform state vocational examination (*szakmai vizsga*) that awards the qualifications. The vocational examination can be organized by (besides the vocational training schools and higher education institutions providing VET within the school system) institutions authorized by a decree of the minister of the relevant field. Otherwise, quality assurance is provided primarily by the accreditation of adult training institutions and/or programmes which is not mandatory, although a prerequisite of receiving public subsidy, and increasingly an attractive marketing asset as well. Accredited training programmes are exempt from VAT, and participants can apply for the personal income tax deduction by 30% of their training fee only if they enrol in an accredited institution.

Accreditation of adult training institutions and training programmes is awarded by the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület, FAT*, see section 0303) for a definite period of time (4 years in institutional, 2-5 years in programme accreditation), based on the evaluation of an expert committee.

The institutional accreditation introduced in 2002 aims to validate the quality of training provision (curriculum development, education, assessment) and other adult training services and the rules concerning the management and decision-making processes of the institution. Accreditation of providers ensures a quality assurance system based on self-assessment that includes the definition of quality targets and the development of an evaluation system. Legislation also provides for continuous quality monitoring to be performed by the FAT with the help of external experts, due to lack of financial sources, however, such monitoring activities have only begun.

Accreditation of training programmes aims to validate that the programme is adequate for the training objectives, realizable, and its content and methodology is in compliance with the pedagogical requirements. Training programmes developed for trainings prescribed by a legal regulation and those issued by the minister responsible for a given OKJ vocational qualification are considered as already accredited.

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

Assisting unemployed people and others endangered by unemployment is the prime duty of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) whose county labour centres (*munkaügy központ*) support the training of these target groups from sources of the employment sub-fund of the Labour Market Fund (*Munkaero-piaci Alap, MPA*, see section 1001). In addition, training of unqualified adults and older people to obtain a state-recognized vocational qualification, and the vocational, general and language education of people living with disabilities are supported by the state budget through per capita support (*normatív támogatás*).

There are also central state programmes and tenders funded from the MPA and/or EU Structural Funds assistance that aim to enhance the employability of disadvantaged

people through innovative, complex training programmes. EU funds assistance is currently utilized primarily through the Human Resources Development Operational Programme (HRD OP, see section 0201) and the Hungarian EQUAL programme.

Most training support schemes described below are geared towards several target groups at the same time, and there is also a considerable overlap between some of these target groups (e.g. the Roma population is overrepresented among the long-term unemployed).

TRAINING SUPPORT THROUGH THE PUBLIC EMPLOYMENT SERVICE

Providing support for the training of unemployed and others vulnerable to exclusion in the training market has been an important measure of active labour market policies since the 1990s. Its provision is organised on a county/local level through the 20 county (capital) labour centres with 173 local branches of the ÁFSZ. Pursuant to the Act IV of 1991 on Facilitating employment and provisions to the unemployed, funding may be provided for the training of:

- unemployed people;
- young people under the age of 25 (or 30 in the case of higher education graduates) who are not entitled to unemployment benefit;
- those who receive childcare support or permanent support for caring for sick or disabled people;
- those whose employment is expected to be terminated in 1 year;
- those who participate in work of public utility;
- employed people whose regular employment cannot be ensured without training; and
- others as defined by the Governing Board of the MPA (involving representatives of the social partners).

Participation rates are presented in Annex 4.

See the following attachment.

ANNEX 4

Training support by the ÁFSZ (reimbursement of training costs and related expenses and provision of supplementary/compensatory payment) may be given for VET courses, preparatory skills-developing training, career orientation and job searching skills development, and foreign language education provided outside the school system.

County labour centres define annually the fields of study in which VET can be supported, based on labour market forecasts and the recommendations of social partners. Participants are selected by the centres which assist them also in choosing the specific field of training. The majority of courses supported award a state recognized vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*).

The training courses offered by the centres are provided by state-subsidized regional training centres (*regionális képző központ*) and accredited private adult training providers

selected annually by the county labour centres through tenders. The nine regional training centres established since 1992 assist the tasks of the Minister of Employment and Labour related to human resources development at national and regional level, primarily through developing and providing trainings and related services (e.g. career orientation, guidance and counselling) for unemployed people and others vulnerable to exclusion in the labour market.

The quality of training provision is to be assured by the requirement that only accredited adult training institutions can be contracted by the labour centres and by their agreement which entitles the centre to monitor training provision (although the improvement of this monitoring process is considered to be outstanding task).

PER CAPITA FUNDING OF ADULT TRAINING

The per capita financing of adult training was introduced in 2003 aiming to support unqualified adults to obtain their first OKJ vocational qualification, and to assist people living with disabilities (as well as other target groups defined annually) to participate in general, language or VET training programmes provided outside the school system. Financial support provided through tendering is available to adult training institutions which are accredited and, in case they train adults living with disabilities, they offer accredited training programmes. The amount of per capita support is based on the number of participants specified in the training plan of the institution and is paid through an agreement concluded between the training provider and the Ministry of Employment and Labour. The total amount of financial support and the total number of participants are defined annually by the government.

The total amount of per capita support has increased from HUF 461 million (€ 1.8 million) in 2003 to HUF 2 520 million (€ 10 million) in 2005 which provided support for 17 233 adults (2 841 persons living with disabilities).

The most recent regulation (206/2005 (X.1.) governmental decree) aims to increase the effectiveness of per capita support through differentiating its amount paid for the theoretical and the practical components of the training programme, and by linking the provision of full support to guaranteed subsequent employment of the participants (except for trainings offered to people living with disabilities).

The quality of training provision is to be assured by the precondition that only accredited adult training institutions may apply for public subsidy and by their agreement with the ministry which entitles it to check the lawful application, pay off and use of per capita support.

CENTRAL STATE PROGRAMMES AND TENDERS

There have been various central state programmes and tenders launched since the beginning of the 1990s, aiming to enhance the employability of disadvantaged people through promoting the development, piloting and provision of complex, innovative training programmes designed to match the special needs of their target groups.

In particular, the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány*, OFA) has been supporting the labour market integration of disadvantaged unemployed people since 1992 by innovative pilot programmes. The OFA has developed the professional content of complex programmes involving training and employment elements, labour market and psycho-social support services, and coordinated tenders providing funding for their implementation through partnerships of local organizations.

The OFA is performing the tasks of the national agency of the Hungarian EQUAL Programme funded by Structural Funds assistance that provides support for establishing

partnerships to develop and pilot new, innovative programmes facilitating the employment of Roma people, people with reduced working capacity, women, young and older people over 45, asylum seekers, imprisoned, homeless, people living with mental disabilities or addictions, and inactive adults (around 40 000 people).

The dissemination and wider application of methodologies developed by and/or piloted through prior OFA tenders and Phare projects, which have proved successful in improving the labour market situation of disadvantaged people, is currently supported through HRD OP Measure 2.3: Improving the employability of disadvantaged people, including the Roma. The measure provides funding (total amount is € 40 014 442) for local partnerships initiated by NGOs to provide complex training programmes for Roma people, older people over the age of 45, long-term unemployed and inactive people, young unemployed people with low levels of education, early school-leavers, people living with disabilities or people with reduced working capacity, people with addiction problems, ex-offenders and released prisoners, and asylum seekers.

Quality standards of the training and employment programmes supported from national and EU funds are assured by the selection process and continuous monitoring of the supported projects in accordance with the national and EU regulations.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

Measures to guarantee some kind of training is organised for the employees of enterprises/public sector employees include primarily:

- legal regulations and financial incentives introduced by the state (for the support of the training of adults endangered by unemployment through the Public Employment Service, see section 050301);
- provision for training opportunities in the collective contracts or plans for ensuring equal opportunities developed in some companies in cooperation with the social partners; and
- the human resources policies and activities of individual private enterprises.

The state regulates by legislation the mandatory further training system of employees in the public sector as well in some fields of the private sector where the nature of work – for example, for safety reasons and because of the constant changes of regulations - necessitates it (e.g. in vocations related to gas production and services, commerce of plant and animal health chemicals, professional drivers, bookkeepers and auditors, professional hunters, etc.).

The Labour Code (Act XXII of 1992) furthermore specifies the rights of an employee to participate in training. Pursuant to it, employers and employees may conclude study contracts in which the employer supports the education and training of its employee through paying tuition fees, travel and accommodation expenses, providing training leave, etc. The Labour Code guarantees training leave for employed adults only in case they participate in training within the school system (a guaranteed 4 days' leave for each examination, and further leave must be specified by the employer based on a certificate of the training provider about the duration of the training).

CVET IN THE PUBLIC SECTOR

The further training of employees in the public sector varies according to the 3 main typical categories of professions:

- in the so called “uniform-wearing” vocations (e.g. policemen, firemen, soldiers, etc.) the systems of appointment and promotion are strictly regulated and linked to further training and examination systems;
- the uniform mandatory further training and examination system of civil servants working in the central and local public administration was introduced in the 1990s;
- the further training of public servants (teachers/trainers, doctors and other professional medical workers, cultural and social workers) varies with the different sub-sectors.

Compulsory CVET in these vocations is supported financially by the employer (state) and its content is defined by the relevant ministry and/or professional chambers and the social partners. In most cases there have been also separate agencies and institutions set up to organize or coordinate the further training of public sector employees.

In addition, there is a well-established training system in some large companies of the public sector (e.g. Hungarian National Railway, Hungarian Post).

CVET IN THE PRIVATE SECTOR

In line with the current regulation on mandatory trainings in some vocations and the HR policies of individual companies, employers may provide for their employees either an internal training system (offering further trainings, trainee programmes, job rotation, etc.) at the workplace or external trainings purchased in the adult training market (see section 0502 on adult training provided outside the school system), in addition to supporting their training individually through study contracts.

According to the results of the second European Continuing Vocational Training Survey (CVTS 2) of Eurostat on continuing training in enterprises of the private sector in 1999, only 37% of enterprises supported the CVET of employees, and such training opportunities were available only to 12% of all employees. 24% of the enterprises provided training in traditional training courses, 30% also in alternative forms. Only 4% of them had a specific classroom or a training centre dedicated to training purposes, and only 12% developed training plans.

The CVTS 2 as well as other subsequent research studies have found, however, that while the training activities of Hungarian enterprises is rather low compared to the EU average, the amount of training provision and the proportion of “learning organisations” vary considerably according to the:

- size of the enterprise: larger companies employing more than 250 people support the training of their employees in greater shares (see Table 1), and they provide more internal trainings; and
- sector: enterprises in the financial, telecommunication and public utility sectors (electric power, gas, water, etc.) provided CVET for their employees in a larger proportion than the national average, while those in the textile,

clothing and leather industries, gastronomy, mining and construction industry sectors are lagging behind.

Table 1: Training enterprises as % of all enterprises, by size class (1999)				
	TOTAL (%)	SIZE CLASS (NUMBER OF EMPLOYEES)		
		10 TO 49 (%)	50 TO 249 (%)	250 OR MORE (%)
EU-25	61	56	80	95
HUNGARY	37	32	51	79

Source: Eurostat, NewCronos, CVTS 2

The role of social partners in promoting CVET has improved considerably in the past decade, but is still rather limited due to lack of resources, informational and professional institutional background, and the fragmented nature of their initiatives. Many of the economic interest representative organisations (e.g. the chambers of economy, the Hungarian Association of Craftsmen's Corporations (*Ipertestületek Országos Szövetsége*), or the sectoral dialogue committees, *ágazati párbeszéd bizottság*) do consider the development of CVET in their sectors a prioritized objective and several of them also engage in training provision, but they can provide their trainings free of charge only when those are financed by national/EU sources, obtained usually through tenders (see below).

The Hungarian Chambers of Economy and Commerce (*Magyar Kereskedelmi és Iparkamara*) and of Agriculture (*Magyar Agrárkamara*) play an important role in non-school based CVET also through organizing master examinations (*mestervizsga*) since 1996, as a new, special form of CVET awarding a higher level vocational qualification (master title, *mestercím*). Pursuant to the Act LXXVI of 1993 on Vocational education and training, the chambers develop the qualification requirements of these examinations in cooperation with the national economic interest representative organizations. The local chambers also organize preparatory training programmes, although participation in them is not a precondition of applying for the exam, only having a given vocational qualification and professional experience. The master examination consists of 3 parts: an oral examination of entrepreneurial and pedagogical studies, a written and an oral examination of vocational theory, and a vocational practical examination.

The most important measure taken at national level to improve the CVET of employees in the private sector is a financial incentive introduced in 1997. Pursuant to the Act LXXXVI of 2003 on the Vocational training contribution and the support of the development of training, employers can spend (at most) one third of their compulsory vocational contribution (*szakképzési hozzájárulás*, see section 1001) on financing the vocational training of their own employees. Its amount allocated for the training of employees rose to HUF 5.3 billion (€ 21.2 million) in 2004 from 1.031 billion (€ 4.124 million) in 2000, although many enterprises still do not or (due to its low amount) cannot make use of this opportunity (in 2004 only 1/3 of the available fund was used).

In addition to the lack of financial resources, micro, small and medium sized enterprises (SMEs) that make up more than 99% of all enterprises in Hungary face the problem of replacements (because of the small number of employees, employers cannot afford to

release them to participate in training) and the lack of short-term, adequate and efficient training programmes and materials tailored to their special needs.

The Lifelong Learning Strategy of the government (see section 0201) aims to increase the number of employees participating in CVET through:

- encouraging partnerships with the social partners in order to strengthen, increase the efficiency and extend the existing further training systems;
- promoting in-company non-formal and informal learning (e.g. ensuring the validation of such learning, introducing an “Employee Training Card”); and
- supporting learning organisations (e.g. by introducing a national award).

The achievement of these goals is assisted by several measures of the Human Resources Development Operational Programme (HRD OP, see section 0201). The HRD OP and some other OPs as well as other national support schemes (e.g. tenders of the National Employment Foundation, *Országos Foglalkoztatási Közalapítvány*) provide also direct financial support for the further training of employees. Although such support is in general available to all companies, priority (and higher share of support) is given to SMEs and to disadvantaged groups (e.g. Roma employees and entrepreneurs).

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

Individuals can participate in adult education (*felnoottoktatás*) and at their own expense in general, language education and VET adult training (*felnoottképzés*) courses offered by various types of adult training providers discussed in section 0502.

According to the adjusted calculation of the Ministry of Employment and Labour based on the available adult training statistics, around 1/3 of the participants of registered adult trainings, 100 000 persons, finance their own training.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

Teachers and trainers working in VET are differentiated by the different laws that regulate the operation of the given sector of education they work in. Vocational education and training, both IVET and CVET, can be offered either within the school system (in public and higher education) or outside it (in adult training). Although the provision of VET awarding a vocational qualification listed in the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) and other vocational programmes is regulated by the same law in both sectors (Act LXXVI of 1993 on Vocational education and training), provisions concerning the conditions of teaching/training in VET not covered by it are included in Act LXXIX of 1993 on Public education, Act CXXXIX of 2005 on Higher Education and Act CI of 2001 on Adult Training.

Except for higher education where the law does not require that instructors have a pedagogical qualification and their selection lies within the competence of the higher education institution, instructors of general subjects, of vocational theoretical subjects and of vocational practical training can be differentiated in every other sector.

In public education, the conditions of teaching/training are specified by the law according to whether teachers/trainers teach in the general education or VET grades of vocational training schools (*szakképző iskola*), and concerning VET, whether they instruct vocational theory or practice. Teachers and trainers are thus clearly differentiated as legislation prescribes different qualification requirements for general subject teachers (*közismereti szakos tanár*), vocational teachers (*szakmai tanár*) teaching theoretical subjects, vocational trainers working in school workshops (*szakoktató*), and practice trainers (*gyakorlati oktató*) instructing practical training provided at an enterprise.

In adult training, the qualification requirements of instructors are regulated only in VET and in accredited institutions and training programmes. In accredited adult training institutions different qualifications are required from instructors of general education, language education, VET, and programmes training disadvantaged adults, and concerning the latter 2 types, whether they instruct theory or practice. Pursuant to the most recent regulation (*8/2006 (III.23.) decree of the Minister of Education*) instructors of VET provided outside the school system have to possess the same qualifications as prescribed for the employees of accredited institutions.

Having a teacher-specific qualification is a requirement, however, only in case of training disadvantaged adults in adult training, and for general subject teachers, vocational teachers and vocational trainers employed in public education. The different kinds of recognised teaching and training occupations are presented in Annex 5.

See the following attachment.

[ANNEX 5](#)

Teacher/trainer training is provided in higher education where there are different training programmes for general subject teachers, for vocational teachers and for vocational trainers. Higher education is currently in the process of a radical transformation in relation with the Bologna process (see section 0407) and this will have an effect also on teacher/trainer training.

Pursuant to the new regulations, curricula of teacher/trainer training programmes and the forms and methods of assessment and evaluation are developed by the higher education institutions based on the training and outcome requirements (*képzési és kimeneti követelmények*) of the given programme. These requirements are published by the Minister of Education in decrees and can be proposed by the professional committee of the given field set up by the conference of the heads of institutions in the case of BSc programmes (training of vocational trainers), and by higher education institutions in the case of MA/MSc programmes (training of general education and vocational teachers). Such proposals have to include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság*, MFAB), the social and labour market oriented justification of the new programme, and the opinion of professional associations, employers and ministries involved in the specific field.

The assessment of training and the evaluation of the quality development systems of higher education institutions are the tasks of the MAB which checks the fulfilment of the prescribed conditions and the accomplishment of the quality development programme in every institution at least once in every 8 years.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Annex 6 presents the different types of instructors working in IVET. The training of teachers/trainers employed in adult training is discussed in section 0603.

See the following attachment.

[ANNEX 6](#)

HIGHER EDUCATION INSTRUCTORS

The Act CXXXIX of 2005 on Higher education does not require that those employed in higher education have a pedagogical qualification. The ultimate basis of differentiating between various instructor positions in higher education is scientific achievement, and defining the qualifications required in a certain position lies within the competency of the institution.

One group of instructors involves those who can be promoted based on their scientific and pedagogical achievement and are entitled to use the “instructor titles” (*oktatói címek*); according to the new regulations they must participate in a doctoral degree programme or in senior positions must have a PhD/DLA degree (ISCED 6). The other group comprises practitioners who are not promoted in this way and cannot use such titles; they usually teach universally mandatory subjects and are required to have only a tertiary level degree and qualification (ISCED 5A). In addition, higher education institutions may employ scientific researchers who may teach in a definite part of their working time, but distinct learning facilitator occupations (e.g. mentor, tutor) are not typical in higher education.

TEACHERS/TRAINERS WORKING IN VET PROVIDED IN VOCATIONAL TRAINING SCHOOLS

Instructors of vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*) can be grouped according to what and where they teach:

- general subject teachers (*közismereti szakos tanár*) teach general subjects in the general education grades;
- vocational teachers (*szakmai tanár*) teach preparatory vocational studies, basic vocational education and career orientation in the general education grades, and vocational theoretical subjects and more theory-demanding practical subjects in the VET grades;
- vocational trainers (*szakoktató*) instruct vocational practice in school workshops in the VET grades; and
- practice trainers (*gyakorlati oktató*) instruct practical training provided at a company workshop or at the workplace in the VET grades.

In addition, special vocational schools (*speciális szakiskola*) providing IVET to students with special needs employ special education teachers, and schools may also create non-pedagogical positions to assist the pedagogical-teaching work (school psychologists, social pedagogues, etc.).

PRE-SERVICE TRAINING

General and vocational theoretical subject teachers and vocational trainers must gain a tertiary level teaching-specific qualification (ISCED 5A) provided by tertiary level

colleges/universities. In case there is no relevant teacher training programme and in providing practical training the Act LXXIX of 1993 on Public education permits also the employment of individuals having only a relevant ISCED 4C or 5B level OKJ vocational qualification, in case they have at least 5 years of professional experience.

To gain entry to teacher/trainer training programmes provided in higher education applicants must have a minimum of ISCED level 3A qualification (the maturity certificate, *érettségi bizonyítvány*), and also a relevant OKJ qualification in the case of vocational trainers.

Currently the majority of vocational teacher training programmes - engineer-teacher (*mérnök-tanár*), agrarian/agricultural engineer-teacher (*agrár/mezogazdasági mérnök-tanár*), economist-teacher (*közgazdász-tanár*) training – belong to the consecutive training model awarding double qualifications in which the teacher qualification can be earned after or in parallel to training in the given professional field. In the majority of artist-teacher (*művész-tanár*), medical-teacher (*egészségügyi tanár*) and general subject teacher, and the (technological, agrarian, economic and medical) vocational trainer training programmes, however, the professional and the teacher training elements are provided concurrently and they award only 1 degree. Qualification requirements include 4 (college level teacher and vocational trainer qualifications) or 5 (university level teacher qualifications) years of study in the professional field and in the 3 large modules (pedagogy-psychology, professional methodology and school practice) of teacher training. Teachers qualify through a mix of assessment procedures which includes examinations, practical assessment and a final teaching (*zárótanítás*) that closes the school teaching practice. The teacher/trainer qualification is awarded at the final examination (*záróvizsga*) taken upon the fulfilment of all the requirements specified in the curriculum and having a thesis (*szakdolgozat*) prepared and approved.

In the new multi-cycle training structure to be introduced gradually from September 2006, vocational trainer qualifications (technological, agrarian, and business) will be awarded in 7-term long BSc programmes including a continuous external professional and school practice. General and vocational teacher qualifications will be offered only in the MA/MSc cycle to those having a specific BA/BSc diploma (ISCED 5A) defined in the training and outcome requirements (*képzési és kimeneti követelmények*), although there will be an optional, teacher training grounding, career-orientation module (including pedagogical and psychological studies worth 10 credits in at least 2 terms) available already at bachelor level. Teacher training programmes will award two teacher qualifications, except for vocational and artist teacher training whose participants can choose to obtain only 1 teacher qualification (thus reducing the duration of training by 1-2 terms), and there will be also training programmes based on an MA/MSc degree and qualification available in these fields.

The 150-credit teacher training programmes will involve 3 modules:

- a. training in the professional field aimed primarily at developing pedagogical/methodological competencies (worth 30 credits in the first and 50 in the second qualification); and
- b. theoretical and practical training in pedagogy and psychology (worth 40 credits);
- c. followed by a continuous professional practice in a public education or adult training institution (worth 30 credits).

The training and outcome requirements will specify the conditions of choosing the 2nd qualification whose training modules can, for example, prepare for special pedagogical functions (curriculum development, pedagogical assessment and evaluation, etc.).

Pursuant to the Act LXXVI of 1993 on Vocational education and training, instructors of practical training provided by an enterprise must have only a vocational qualification in the specific field (of at least the same level as they provide training for) and 5 (or in individual training 2) years of professional experience. However, those having a vocational trainer qualification or the certificate of the master examination (*mestervizsga*, see section 0504) must be preferred.

IN-SERVICE TRAINING

The Act on Public Education prescribes the compulsory in-service training of teachers/trainers employed by public education institutions to be taken at least once in every seven years. The State covers 80% (or even 100% under certain conditions) of the training costs from the amount ensured for supporting the further training of teachers/trainers in the budget.

This legal obligation can be accomplished by:

- participating in an accredited (by the In-service Teacher Training Accreditation Body, *Pedagógus-továbbképzési Akkreditációs Testületet, PAT*) 120-hour further training course organized by an adult training institution;
- taking the pedagogical professional examination (*pedagógus szakvizsga*, ISCED 5A) within the framework of a postgraduate specialized programme (*szakirányú továbbképzés*) in higher education;
- obtaining a second or further degree and/or qualification in college/ university level undergraduate studies, supplementary basic training (*kiegészítő alapképzés*) or postgraduate specialized programmes (ISCED 5A);
- obtaining the first pedagogical degree and qualification (in case of teaching vocational theoretical subjects or instructing practical training but having only a relevant degree and qualification);
- obtaining an OKJ advanced (*emelt szintű*) or a higher level vocational qualification (*felsőfokú szakképesítés*) that would improve the pedagogical and teaching work; and
- participation in international in-service teacher training programmes (study visits) may also be counted in the completion of the obligation.

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

Annex 7 presents the different types of instructors working in CVET that may be provided within or outside the school system.

See the following attachment: [ANNEX 7](#)

TEACHERS/TRAINERS WORKING IN CVET PROVIDED WITHIN THE SCHOOL SYSTEM

School-based CVET is offered by public and higher education institutions. Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the categorization, pre-service and in-service training of their instructors correspond to that described in section 0602.

TEACHERS/TRAINERS WORKING IN CVET PROVIDED OUTSIDE THE SCHOOL SYSTEM

In CVET provided outside the school system, in adult training, instructors involve various types of practitioners (teacher, *tanár*; trainer, *tréner*; instructor, *instruktor*; tutor, mentor). Since adult training providers may offer general, language and vocational training programmes, teachers of general subjects, of language education, of vocational theoretical subjects and trainers of vocational practical training can be differentiated also in adult training. In addition, there exist various other learning facilitator positions organizing, planning, managing, evaluating, animating and consulting adult training.

In VET provided outside the school system only instructors of training programmes provided by accredited adult training institutions to disadvantaged adults are expected to have a pedagogical qualification (and in this case the instructors of practical training also 5 years of professional/adult trainer experience). In other type of VET courses, in case the instructor has a given number of years of professional experience, legislation allows the employment of practitioners having only a tertiary level (ISCED 5A) degree in the specific field or even a secondary level vocational qualification (of at least the same level as that of the training).

PRE-SERVICE TRAINING

In so far as teachers/trainers of adult training have a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers/trainers and corresponds to what is discussed in section 0602.

The training of practitioners working in various learning facilitator positions is provided also in higher education. In the new multi-cycle training structure to be introduced in September 2006 there will be a human resources and an andragogy BA programme with 4 possible specializations (human organizer, educational organizer, human resources organizer, and employment consultant) available. In addition, there is a 2-year long higher level VET programme (ISCED 5B) called professional training assistant (*képzési szakasszisztens*), preparing those having the maturity examination certificate (*érettségi bizonyítvány*, ISCED 3A) for adult training organizational tasks and assisting in practical vocational training.

IN-SERVICE TRAINING

Legislation does not prescribe the further training of adult training instructors except for accredited institutions in so far as the 24/2004. (VI. 22.) decree of the Minister of Employment Policy and Labour states that accredited adult training institution, in order to plan their training activities, shall possess a human resource-plan including regulations concerning the in-service training of instructors.

The in-service training of instructors employed in VET provided outside the school system is rather varied. Teachers/trainers working in vocational training schools (*szakképző iskola*) are employed also in public education and as such thus they have to participate in further training. There is no mandatory organized further training for instructors of higher education, they, however, have the highest level qualifications and self-training is a requirement in their full time position. Regional training centres

(budgetary institutions) regularly offer organized in-service training based on an internal training plan. Among private training enterprises there are significant differences in this respect: apart from enterprises having an International Organisation for Standardisation (ISO) certification who develop internal training plans and offer their (full time) employees either internal further training or purchase one offered by another enterprise, providers offer further training for (full time) employees only occasionally, offer professional consultation or send their instructors to professional conferences, or simply expect them to further train themselves.

Among the postgraduate specialization programmes (*szakirányú továbbképzési szakok*, ISCED 5A) offered in higher education, the 4-term-long training programme of adult education expert (*felnoottoktatási szakérto*) trains participants for planning, organizing, managing and assessing adult education processes. It is available in evening or correspondence and in distance education for those having a pedagogical qualification or a tertiary level degree and qualification (ISCED 5A) in the humanities, social or natural sciences.

With the coordination of the National Institute for Adult Education (*Nemzeti Felnoottképzési Intézet*), the development of a model of an in-service training system of instructors working in adult training began in 2005 within the framework of the Human Resources Development Operational Programme Measure 3.5.1. (see sections 0201 and 0501).

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The professional and examination requirements (*szakmai és vizsgakövetelmények*, SZVK), i.e. the skills and competencies that has to be mastered through VET awarding qualifications of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are defined by the minister of the relevant field. Anticipation of skills needs and the initiation of changes in the OKJ and in the professional requirements are also realized at this level. Although social partners are involved in these processes through various national, regional and institutional level advisory boards (see section 0201), the existing forecasting and planning mechanisms of VET are still considered insufficient. Apart from regular short-term prognoses on labour force shortage and surplus based on surveys of the county labour centres of the Public Employment Service (*Állami Foglalkoztatási Szolgálat*), medium and longer term forecasts of labour market needs and demands are conducted only occasionally.

Therefore, in spite of the developments discussed below, improving the labour market information system at national, regional and local levels to facilitate the identification of skills needs, and creating the planning system of VET based on actual labour market demands are still prime objectives of current educational policy, manifested in several measures of the Strategy of the Development of VET (see section 0201).

An important step in the improvement of mechanisms for anticipating skills needs and planning was the establishment of qualification sub-committees of the relevant stakeholders in the 21 occupational groups (*szakmacsoport*, see Table 1 in section 0403) of the OKJ during its review process in 2001/2002. At that time the committees reviewed more than 100 qualifications to confirm the adequacy of their occupational group labelling, their SZVKs, and actual employment needs.

Currently, the renewal process of the OKJ and the related SZVKs in the coordination of the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*),

within the framework of Human Resources Development Programme Measure 3.2.1. (see section 0201), aims to update the content and structure of VET based on a large-scale analysis of the Hungarian employment structure and job (competence) profiles and the development of a modular vocational training system.

Pursuant to the Act LXXVI of 1993 on Vocational Education and Training, the qualification sub-committees have to review the OKJ at least once in every 3 years. They participate also in the process of introducing/modifying/deleting an OKJ vocational qualification that can be initiated by the minister of the relevant field and by anyone making a proposal to the minister that includes the proposed SZVK and the supportive opinion of the relevant chamber of economy, professional, employers' and employees' associations, labour centres, etc. concerning the economic and labour market demand for the given vocational qualification. The relevant minister sends the proposal to the NSZI, the National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*) and the relevant OKJ qualification sub-committee for reviewing (except for higher level vocational qualifications whose SZVKs can be developed jointly by a higher education institution and the relevant economic/professional chamber) and makes a decision based on their opinion. If accepted, the proposal is sent to the Minister of Education who makes a final decision based on the opinion of the National Vocational Training Council (*Országos Szakképzési Tanács*) that involves representatives of the social partners, in agreement with the Minister of Employment and Labour and the minister of the relevant field.

In adult training, even in the case of OKJ training programmes, the centrally issued professional and examination requirements still permit a relatively flexible development of courses offered outside the school system, and institutions can adjust their training offer to the direct needs of the economy, based on short-term anticipation of skills needs.

The anticipation of skills needs and the adjustment of training programmes to the labour market demands is an important objective also in higher education. Pursuant to current legislation, the introduction of a new bachelor or master level training programme may be initiated by the higher education institutions through making a proposal of its training and outcome requirements (*képzési és kimeneti követelmények*) to the Minister of Education. Such proposals have to include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság*, see section 0201), the social and labour market justification of the new programme, and the opinion of professional associations, employers and ministries involved in the specific field.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Bridging pathways in the sense of providing for the possibility of switching between the tracks of general education and VET is ensured by the Act LXXIX of 1993 on Public Education (see section 0401).

Bridging upper secondary VET and higher education was one of the main objectives of the introduction of higher level vocational education and training (*felsőfokú szakképzés*, ISCED 5B) in 1998. Pursuant to the regulations, a given number of credits obtained in this kind of VET programmes (minimum 30, maximum 60) has to be recognized in a BA/BSc level higher education degree programme of the same field. Higher level VET offers an excellent opportunity also for the cooperation of upper secondary VET and higher education institutions, since it can be organized only by a college/university but may be provided by a secondary vocational school (*szakközépiskola*) based on a cooperation agreement of the institutions. Cooperation between these training providers will be ensured also in the newly established regional integrated vocational training centres (see section 0201).

Bridging different levels of VET awarding vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) is facilitated by introducing a new qualification framework based on the modularization of the OKJ and the development of a system of prior learning assessment, within the framework of Human Resources Development Operational Programme Measure 3.2.1. (see section 0201). The module-based definition of the professional criteria or outcome requirements of a given qualification (competence module system) will facilitate the recognition of prior learning and permit the introduction of partial-qualifications. This would further promote bridging VET pathways provided within and outside the school system as well.

0703 - RENEWAL OF CURRICULA

In VET provided within the public education system, curricula of training programmes awarding a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are developed at national as well as local level. Framework curricula (called central programmes, *központi program*) based on the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given OKJ qualification are developed by the ministry of the relevant field with the assistance of the National Institute of Vocational Training (*Nemzeti Szakképzési Intézet*) and the participation of experts. Local curricula are developed by the institutions (teachers/trainers) in accordance with these documents.

In the case of higher level VET and of OKJ vocational programmes offered in adult training outside the school system, curricula are developed by the institutions based on the SZVKs only.

Curricula of higher education BA/BSc, MA/MSc programmes are developed by the institutions, based on the training and outcome requirements (*képzési és kimeneti követelmények*) of the given programme issued in a decree of the Minister of Education.

In adult training, training programmes and curricula are developed by the training provider, in many cases with the participation of experts, economical and professional organizations, and often based on the DACUM method (job profile analysis). In this way, the OKJ requirements can be supplemented by the actual skills needs of the labour market while the training programmes comply also with the central requirements. According to the 2002 adult training statistics, 38% of OKJ training programmes were developed by the training provider, 37% based on the central programmes, 13% mixed and 12% other. In the case of other training programmes, the rate of self-developed programmes and curricula is even higher (71%).

Curricula development is currently a prioritized task in the public education and VET development strategies and development programmes. In recent years, curricula development in VET was characterized by the introduction of macro-modular curricula and the arrangement of content units into micro-modular structures, and by the increasing use of career/job profile analysis (DACUM, mantel project, profession cards, computer analysis, HAY) and related curricula development methods (e.g. competence module system).

Curricula in VET have become competence-based since the SZVKs as well as the central programmes provide for the training of vocational as well as personal competencies. General education contents that contribute to skills development gained high priority in VET curricula development. Basic competences include the behaviour forms/motivation, skills, know-how and knowledge (data processing) that can be transferred from one work situation to another and are thus considered as a condition of successful performance at work and a key factor for the mobility of employees. Modules designed for the development of key competences (knowledge management, problem-

solving, ICT, intercultural skills, team and distance work techniques) or increasing one's labour market value (such as communication, skills, and personal development, job seeking techniques) have also gained high priority.

Furthermore, development of curricula aims also at developing more open training programmes, and the integration of "openness" elements (centrality of learning, a complex learning environment, wide range of user-oriented programmes, modern teaching technology, external professional practices) contributes to the realization of individual learning pathways. Digital learning material and e-learning training programme development is currently on-going for example within Measures 3.2.1. and 3.5.1. of the Human Resources Development Operational Programme (see sections 0201 and 0501).

In line with these developments, there are changes on-going in applied teaching and learning methods as well (spreading of project and problem-solving teaching, WEB-based learning, application of electronic learning frameworks, virtual classroom work, co-operative learning). Still, the improvement of pre-service teacher/trainer training programmes and providing further training programmes play a key role in ensuring the success of the renewal of curricula.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

The procedure and the guiding assessment concept of validating formal learning in vocational education and training provided within the school system are defined by central regulations. The qualifications obtainable through this kind of education are all state recognized (included in the National Qualifications Register, *Országos Képzési Jegyzék, OKJ*) and thus their professional and examination requirements (*szakmai és vizsgakövetelmények*) are developed by the minister of the relevant field. These requirements specify the form, parts and requirements of the national vocational examination (*szakmai vizsga*) organized at the end of the training programme. The general and procedural regulations of this examination that awards the vocational qualification are defined by the Minister of Education in cooperation with the minister of the relevant field.

Pursuant to Act LXXVI of 1993 on Vocational Education and Training, the vocational examination that may have written, oral and practical parts is taken in front of an Examination Board, an independent professional body. Its members are the president appointed by the minister in charge of the given vocational qualification and the representatives of the institution organizing the examination and of the local relevant chamber of economy. Only people with the relevant vocational qualification prescribed by the law can participate in the work of the examination board whose work is assisted by experts (teachers).

A new element in the validation and recognition of prior formal studies was introduced from school year 2005/2006, aiming primarily to facilitate access to VET for less achieving students. The 2003 amendment of the Act LXXIX of 1993 on Public Education provides for students who could not finish the 8 grades of primary school (*általános iskola*) by the age of 16: in order to obtain the primary school graduation certificate and the competences needed for entering VET, they can participate in a 1-2 year long full time preparatory training in vocational schools (*szakiskola*). Pursuant to the 14/2005 (V.26.) decree of the Ministry of Education, OKJ qualifications at the level 31-34 (ISCED 3C) may be obtained even by those with no formal school certificate but have obtained the necessary competences by participating in a VET preparatory programme. The necessary competence-profiles have been developed in 10 occupational groups

(*szakmacsoport*, see Table 1 in section 0403) within the framework of the Vocational School Development Programme (see section 0201) and 1-year long preparatory courses are currently being piloted in 23 schools participating in programme.

In adult training and education, there exist 2 parallel systems of formal learning validation. One is the centrally regulated examination system described above which is effective in case the training aims at providing an OKJ vocational qualification. In adult training, the vocational examination can be organized by public and higher education institutions engaging in adult training (for their participants) and by institutions authorized by the minister of the relevant field.

The other system of validating formal learning in adult training is effective for programmes providing qualifications not listed OKJ. In the case of the so-called trainings regulated by public authorities (*hatósági képzés*, see section 0502) the content and examination requirements are regulated by the relevant public authority (e.g. Transport Directorate, *Közlekedési Főfelügyelet*) and the awarded certificates, licenses are state recognized. In other cases the training provider issues a certificate of completing the training programme based on its own assessment/validation system. These documents are not recognized by the state, but the knowledge and skills acquired through the training programme can make them prestigious on the labour market, especially if they are awarded by accredited training providers and/or in accredited training programmes that would ensure the quality of education.

The modularisation of the OKJ within the framework of Human Resources Development Operational Programme Measure 3.2.1. (see section 0201) will provide for the obtainment also of partial vocational qualifications both within and outside the school system. Furthermore, except for higher level vocational qualifications (*felsőfokú szakképesítés*, ISCED 5B) requiring the maturity certificate (*érettségi bizonyítvány*) and vocational qualifications with a higher education degree and qualification (ISCED 5A) as pre-qualification requirement, the new OKJ permits the definition of the access requirements of vocational qualifications at all levels also in terms of competences (although the definition of the relevant competence-profiles at ISCED 4C level is an outstanding task).

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Act LXXVI of 1993 on Vocational Education and Training provides only for the validation and recognition of prior formal studies (at a VET provider or in higher education) in the formal education and training pathways. In the field of adult training provided outside the school system, there is more opportunity for the validation and recognition of prior learning, including non-formal and informal learning. Currently, however, there exists no uniform national system regulating the validation of non-formal and informal learning in Hungary.

Non-formal and informal learning may be validated and recognized in adult training primarily in certain type of examinations awarding state recognized (vocational) qualifications – such as in the case of the master examination (*mestervizsga*), some so-called trainings regulated by public authorities (*hatósági képzés*, see section 0502), or language proficiency examinations – when the relevant regulations (defining the professional and examination requirements of the certificates/qualifications obtainable) do not require participation in preparatory trainings. The new professional and examination requirements (*szakmai és vizsgakövetelmény*) based on the new OKJ (developed within the framework of Human Resources Development Operational Programme Measure 3.2.1., see section 0201) may define further vocational qualifications that do not require participation in a training programme as the precondition of taking the vocational examination.

Validation and recognition of prior learning is furthermore ensured by a provision of the Act CI of 2001 on Adult Training, namely, that participants of adult training programmes may request the assessment of their level of knowledge that adult training providers must evaluate and take into account. Recognition of prior learning even in training programmes awarding a state recognized qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) is guaranteed by the fact that the number of teaching hours is not centrally defined (only the maximum number specified in the OKJ) which provides opportunity for the adjustment of programmes to the participants' actual needs.

The procedure of the assessment of the level of knowledge that participants may request in adult training is not regulated by the law, although such services must be provided by accredited adult training institutions. In language learning, for example, applicants can be divided into groups based only on the assessment of their knowledge.

The actual methods applied in adult training for prior learning assessment are rather heterogeneous due to the lack of uniform standards concerning even the tests or examination requirements of the modules of a given vocational qualification. Therefore adult training providers usually apply the practical assignments, theoretical examination questions, test sheets of the subject or the module/final exams used in the course of their training programme also to assess participants' prior learning.

The National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet*) has recently launched an experimental project (through tendering) with the participation of 50 accredited adult training institutions. The aim of the project was to realize the assessment of prior learning in a uniform computer-based framework, and to get information on the practice of prior learning assessment of the participating institutions, namely, on:

- the vocational, subject or module fields in which they apply it;
- the test sheets they use;
- the number of adults participating in it; and
- the results obtained.

The analysis of this information would be used for the improvement of the system, the long-term goals being to make the system of prior learning assessment more uniform and credit-awarding, make prior learning recognizable partly or completely in the training programmes. This would increase the opportunity to adjust trainings to the individual needs and develop shorter and more efficient training programmes.

The original goals of the project have, however, been modified due to the launch of the Human Resources Development Operational Programme Measure 3.5.1. (see section 0501) that involves the development of a large number of modular adult training programmes and materials as well as measuring tools for prior learning assessment in 200 vocations. The experiences and results of the prior project will be used in this new programme that would develop national standards for prior learning assessment by the expected end of the programme, June 2007.

Informal and non-formal learning is usually recognized on the labour market through facilitating access to certain jobs (the requirement of several years' professional work experience is included in most job announcements) and also through promotion.

0901 - STRATEGY AND PROVISION

The Ministry of Education and the Ministry of Employment and Labour are jointly responsible for the provision of career information, guidance and counselling services in Hungary. The Ministry of Education is responsible for guidance/counselling offered in public, higher and adult education within the school system. Since one of its major goals is the reduction of drop-outs and failures at school, the content and methodological development of such services assisting students in choosing a career and facilitating transition from school to work, in addition to introducing methods aimed at the prevention of failures, is essential. The Ministry of Employment and Labour is responsible for career guidance/counselling in adult education provided outside the school system, paying special attention to disadvantaged groups and women facilitating their reintegration into the labour market.

Over the past 10 years – in addition to the formerly established network of county pedagogical institutes – a multi-polar system of modern career guidance/counselling institutions has been developed. This new system is capable of providing for the diverse needs of young people and adults alike, comprising the following institutions:

- county pedagogical institutes (*megyei pedagógiai intézetek*) providing career information/guidance/counselling services to students in public education;
- career information services offered to students at universities and colleges (supported by both state and private sources);
- the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) established in the beginning of the 1990s, operating 20 county labour centres (*megyei munkaügyi központ*) and 173 local branches nationwide, providing career guidance/counselling to job-seekers and the unemployed as their duty prescribed by the Act on Employment, and they also organise annual career guidance and educational fairs;
- 9 regional training centres (also part of the *ÁFSZ*) established since 1992 with the support of the World Bank, offering career guidance, development, information and counselling services as part of their adult training/retraining programmes;
- Employment Counselling Departments (*Foglalkozási Információs Tanácsadó, FIT bázisok*) established since 1994 with German assistance and governed by the county labour centre, offering services also to the employed and students;
- a wide network of adult training institutions (enterprises, non-profit organizations) offering career guidance/counselling services as part of or in addition to their training programmes;

- some employers provide career development services to their employees as part of their internal training system.

At the local level, cooperation between the institutes offering career guidance and counselling is continuous, primarily in regard to various local events organized jointly by local governments, chambers of economy, employers, schools and non-governmental training organisations, together with the labour centres and their local branches of the ÁFSZ.

In addition to the counselling bodies described above, in 1998 the Ministry of Labour entrusted the Csongrád County Labour Centre, within the framework and by the support of the EU Leonardo Programme, with the task of the establishment of the National Career Information Centre (*Nemzeti Pályainformációs Központ*). The centre's main duties include providing information about available training programmes and opportunities abroad as well as about the Hungarian education and labour market systems to young people in other countries.

The Hungarian Government also supported a development programme entitled "Help with the transition from education to the world of work" (2002/2004) within the framework of a PHARE tender, aimed at developing the career counselling and guidance services offered both within and outside the school system and an information resource background in the three most underdeveloped regions of the country. The nationwide launch of this programme is expected in the near future.

Furthermore, career guidance and counselling is also integrated in education and training pathways through the following measures:

- The National Core Curriculum (*Nemzeti Alaptanterv, NAT*) ensures one hour per week to provide career guidance from the 7th grade, which can be supplemented by some form-master's classes dedicated to career guidance matters from the 5th grade on;
- local curricula can provide for an increasing number of classes dedicated to career guidance from the 5th grade on, offered to individuals or groups;
- at school, it is usually the form-master who provides career guidance (sometimes with the participation of labour centre counsellors) for students in form-master's classes, but career orientation is even part of the curricula of vocational training schools (usually 40-80 teaching hours, depending on the nature of profession);
- due to such activities, by the age of 16 it will become clear whether the student is provided the appropriate education (in the appropriate school type, vocational direction) and correction can be made accordingly;
- in addition to form-master's classes, "optional" classes can also offer framework for career guidance in the 11th-12th grades of upper secondary schools (preparation for admission examinations, job search techniques, choice of vocation, etc.).

0902 - TARGET GROUPS AND MODES OF DELIVERY

The target groups of the various institutions providing career guidance/counselling are:

- County pedagogical institutes: services are aimed mainly at primary school graduates;
- Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*): target groups of the labour centres and its branches involve primarily the unemployed and people with changed work ability, adult and school-leaver unemployed, people threatened by unemployment, and various disadvantaged groups are the target of Regional Training Centres (*regionális képző központok*), while the services of the Employment Counselling Departments (*Foglalkozási Információs Tanácsadó, FIT bázisok*) are offered also to employees and students currently enrolled in education;
- Adult training institutions: Act CI of 2001 on Adult Training prescribes that at least 2 of the following services have to be provided by accredited adult training institutions:
 - prior learning assessment;
 - assessment of training needs and educational counselling;
 - career guidance and career correction counselling;
 - employment counselling; or
 - job searching techniques.

Counsellors assist their clients to obtain educational and labour market information as well as to define their individual features and needs. Based on this information, experts support people to make a well-grounded decision for the development of their career.

The general method applied by the services is personal and telephone consultation, the latter is more appropriate for information counselling. In some regions web-based counselling is provided through the Internet. Personal counselling may be provided in individual or group formats.

Services are provided by the application of different methods for different target groups:

- computer-assisted career guidance services are recommended for primary and secondary school students: this is most suitable for the survey of personal characteristics, i.e. abilities, values and interests;
- personal counselling is suggested for adults: a personal interview can focus more closely on career history and personal problems can be more easily understood, facilitating the selection of a new vocation or workplace;
- structured group counselling is appropriate for vocational guidance provided in schools as well as for employed or unemployed adults: the aim of group

counselling is to assist participants to formulate their own career pathways and the next steps that will be included in their individual plans; group counselling in schools aims at assisting the making of career choices;

- providing information and vocational guidance for students help them find a career which suits their individual needs and serves their future successful integration;
- vocational guidance and information service offered to unemployed school leavers is aimed at finding employment and choosing the most appropriate career;
- the county labour centres organize educational fairs and events that assist vocational guidance.

Interviews are considered as the main tool of the counsellor, but there are also computer software and paper tests available to find out personal self-knowledge information (interests, abilities, values, working methods, learning styles), some of which are differentiated according to age groups. Some software packages may even suggest vocations or vocational fields most appropriate to the individual's personality, based on the results of personality tests.

The content of professions can be presented through 2 basic tools: vocational descriptions (many of which are available in electronic format) and films presenting the vocation (which can be freely downloaded from the Internet).

Internet-based databases and printed publications also facilitate access to training information. In the framework of a PHARE project, Internet-based career counselling, orientation and career correction centres were established in the three most underdeveloped regions of the country, and their information database is freely available to all members of the target group through the Internet.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

Personnel of a career guidance/counselling institution providing services supported by the labour organization has to possess the following qualifications pursuant to the 30/2000 (IX.15) Ministry of Economy:

- providing labour market and career information or local (regional) employment counselling: a higher education qualification is required, and also 2 years of relevant work experience in the case of providing labour market information;
- providing work, career or rehabilitation counselling: a degree is required in any of the following fields:
 - employment counselling; or
 - social pedagogy; or
 - social worker; or
 - employment and career counselling; or

- post-gradual degree in higher education student counselling; or
- mental health counselling; or
- career orientation teaching; or
- psychology; or
- employment and career guidance psychology; or
- organisation and work psychology.
- providing psychological counselling: a degree in one of the following areas is required:
 - psychology; or
 - employment and career guidance psychology; or
 - organisation and work psychology.
- providing employment counselling: higher level humanities degree is required.

Counsellors can participate in in-service training provided through courses and further trainings, conferences and international study trips (organized, for example, within the framework of the Leonardo da Vinci programme providing further training opportunities for counsellors through the exchange of experiences).

Specialized trainings available for counsellors include:

- Employment counsellor training (tertiary level);
- Employment and career guidance psychologist (further training);
- Career orientation teacher further training (further training);
- Learning and career counselling (further training);
- Career orientation consultant training (course-based training);
- Creativity and communication (course-based training).

Within the framework of the PHARE programme titled "Help with the transition from education to the world of work", a special teacher training programme was also developed and 900 teachers and experts have been trained in the field of career guidance/counselling.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

An important objective defined by the Strategy of the Development of Vocational Education and Training (see section 0201) is to ensure the more efficient use of available financial resources and improve the exploitation of capacities - in line with the major goals of improving the system and content of VET in order to enhance the competitiveness of the economy as well as the realization of equal chances for everyone. The achievement of these goals necessitates the transformation of the institutional system of VET in order to rationalize operational costs and enable the optimum use of resources available for development (cf. the establishment of regional integrated vocational training centres, see section 0201) as well as the application of financial means as incentives and development measures.

Such financial means already introduced or to be applied in the near future serve the objectives of:

- improving the quality of training and encouraging providers to adapt their training offer to the needs of the labour market (differentiation of the per capita funding of vocational training schools on the basis of the employment ratio of graduates, preferential support for training in vocations in shortage on the labour market, establishment of professional advisory bodies, see section 0303; modification of the per capita funding of adult training, see section 1003);
- encouraging students/enterprises to study/offer training in vocations in shortage in the labour market (supplementary allowance for apprentices of 20% of the minimum wage and reimbursement of the material costs of the enterprise in a higher amount from 2007, based on the list of vocations in shortage to be prepared by the regional development and training committees by 2006);
- increasing the number of apprenticeships in school based VET (see section 1002).

The system of financing vocational education and training is built on four ultimate sources:

- the central budget providing the per capita funding of public and higher education institutions and of adult training programmes offered to target groups;
- local governments' (and other school maintainers') subsidies financing public education institutions through budgetary support;
- training and employment sub-funds of the Labour Market Fund (*Munkaero-piaci Alap, MPA*) whose income derives from various kinds of compulsory contributions of employers and employees, budgetary support and privatization, and which provides funding for various VET

development programmes and the training of disadvantaged people; and

- non-state financial sources;
- enterprises paying the vocational training contribution (*szakképzési hozzájárulás*, see below), providing practical training for VET students, development subsidies to vocational training schools or higher education institutions, training for their own employees, or granting employees' study leaves, etc.;
- individuals paying tuition fees, travel and accommodation expenses, buying textbooks and learning materials, etc.;
- international (e.g. EU Structural Funds) assistance.

The private economic sector plays a decisive role in the financing of VET primarily through the system of the vocational training contribution. This compulsory contribution, a kind of tax levied on enterprises in the amount of 1.5% of total labour cost, can be paid in various forms as regulated by the Act LXXXVI of 2003 on the Vocational training contribution and the support of the development of training. Accordingly, from the amount of their vocational training contribution enterprises can allocate for the following purposes (see also Table 1 below):

- provide practical training for students of vocational training schools or participants of higher education (based on cooperation agreements or student contracts, 100% of the amount of their vocational contribution can be allocated for expenses related to this);
- provide development subsidy for vocational training schools (in the amount of at most 75% of the contribution) or, since 2001, to higher education institutions (37,5%);
- provide vocational education and training for their own employees (based on adult training or study contracts, in the amount of at most 33% of the contribution); or
- pay it to the training sub-fund of the MPA (at most 100%).

Table 1: The allocation of the amount of the vocational training contribution (billion HUF, 1 €=250 HUF)					
YEAR	PRACTICAL TRAINING OF VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		TRAINING SUB-FUND OF THE MPA	TRAINING OF OWN EMPLOYEES
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION		
1998	5.7	n.a.	-	8.7	n.a.
1999	5.6	n.a.	-	11.0	n.a.
2000	5.5	n.a.	-	13.3	1.0
2001	6.2	11.9	0.9	16.1	2.4
2002	6.9	12.5	2.3	18.7	3.4
2003	7.6	13.3	3.0	20.6	4.8
2004	8.4	12.4	3.3	22.4	5.3

Source: Ministry of Education, Department of Vocational Training Development; Fundmanager Directorate of the Ministry of Education (*Oktatási Minisztérium Alapkezelő Igazgatósága*, OMAI); Ministry of Employment and Labour

Table 2: Increase of the amount of the vocational training contribution paid into the training sub-fund of the Labour Market Fund (billion HUF, 1 €=250 HUF)			
YEAR	TRAINING SUB-FUND	% OF PRIOR YEAR	% OF 1998
1998	8.7	100.0	100.0
1999	11.0	126.44	126.44
2000	13.3	120.91	152.87
2001	16.1	121.05	185.06
2002	18.7	116.15	214.94
2003	20.6	110.16	236.78
2004	22.4	108.74	257.47
2005	27.7	123.42	318.39

Source: Ministry of Education, Department of Vocational Training Development, OMAI

The expenditure of the budget on VET and the vocational training contribution are of nearly the same amount, but budgetary (state and local government) resources show a decreasing tendency, while the amount of the contribution is steadily growing (see tables

above). The development of the system of vocational training contributions is thus of outstanding importance, and more rigorous control over the allocation of the contributions and more efficient use of the MPA could continuously provide the resources for the content and technical development of VET in both within and outside the school system.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

PUBLIC EDUCATION

The primary source of funding IVET in public education is the 2 sub-systems of public finances: the central budget and the budget of the local governments (or of other school maintainers). There are two levels in this decentralized financing system:

- the budgetary connection of the central budget and school maintainers, where the mode of allocation is per capita support;
- the connection of the school maintainers and the institutions, where the mode of allocation is budgetary.

In the general education grades the funding of vocational training schools (*szakképző iskola*) is the same as that of grammar schools (*gimnázium*), they all receive per capita support of the same amount (HUF 262 000/€ 1 048 per student in 2006). Double per capita support is provided in the catching-up grade(s) of vocational schools (*szakiskola*). The funding of the vocational preparatory programmes that schools may provide in their general grades is currently not ensured but planned to be provided from school year 2006/2007.

In the VET grades schools get a different amount of per capita support for vocational theoretical education (HUF 210 000/EUR 840, per student in 2006) and for vocational practical training (HUF 112 000/€ 448 per student). The funding of practical training provided by an economic organisation (based on a cooperation agreement or student contract) is ensured by the enterprise which can allocate part or whole of its vocational training contribution (*szakképzési hozzájárulás*) for related expenses.

Recent changes concerning the financing of VET are related to the education objective to encourage enterprises as well as schools to favour apprenticeship training (student contracts, *tanulószerződés*). The administrative procedure of reimbursing the expenses of the enterprises was simplified, and the per capita support of practical training provided to vocational training schools was transformed (see section 0404).

Vocational training schools are furthermore entitled to receive development subsidies from enterprises (it can be paid from their vocational training contribution) and can participate in development programmes organized and financed by the state and/or by Structural Funds assistance. Direct development subsidies and the central and decentralized sections of the training sub-fund (their respective share is about 1/3-2/3) of the Labour Market Fund (*Munkaero-piaci Alap*, MPA) are the main sources of the technical/technological development of schools since the resources of the central budget available for development objectives are decreasing.

Tendering of sources from the central section of the training sub-fund of the MPA – that aim primarily to support practical training and its development in order to ensure the up-to-date, marketable vocational competences of students studying in VET within the school system - is organized and evaluated by the National Vocational Training Council (*Országos Szakképzési Tanács*, OSZT). Tendering of sources from the decentralized section - dedicated to support the regional needs in line with the development priorities

defined by the Minister of Education - is assisted by the regional development and training committees (*regionális fejlesztési és képzési bizottság*). The Council as well as the committees involve social partners and advise the decisions of the Minister of Education.

On a national average, 55-60% of the expenses of public education institutions maintained by local governments is covered by state contribution, and in lack of supplementary funds from the local government, a number of institutions use development funds to cover operational costs. The per capita funding system of public education institutions is therefore in need of further modifications to make it more efficient, transparent and allow more space for decentralized (institutional) decision-making. Problems partly derive from the double nature of maintenance due to the legal regulations according to which the state prescribes the content conditions of VET (qualification structure, examination system, school structure) by legislation and through development programmes, but the resources have to be ensured by the school maintainers. Furthermore, the 3-channel funding of vocational training schools (state per capita support, local government supplementary per capita support and the training sub-fund of the MPA) often hinders the clear specification of responsibilities related to provision of training and to development.

HIGHER EDUCATION

The financing system of higher education – where the first higher vocational qualification or degree is obtainable for students free of charge in state and church colleges/universities (and based on a special agreement, also in private institutions) – is built on the following sources:

- state support from the central budget:
 - per capita funding (for students' allowances; for training provision; for research; and in public institutions for operational costs);
 - tenders (e.g. for financing instructor scholarships, infrastructural development, providing programmes with a small number of participants, etc.); and
 - agreement with the Ministry of Education (e.g. for doctoral training, development, etc.).
- institutional income (fees of services offered, tuition fees of self-financed education, income of entrepreneurial activities, etc.) and development subsidies, endowments, capital assets, etc.

In the case of publicly maintained institutions, the relative share of income from outside the state budget is estimated as around 30%, although there are considerable differences in this respect among institutions.

The most important changes resulting from the enactment of the new Act CXXXIX of 2005 on Higher Education are the definition of the amount of the per capita support relative to the average wages calculated by the Hungarian Central Statistical Office (*Központi Statisztikai Hivatal*) in the law, and the mandatory establishment of an advisory economic council (*gazdasági tanács*) in every publicly maintained institution. This economic council involves 7-9 members (the rector, the economic director, 3-4 members

delegated by the Senate, and 2-3 members delegated by the Minister of Education) and assists in the development and supervision of the financial operations of the institution.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Adult education offered within the school system is financed by the same sources as full time public and higher education. In public education the per capita funding of adult education (*felhottoktatás*) organized in full time education is of the same amount as in regular education, 50% in evening and 20% in correspondence education which is supplemented by the tuition fees paid by the participants in the latter 2 forms. Programmes offered by higher education institutions can be both state-financed and fee-charging in every delivery mode (full, part time and distance learning) and the state ensures the right for everyone to obtain the first OKJ higher level vocational qualification or degree free of charge.

The 3 sources of financing adult training outside the school system are the contributions of the state, the employers and the participants. The governing principle of current educational policy is that each side should contribute about 1/3 of the total costs. In 2005 state financing constituted about 40% of all the costs of adult training.

The main objective of the state financing system of adult training is to facilitate the creation of a knowledge-based society and increase employability as well as the competitiveness of those employed. State support and the encouragement of employers' and individuals' spending on education aim to facilitate access to adult training and contribute to the realization of lifelong learning. The main sources of this financing system are:

- the central budget providing per capita support for training provided to target groups, financing the operation of the Public Employment Service (*Állami Foglalkoztatási Szolgálat*) and its regional training centres;
- Labour Market Fund (*Munkaero-piaci Alap, MPA*):
 - employment sub-fund supporting the training of the unemployed and target groups;
 - adult training section of the employment sub-fund supporting the content and technological development of adult training and specific programmes offered to target groups;
 - training sub-fund supporting the operation and development of the VET system through central programmes or tenders.
- participants of adult training who can reduce their expenses through the personal income tax deduction opportunity; and
- employers providing or financing the training for their employees who can reduce their expenses through the opportunity to pay their vocational training contribution (*szakképzési hozzájárulás*, see section 1001) in this way.

The amount of the vocational training contribution paid by enterprises to the MPA provides resources for the development of the system, institutions and participants of adult training. Support from the adult training section of the employment sub-fund of the MPA (receiving roughly 1/3 of the vocational contribution paid into the training sub-fund) can be provided through discrete decisions or tenders, in accordance with the regulations specified in the 8/2003. (VII. 4.) Decree of the Ministry of Employment and Labour. The National Adult Training Council (*Országos Felnothképzési Tanács*) involving social partners advises the decisions of the Minister of Employment and Labour.

The personal income tax deduction opportunity (regulated by Act XLII of 2002 on the modification of taxes, contributions and other budgetary incomes) is primarily an incentive element. It aims to encourage the further training of the active population through providing indirect state support for self-financed adult training. The tax deduction opportunity effective since 1st January 2003 can be made use of by the participant of adult training (or by spouses or parents paying the tuition fees) whose annual income is less than HUF 6 500 000 (€ 26 000). The amount of the deduction is 30% of the training fee paid in the tax year, but no more than HUF 60 000/€ 240 (counted together with the tax deduction that is due after the amount spent on the acquisition of IT equipment).

CVET provided at the initiative of enterprises is financed by employers. Their support varies significantly according to sector and size of enterprise and in 1999 such training was supported altogether by 37% of the enterprises and offered only to 12% of employees of the private sector. The improvement of CVET provided by employers is encouraged by the state through the opportunity to spend (at most) 33% of their compulsory vocational training contribution on financing such trainings. As data show, they increasingly do so: its amount rose to HUF 5.3 billion (€ 21.2 million) in 2004 from 1.031 billion (€ 4.124 million) in 2000 (see Table 1 in section 1001).

In 1999, the cost of CVET courses provided by enterprises was only 1.2% of the total labour cost, half of the EU-15 average, and the proportion of direct costs was slightly more than the third of that average (see table below). These low figures can be explained by the much smaller scale of in-company training provision in Hungary (see section 0504). In fact, one reason for this is the lack of financial resources: more than 20% of the enterprises asked during the 2nd Continuing Vocational Training Survey of Eurostat referred to difficulties in financing such trainings, especially the smaller ones.

	TOTAL COSTS	DIRECT COSTS	LABOUR COSTS OF PARTICIPANTS
EU-15	2.3	1.4	0.8
HUNGARY	1.2	0.5	0.4

Source: Eurostat, Newcronos, 2nd continuing vocational training survey in enterprises (CVTS)

Direct costs: costs of CVET courses

Total costs: sum of direct costs, staff time costs and balance of contributions to national or regional training funds and receipts from national or other funding arrangements

Compared to other European countries, the balance of contributions to national funds and receipt from national or other funding arrangements was rather high, 60% of the direct costs in 1999. This was due mainly to the institution of the vocational training contribution (*szakképzési hozzájárulás*) which is a kind of tax levied on enterprises in the amount of 1.5% of total labour cost (see section 1001). However, since the proportion of companies which allocate the whole or a part of their vocational training contribution on providing practical training to students or further training to their employees, this figure would be probably lower for 2006 (the next CVTS will be conducted this year).

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

Training of unemployed people and others vulnerable to exclusion in the labour market is provided either through the Public Employment Service (*Állami Foglalkoztatási Szolgálat*) or directly by adult training providers receiving per capita support or participating in development programmes and tenders financed from the Labour Market Fund (*Munkaerő-piaci Alap*, MPA) and/or by EU Structural Fund assistance.

County labour centres (*munkaügyi központ*) give financial support from the employment sub-fund of the MPA for unemployed people and other target groups to participate in training programmes provided by regional training centres and other accredited adult training providers. Their support includes the reimbursement of training costs and related expenses and provision of supplementary/compensatory payment for the duration of training.

The per capita funding of adult training from the state budget was introduced in 2003 to support adults to obtain their first qualification of National Qualification Register (*Országos Képzési Jegyzék*, OKJ) and assist people living with disabilities (and other target groups defined annually) to participate in general, language or VET training programmes. Funding may be provided to accredited adult training institutions (offering accredited training programmes in case they train adults living with disabilities), through an agreement of the training provider and the Ministry of Employment and Labour, based on the number of participants specified in the training plan of the institution. The amount of per capita support increased from 461 million HUF (1.8 million €) in 2003 to 2 520 million HUF (10 million €) in 2005 which provided support for 17 233 adults in 1 041 training programmes delivered by 153 institutions.

Pursuant to the 206/2005 (X.1.) government decree on the transformation of the per capita financing system of adult training, effective from 1st October 2005, training programmes offered to adults over the age of 50 to obtain a second OKJ vocational qualification will also be free of charge for the participants. The new regulation aims also to increase the effectiveness of per capita support through differentiating its amount paid for the theoretical and the practical components of the training programme, and by linking the provision of full support to guaranteed subsequent employment of the participants. Except for the training of people living with disabilities, full per capita support can thus be provided only if:

- an employer makes an agreement with the training provider in which it guarantees that it will employ in 3 months or continue employing the participant for at least 6 months; or
- the adult participant guarantees in the training contract that s/he will become self-employed in 3 months or continue her/his self-employment for at least 6 months after completing the training.

In case the employment of the participant is not in the above ways guaranteed, the ministry still reimburses 50% of the training cost of programmes provided in vocations in short supply in the labour market, whose list is defined annually and published on the homepage of the ministry.

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

In addition to the goals related to the transformation of the financing system of VET discussed in section 1001, future policy priorities will target the more efficient use of the vocational training contribution (*szakképzési hozzájárulás*) and the training sub-fund of the Labour Market Fund (*Munkaero-piaci Alap, MPA*, see section 1001). This financial source plays a decisive role in the development of VET as the amount of the vocational training contribution, being linked to the amount of labour costs, is constantly growing in line with the growth of the economy (see tables in 1001). The training sub-fund, dedicated to financing of the development of practical training, was first (since 1972) providing support to skilled workers' training schools (*szakmunkásképző iskola*), predecessors of vocational schools (*szakiskola*), then (since 1988) also to secondary vocational schools (*szakközépiskola*), and since 2001 to higher education institutions as well.

In order to make use of this growing fund most effectively, future policy priorities would aim at:

- further strengthening decentralization in the administrative system of its distribution from the MPA, primarily through the regional development and training committees which can allocate resources according to regional priorities;
- coordinating the allocation of resources with the development programmes financed by Structural Funds and other assistance, in order to avoid parallelism and strengthen efficiency;
- strengthening concentration of allocation through providing resources for integrated practical training places capable of investing in expensive technology; and
- strengthening supervision over the appropriate utilization of resources, especially of the development subsidy (which should be used exclusively for the technical/technological development of institutions), through encouraging schools to prepare plans specifying their strategy to attain subsidies from target enterprises and use it for the development of their practical training based on the needs and demands of these enterprises.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

Since the beginning of the 1990s, supporting the process of EU Accession and the need to contribute to the realisations of the economic, cultural and intellectual preconditions of the integration have been in the focus of the development and modernization of education and training in Hungary. As a result of comprehensive legislation and policy measures related to the reform of the content and structure of education, adopted in the past 10-12 years, the system and the strategic development objectives of education and specifically of VET have been brought in line with the educational strategies of the European Union.

Current EU policy priorities – in particular the development of a lifelong learning culture, improvement of skills and mobility, quality and transparency of VET, etc. – are the major guiding principles of the sectoral and the Lifelong Learning strategies as well as of the National Development Plan (*Nemzeti Fejlesztési Terv, NFT*) of Hungary setting the framework of Structural Funds assistance (see section 0201). Strengthening the link between employment and education and training strategies is considered as of outstanding importance, demonstrated by the fact that the development programmes of both fields are organized within the framework of the same operational programme, the Human Resources Development Operational Programme (HRD OP).

The main objectives of both the VET development strategy and the HRD OP –developed through consultations with various social partners (employers, employees, economic and professional chambers, NGOs, etc.) - aim to develop the system, content and infrastructure of education in such a way that it should:

- prepare participants for a successful future career through providing high quality VET adjusted to the needs and demands of the economy, i.e. improve employability;
- ensure equal opportunities and improve the employability of disadvantaged groups through education and training; and
- provide the skills and competencies necessary to develop the culture of lifelong learning.

Hungary currently has educational and cultural inter-governmental cooperation agreements with 105 other countries both within and outside the EU, and it has permanent work relations with about 50 countries. Most of these agreements provide opportunities for mobility programmes, and in the past decade there has been cooperation also in the field of VET curricula and practical training development with several countries.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Impact of Europeanisation on VET pathways, curricula and methodology is manifested in developments influenced by European/international policies and measures taken so far, initiated by national strategies, including:

- transparency: introduction of the system of Europass;

- career guidance and counselling: its development is the objective of a thematic project in the national Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 0201), and in the Human Resources Development Operational Programme Measure 3.5.1. (career orientation training materials for disadvantaged adults, see section 0201);
- quality assurance: introduction of the European Foundation for Quality Management (EFQM) system (1994/1998) and quality assurance (ISO, TQM) of public education through the Comenius programmes I.-II. (1998/1999), accreditation of adult training institutions and programmes;
- skills development: development of curricula and training materials promoting the development of skills and competencies necessary for lifelong learning at pre-primary, primary and secondary level through HRD OP Measure 3.1.;
- language teaching: establishment of bilingual vocational training schools (VET offered in both Hungarian and another language, typically English or German), introduction of a “language preparatory grade” in several upper-secondary schools (60-70% of the classes in the “O.” grade are dedicated to language learning and information technology studies), programmes of the Ministry of Education to improve language teaching (combined application of school-based training and forms of training outside the school system, based on the foreign language learning opportunities offered by the Lingua sub-programme of the Socrates and the Leonardo da Vinci programmes, and on the outcome and experiences of methodological work under the auspices of the Council of Europe);
- digital literacy: information technology studies are built in the curricula of upper secondary schools, ECDL compatible vocational qualification included in the National Qualifications Register (*Országos Képzési Jegyzék*);
- mobility: participation in the European Union (Socrates, Erasmus and Leonardo da Vinci) community action programmes since 1997, introduction of a national mobility scheme providing work-linked placements for vocational school (*szakiskola*) students financed by the Ministry of Education.

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