

Hungary

VET in Europe - Country Report

2009

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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 context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Legislative and Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics - allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/

More detailed thematic information on the VET systems of the EU can also be found at:
http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/analysis.asp

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Hungary

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1. GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1. POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Hungary has been a parliamentary republic since 1989. Its main legislative body is the Parliament with 386 members elected by the people for four years. The Parliament elects the President, the representative head of the state, and the Prime Minister, the head of the government exercising executive power.

Public administration is characterised by the large number of territorial local governments empowered with extensive rights and duties in organising the life of local communities, including the field of education and training, and by the absence or weakness of middle level structures. The traditional mid-level public administration units are the 19 counties and the capital city of Budapest. Since 1999, pursuant to EU requirements, seven NUTS II level regions have been created for planning-statistical and development purposes. Within each of these regions, altogether 168 statistical micro-regions, i.e., regional development and statistical units identified on the basis of functional relationships existing between the settlements were formed.

The main decision-making bodies of the regions are the Regional Development Councils (*regionális fejlesztési tanács*). At regional level currently there are hardly any decentralised institutions and only a few examples of de-concentrated organisations. Nevertheless, in the field of VET, Regional Development and Training Committees (*regionális fejlesztési és képzési bizottságok, RFKB*) of the latter type play an increasingly important role, and from 1 January 2007, County Labour Centres supporting the training of the unemployed and other target groups were replaced by Regional Labour Centres (*regionális munkaügyi központ*, see section 3.2.).

1.2. POPULATION AND DEMOGRAPHICS

Hungary occupies an area of 93 030 km² and its population was 10 045 000 on 1 January 2008 (10 029 873 as of 18 February 2009, Eurostat estimate). The vast majority of people are ethnically and linguistically Hungarian (Magyar). There are around 600 000 people of Roma origin representing around 6% of the total population and, according to estimates presently every sixth-seventh newborn is Roma. Other minorities (German, Croatian, Slovakian, Romanian, etc.) comprise at most 2% of the population.

		2002	2005	2009
EU (27 countries)	(b)	491,023,535	495,090,294	499,673,325(s)
Hungary		10,097,549	10,066,158	10,029,873(s)

Source: Eurostat; Date of extraction: 26 Feb 2009

In line with European trends the population of Hungary is ageing, and, owing to low birth rates and relatively high mortality rates, has also been decreasing since 1981. As a consequence, the number of school-aged children is declining and will continue to do so also in the next decade, while the proportion of people over the age of 50 is increasing in the working-age population. The old age dependency ratio is expected to increase from 24.22% in 2010 to as much as 33.26% in 2025. The increase is larger than the EU average.

This forecasts a further decrease of students in generally low-esteemed VET and increasing demand for improving CVET and lifelong learning opportunities.

TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO %											
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU -27	25.9	28.26	31.05	34.23	38.04	42.07	45.36	48.00	50.42	52.45	53.47
HUNGARY	24.22	26.3	30.31	33.26	34.06	36.21	40.11	46.69	50.83	54.49	57.64

Source: Eurostat

Date of data extraction: 10/03/2009

TABLE 3: AGE-SPECIFIC DEMOGRAPHIC TRENDS FOR 2007, BASELINE SCENARIO UNTIL 2025				
	2008	2010	2020	2025
TOTAL	10,051,008	10,016,709	9,839,679	9,743,137
AGED 0-24	2,782,492	2,726,172	2,479,672	2,432,901
AGED 25 -59	5,071,957	5,031,350	4,747,975	4,662,594
AGED 60+	2,196,559	2,259,187	2,612,032	2,647,642

Source: Hungarian Central Statistics Office (Központi Statisztikai Hivatal)

The natural decrease in the population has been partly offset by gains through migration since the early 1990s, although in international comparison the absolute number and proportion of migrants - the majority of whom are well-qualified, Hungarian-speaking citizens of neighbouring countries - is low and (especially since Romania has joined the EU) declining. Immigration from developing countries has been insignificant so far. On the other hand, the emigration of qualified people - both graduate and skilled workers - to Western Europe is accelerating in the current depressed economic situation.

1.3. ECONOMY AND LABOUR MARKET INDICATORS

The economy of Hungary is small and open. The vast majority of enterprises are micro enterprises (95.1%), the proportion of small and medium enterprises is 4.1% and 0.7% respectively, which together employed 65% of employees, produced half of gross value added and formed 36% of export sales in 2004.

In the second quarter of 2008 the largest proportion of the workforce (26.7%) was employed in the distribution and transport sector, followed by manufacturing (22.5%) and non marketed services (21.9%). The primary sector and utilities, as well as construction and business and other services accounted for 29.9% of employment (6.2%, 7.9%, 14.8%, respectively). A constant shortage of skilled workers in certain sectors, vocations and regions, and the inadequate quality of human resources have been important barriers to economic development, while participation in CVET is low and correlates strongly with company size. (see also [Annex 1](#), Table 1.1)

The most salient feature of the Hungarian labour market continues to be the low employment rate, especially among the low qualified, the disadvantaged, women and the elderly. In 2008 it was 56.7% in the population aged 15-64, lagging behind the EU27 average rate of 65.9%, and 63.0% among males and 50.6% among females. In addition to the large proportion of inactive population, this can be explained by low employment rates among the youngest (15/24) and the oldest (55-64) age group in active age. The employment rate of the former group was 20.8% only in Q3 of 2008, as opposed to 38.8% of

the EU average, while only 32% of the latter groups worked in the same period, which is 14 percentage point lower than the EU27 average.

Unemployment has been increasing in recent years; unemployment rates in 2008 were 7.8% for the total population aged 15-64, 7.6% among males, 8.1% among females. After a slightly decreasing unemployment rate among young people between 2005 and 2007 (19.4% in 2005, 19.1% in 2006 and 18.0% in 2007), the year 2008 saw a 1.9 percentage point increase in unemployment among people below 25. (Source: Eurostat, see also [Annex 1](#), Table 1.2)

The rate of inactive people is high, although activity has increased slightly in recent years due to government measures, partly because of the increasing number of job-seekers.

In Hungary, labour market status correlates strongly with educational attainment, and the individual returns to education are also very high. The very low employment of people with low educational attainment contributes to Hungary's low employment rate as well. Significant regional and settlement type-specific inequalities and low sectoral and geographical mobility are further important characteristics of the economy and the labour market.

TABLE 4 - EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)										
		2002			2005			2007		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EUROPEAN UNION (27 COUNTRIES) ¹	TOTAL	36.7	77.3	50.2	36.1	78.1	53.3	37.4	80.0	55.6
	ISCED 0-2	25.7	65.9	40.5	24.7	66.2	42.5	25.3	67.5	44.2
	ISCED 3-4	47.8	79.1	54.3	47.1	79.4	56.8	48.9	81.4	59.2
	ISCED 5-6	61.7	88.2	71.8	60.5	88.0	73.6	62.0	89.0	74.9
	NO ANSWER	15.3	73.4	37.9	4.6	73.7	5.0	5.1	74.6	6.6
HUNGARY	TOTAL	28.6	74.5	41.0	21.8	74.9	47.1	21.0	75.7	47.6
	ISCED 0-2	8.6	52.9	21.5	7.2	51.1	25.7	6.7	50.0	26.8
	ISCED 3-4	43.9	78.4	52.7	34.0	78.0	53.6	32.7	79.3	52.4
	ISCED 5-6	76.1	88.9	67.4	70.2	87.7	73.0	70.2	86	68.3

Source: Eurostat

Date of extraction: 17 Mar 2009

¹Eurostat estimate

1.4. EDUCATIONAL ATTAINMENT OF THE POPULATION

The educational attainment of the population of Hungary has been improving over the last one and a half decades.

Currently, the vast majority (around 95%) of students complete the eight years of primary school (*általános iskola*, ISCED 2A) by 16 years of age which is the upper limit of compulsory school age. 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 Secondary School Leaving Certificate (*érettségi*) and the interest of these

secondary schools in maintaining their student numbers in spite of the demographic decline. The number of people with tertiary level qualifications has been continuously increasing in line with the even more extensive expansion of higher education, but the rate for the working-age population is still lower than in most member states (see also Table 1.3 of [Annex 1](#)).

The proportion of early school leavers is lower than the EU average (see Table 5 and [Annex 1](#), Table 1.4). In addition to the reasons mentioned above, this may in part be explained by the opportunity of obtaining the first (and in the period of 1999-2005 also the second) vocational qualification free of charge in full-time public education until the age of 23 supported by state per capita funding. On the other hand, the ‘soft’ output regulation characterising the Hungarian educational system - due to which it is relatively easy to obtain a secondary level general or vocational qualification - must also be considered an important reason. Nevertheless, the high number of drop-outs is a very significant problem for certain disadvantaged groups and institution types, especially in vocational schools (*szakiskola*, ISCED 2C-3C).

	2002	2003	2004	2005	2006	2007
EU-27	17.1	16.6	15.9	15.5	15.2	14.8
EU-25	16.6	16.1	15.4	15.1	15.0	14.5
HUNGARY	12.2	11.8	12.6	12.3	12.4	10.9

Source of Data: Eurostat, EU Labour Force Survey

Date of extraction: 29 May 2008

The government has introduced various measures in recent years to increase participation in adult education and training (see sections 5.1.2, 5.3 and 9.2.2), but participation rates are low (2.9% in 2002, 3.9% in 2005, 3.6% in 2007) and are increasing at a slower pace than the EU27 average. As regards gender, fewer men tend to partake in lifelong learning (LLL) than women (in 2007 3.0% of men and 4.1% of the Hungarian female population participated in some kind of LLL activity). There are significant differences regarding the learning motivation (and possibilities) of adult population among the different EU member states, as well. The extent of these differences makes it likely that the expression “participating in education and training” is interpreted in different ways in different countries; in some cases it may be restricted to the formal education.

	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU-27	7.2	7.8	6.6	9.8	10.5	9	9.5	10.3	8.6
HUNGARY	2.9	3.3	2.6	3.9	4.6	3.2	3.6	4.1	3

Source of information: Eurostat

Date of extraction: 27 Feb 09

Last update: 14 Nov 08

1.5. DEFINITIONS

GENERAL EDUCATION - ÁLTALÁNOS KÉPZÉS (GENERAL EDUCATION)

The National Core Curriculum (*Nemzeti Alaptanterv, NAT*) defines general education as: “The school delivery of fundamental assets of education, the development of related competences. Its organizational framework consists of the general education phases of schooling. Knowledge acquired through general education makes the individual able to solve certain tasks and problems and makes the foundation for VET at various level. Fundamental assets of education is understood as the interrelated system of learning abilities, elemental cultural techniques, key competences and general education as it is understood by the society.”

Pursuant to *Act LXXIX of 1993 on Public Education*, ‘the phase of school education that makes the foundation of general education’ (*az iskolai nevelés-oktatás általános műveltséget megalapozó szakasza*) consists of the two consecutive phases of primary and secondary level education. That is, general education is provided in the eight years of primary school (*általános iskola*, ISCED 1-2) and years 9-10 of vocational school (*szakiskola*, ISCED 3C) and years 9-12/13 of secondary school (i.e., grammar school, *gimnázium*, and secondary vocational school, *szakközépiskola*, ISCED 3A). Successful completion of these programmes does not provide the participants with a labour-market relevant qualification, but prepares them for further education at higher level or for entering VET.

General education programmes can also be provided in adult training, outside the formal school system. *Act CI of 2001 on Adult training* defines general education (*általános célú képzés*) as: “training that aims at increasing general education, contributes to the development of the adult’s personality, social equality and civic competence”.

PRE-VOCATIONAL EDUCATION - THERE IS NO OFFICIAL/UNIFORMLY USED HUNGARIAN EQUIVALENT (BUT SEE BELOW THE NAME OF THE VARIOUS PRE-VOCATIONAL PROGRAMMES), EXPRESSIONS USED OCCASIONALLY: SZAKMAI ALAPOZÓ OKTATÁS ÉS KÉPZÉS ÉS SZAKMAI ORIENTÁCIÓ (VOCATIONAL ‘GROUNDING’ EDUCATION AND TRAINING AND VOCATIONAL ORIENTATION), SZAKMAI/SZAKMACSOPORTOS ALAPOZÁS (VOCATIONAL ‘GROUNDING’, ‘GROUNDING’ IN A QUALIFICATION GROUP)

Since 1998, in accordance with the 1996 amendment of the Public Education Act, VET awarding a vocational qualification can be commenced at the age of 16 at the earliest. However, pre-vocational education can be provided to students below that age, in the general education years of VET schools. Such preparatory programmes include (see also section 4.3):

- in vocational schools: career orientation (*pályorientáció*) and practical training in year 9, and ‘vocational grounding theoretical and practical training’ (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen qualification group in year 10 (in 40% of the mandatory teaching hours at most) - the introduction of such subjects has been mandatory since 2006;
- in secondary vocational schools: vocational orientation (*szakmai orientáció*) from year 9, and ‘grounding training in a qualification group’ (*szakmacsoportos alapozó oktatás*) from year 11 - the vocational competences acquired in this kind of education can be recognised in the VET years which may reduce the duration of training.

These programmes are designed to introduce participants to the world of work and prepare them for entry into the VET years, and they do not yet lead to a labour-market relevant vocational qualification.

VOCATIONAL EDUCATION - SZAKKÉPZÉS (VOCATIONAL TRAINING - THIS IS THE UNAMBIGUOUS HUNGARIAN EQUIVALENT OF VOCATIONAL EDUCATION AND TRAINING), SZAKOKTATÁS (VOCATIONAL EDUCATION), SZAKMAI KÉPZÉS (VOCATIONAL TRAINING)

Vocational education and training is used as a generic term covering many different types of education and training opportunities with the common objective of leading participants to acquire, develop or refresh the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Therefore, it is understood a bit more broadly than the UNESCO and ISCED definitions and it is used also to refer to such programmes that do not lead to a labour-market relevant vocational qualification recognized by the competent authorities. The provision of all forms of VET - with the exception of ISCED 5A and 6 level higher education programmes and so-called 'training regulated by public authorities' (see section 5.2.2.) - is regulated by *Act LXXVI of 1993 on Vocational Education and Training* which distinguishes the following types of VET which may be provided either within or outside the formal school system (see below under 'IVET'):

- pre-vocational education that makes the foundation of VET;
- programmes awarding a state-recognized vocational qualification;
- programmes awarding a qualification required for getting employment in a specific post, pursuing a profession or performing some activities;
- programmes awarding a higher level vocational qualification (*felsőfokú szakképesítés*) in a higher education institution;
- programmes preparing participants for higher level vocational performance, for the master examination
- programmes targeting disadvantaged social groups;
- rehabilitation training provided to people with changed working ability; and
- programmes assisting finding employment or starting a business.

School-based VET programmes award a state-recognized vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), but all these OKJ qualifications can also be obtained in adult training, with the exception of ISCED 5B higher level vocational qualifications (while some OKJ qualifications are available only in adult training).

TECHNICAL EDUCATION

This term is synonym with the term 'vocational education', see above.

TERTIARY EDUCATION - *FELSŐOKTATÁS* (HIGHER EDUCATION)

Tertiary education involves various training programmes of ISCED 5 and 6 level. Access to the first stage of tertiary education (not leading directly to an advanced research qualification) requires at least the ISCED 3A level Secondary School Leaving Certificate (*érettségi bizonyítvány*). In relation with the Bologna process the multi-cycle training structure with sequential BA/BSc (6-8 terms, ISCED 5A) and MA/MSc programmes (2-5 terms, ISCED 5A) is currently being introduced gradually since September 2006. The previous dual system of higher education differentiated between college and university education. Though both longer (10-12 terms) university programmes typically providing deeper theoretical education and shorter (6-8 terms), more practice-oriented college programmes awarded an ISCED 5A level degree and qualification, college and university education did not build directly on each other and transferring to a higher level programme even in the same field was rather difficult. Tertiary education also involves postgraduate specialization programmes (*szakirányú továbbképzés*) awarding a further specialized ISCED 5A level qualification (but not a degree), and ISCED 5B level courses called higher level VET (*felsőfokú szakképzés*) have been available since 1998.

HIGHER EDUCATION - *FELSŐOKTATÁS* (HIGHER EDUCATION)

This term is synonym with the term 'tertiary education'; in fact, its Hungarian equivalent is the commonly used term, see above.

FURTHER EDUCATION - THERE IS NO EXACT HUNGARIAN EQUIVALENT OF THE TERM, THE CLOSEST EXPRESSION IS *TOVÁBBKÉPZÉS*

POST-SECONDARY NON-TERTIARY EDUCATION - *ÉRETTSÉGI UTÁNI SZAKKÉPZÉS* (VET PROVIDED FOLLOWING THE SECONDARY SCHOOL LEAVING EXAM) OR *POSZTSZEKUNDER, NEM FELSŐFOKÚ KÉPZÉS* (POST-SECONDARY NON-TERTIARY TRAINING)

Post-secondary non-tertiary education has been offered in the VET years of secondary vocational schools since the second half of the 1990s when the structure of VET schools was substantially transformed so that general education was extended until year 10 in vocational schools and year 12 or 13 at secondary vocational schools, thus moving the vocational training programmes of the latter from ISCED 3 to ISCED 4 level. Currently students enter the VET years of secondary vocational schools at the age of 18 at the earliest, typically after having obtained the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A). The duration of the vocational training programme depends on the OKJ qualification awarded and is defined in its professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*); typically the training is two years long (which, however, is often reduced to one year, when participation in pre-vocational education in secondary vocational school is recognized), but programmes of 2, 3, 5 and 6 terms also exist.

TRAINING - *KÉPZÉS* (TRAINING)

This is a widely used expression in everyday speech referring either to the process of training or to courses, but it is not a terminus technicus.

INITIAL VOCATIONAL EDUCATION AND TRAINING - THERE IS NO OFFICIAL/UNIFORMLY USED HUNGARIAN EQUIVALENT, TERMS USED OCCASIONALLY: IFJÚSÁGI SZAKKÉPZÉS (YOUTH VOCATIONAL EDUCATION AND TRAINING), SZAKMAI ALAPKÉPZÉS (VOCATIONAL INITIAL TRAINING)

In Hungary, an ultimate differentiation is made between VET provided within the formal school system (iskolarendszerű szakképzés) and VET provided outside the school system (iskolarendszeren kívüli szakképzés), within the framework of adult training (felnőttképzés). IVET is commonly identified with VET provided within the school system, offered in two types of VET schools in the system of public education (közoktatás) and in higher education (ISCED 5B higher level VET programmes - Hungarian legislation does not classify ISCED 5A and 6 level programmes as VET), although together with the higher education degree they also award a 'vocational qualification' (szakképzettség) which entitles one to enter a job specified in the training and outcome requirements (képzési és kimeneti követelmények) of the programme, see also under 'qualification'. While in secondary vocational schools vocational training awarding an OKJ qualification is undertaken after full-time compulsory education (in the VET years at post-secondary non-tertiary level, see above), vocational schools prepare students for obtaining an OKJ qualification in the course of their compulsory schooling (in years 10-12/13). The practical training part of vocational programmes can be provided by the school as well as by an enterprise, but there are no separate pathways of IVET depending on the practical training venue (see below under 'school-based programmes').

CONTINUING VOCATIONAL EDUCATION AND TRAINING - SZAKMAI TOVÁBBKÉPZÉS (CONTINUING VOCATIONAL TRAINING)

If IVET is commonly equated with VET provided within the formal school system (see above), CVET can for the most part be identified with adult training, although various CVET opportunities are also available to adults in higher education and as adult education in public education. The sector of adult training covers many different types and forms of learning opportunities, ranging from training programmes awarding a state-recognized qualification listed in the OKJ to much less structured learning activities offered by community cultural centres or non-profit organizations in folk arts and crafts, popular science, etc. Participation in CVET can be mandatory prescribed by legislation, or initiated and financed by the individual and/or his/her employer, or for the unemployed and other target groups by the state.

SCHOOL-BASED PROGRAMMES - THERE IS NO OFFICIAL/UNIFORMLY USED HUNGARIAN EQUIVALENT (BECAUSE IT IS NOT A SEPARATE PATHWAY, SEE THE DEFINITION), THOUGH IT CAN BE TRANSLATED AS 'ISKOLÁBAN FOLYÓ SZAKKÉPZÉS' (VET PROVIDED IN THE SCHOOL)

Pursuant to the VET Act, in VET within the formal school system vocational theoretical education can be provided only in a VET school (or in the case of higher level VET, in a higher education institution), while the practical training of students can be organized at any 'practical training place' (*gyakorlóhely*) maintained/operated by either a VET school, a legal entity, an economic organization or an individual entrepreneur "where the preconditions of preparing students for the practical requirements prescribed by legislation are ensured". A 'central training place' of a Regional Integrated Vocational Training Centre (*térségi integrált szakképző központ, TISZK*, see section 2.1.2) can also participate in practical training provision, on the basis of an agreement with the practical training provider. Current education policy in fact - especially in vocational school training offered in blue-collar vocations - aims to encourage students, schools and enterprises alike to organise practical vocational training in such a way that its first phase, focusing on mastering basic vocational skills, should be provided in a workshop setting (typically a

school workshop). This should preferably be followed by training at a real workplace in the final vocational year to provide specialised vocational skills and competences, preferably on the basis of a student contract (see below under ‘apprenticeship’). As regards current practice, the majority of secondary vocational school students receive their practical training exclusively at the school, while the practical training of the majority of vocational school students is organized - at least in part - outside the school (typically in apprenticeship training).

Therefore, school-based programmes, alternance training and apprenticeships are not in fact separate pathways in the system of IVET in Hungary, and the structure and content requirements of VET and the awarded qualifications are the same irrespective of where the student receives his/her practical training.

ALTERNANCE TRAINING - EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁS ALAPJÁN FOLYÓ GYAKORLATI KÉPZÉS (PRACTICAL TRAINING PROVIDED ON THE BASIS OF A COOPERATION AGREEMENT)

Although the VET Act permits two possible forms of practical training organized by an enterprise (see above under ‘school-based programmes’), the form preferred by the law and education policy is apprenticeship training based on a student contract (see below). This can be replaced by a kind of alternance training only if practical training is less than 40% of the duration of the training programme or if the practical training is:

- provided at a budgetary organization;
- organized by a VET school and the summer (continuous) vocational practice is provided at an enterprise;
- provided - in at most 50% of the duration of practical training - as supplementary practical training by another practical training provider because the organizer of the practical training does not meet all the conditions necessary for practical training provision;
- provided at a training shop maintained jointly by several enterprises (*üzemközi tanműhely*);
- provided at a training shop maintained by a state-maintained regional training centre;
or
- provided at a “central training place”.

In such cases the VET school is obliged to contract an economic organization for cooperation to provide practical training for its students. The cooperation agreement is a written document which the maintainer of the VET school has to approve.

APPRENTICESHIP - TANULÓSZERZŐDÉS ALAPJÁN FOLYÓ GYAKORLATI KÉPZÉS (PRACTICAL TRAINING PROVIDED ON THE BASIS OF A STUDENT CONTRACT)

Apprenticeship training exists as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) made between a student and an enterprise, but it is not a separate pathway in IVET in Hungary (see above under ‘school-based programmes’). It is rather one form of delivery for the practical training aspect - in whole or in part - of a vocational training programme provided within the school system, available at:

- upper secondary level in the VET years of vocational schools (*szakiskola*, see section 4.3),
- post secondary level in the VET years of secondary vocational schools (*szakközépiskola*, see section 4.6), and
- (since January 2006) at tertiary level in higher level VET programmes (*felsőfokú szakképzés*, see section 4.7).

Still, student contract-based training does indeed have some important special features (contractual relationship, student allowance, etc., see section 4.4) and is the form of practical training prioritized by education policy (particularly in the last year of VET). Since 1 January 2007, practical training outside the school can be organised based on a student contract alone (instead of a cooperation agreement) in cases where more than 50% of the duration of practical training is provided at an economic organisation.

CURRICULUM - TANTERV (CURRICULUM)

The meaning of the term ‘curriculum’ as used nationally corresponds to the Cedefop definition: A set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. There are multiple levels of curriculum-development in both general education and VET:

- general education: the school’s local curriculum is developed by the school in compliance with the requirements of the NAT published by the government, assisted by the recommendations of framework curricula published by the minister of education; the curricula of pre-vocational education are developed in accordance with the central programmes of OKJ qualifications (see below), and in secondary vocational schools also the requirements of the secondary school leaving examination, following the guidelines of framework curricula developed for each of the 21 qualification groups;
- VET: the school’s local curriculum termed ‘vocational programme’ (*szakmai program*) is developed by school based on the SZVKs of the awarded OKJ qualification and the guidelines of central curricula (*központi program*), both types of documents being published by the minister of the relevant field (more specifically, by one of ten responsible ministries and/or the President of the Central Statistical Office and the President of the Council of Public Procurements); in the case of higher level VET and of OKJ courses offered in adult training, curricula (called ‘VET programme’, *szakképzési program*, and ‘training programme’, *képzési program*) are developed by the training provider based on the SZVKs only;
- in higher level VET, the curriculum called ‘VET programme’ (*szakképzési program*) is developed by the training provider higher education institutions (also for the cooperating secondary vocational schools that provide training), based on the SZVK, taking into account the recommended training programme published by the minister of the relevant field;
- in higher education the curricula of BA/BSc and MA/MSc programmes are developed by the higher education institutions based on the so-called ‘training and outcome requirements’ (*képzési és kimeneti követelmények*) of the given programme issued in a decree of the minister of education; the curricula of postgraduate specialization programmes and doctoral training are freely developed by the higher education institution.

QUALIFICATION - KÉPESÍTÉS (QUALIFICATION)

Although there is no national legal/official definition of the term, it is used uniformly with a meaning that corresponds to the European Qualifications Framework (EQF) definition: “A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards”. *Annex III of Strategy for the enhancement of lifelong learning (2005)* defines the term ‘vocational qualification’ (*szakképzettség, szakképesítés*) as follows:

- The sum of all requirements that an individual needs to meet in order to be able to work in a certain vocation, profession, and to progress in it.
- An official certification (diploma, certificate) of the successful completion of an educational or training course or passing an exam or test.
- The law differentiates between two kinds of vocational qualification depending on type of education and training:
 - a vocational qualification obtainable in VET either within or outside the formal school system (*szakképesítés*), including those listed in the OKJ (available at ISCED 2-6 levels); and
 - an ISCED 5A level qualification (*szakképzettség*) obtainable in higher education together with a certain level of degree (*végzettség*; or alone, in a postgraduate specialization programme).

SKILLS - KÉSZSÉGEK (SKILLS)

The definition of the term ‘skills’ - as well as of the term ‘competences’, see below - as commonly used in Hungarian education policy documents ultimately corresponds to the common international understanding of the term. Examples:

- *Annex III of Strategy for the enhancement of lifelong learning (2005)* defines ‘skill’ as: “Knowledge and experience indispensable for the execution of a specific task or work, which is acquired by the individual through learning, training or practical experience”;
- *Annex 5 of 15/2008. (VII.13.) decree of the Minister of Social Affairs and Labour* defines ‘vocational skill’ as: “A component, element of the working activity typical of the given vocational qualification which operates automatically, without the direct control of the mind, and the level of which indicates the content of the activity that having this skill enables one to perform”.

COMPETENCES - KOMPETENCIÁK (COMPETENCES)

- The VET Act refers to competences simply as “theoretical and practical elements of knowledge” (when speaking about the preconditions of entering vocational education and training)
- *Annex III of Strategy for the enhancement of lifelong learning (2005)* defines ‘competence, proficiency’ as: “The proven ability of an individual to use his/her knowledge (skills, vocational qualification) in both a general and a changing professional environment. Competence in fact is the sum total of knowledge,

theoretical and practical skills, attitudes, emotions, values and ethical characteristics and motivations necessary for successful activities in a given environment”

- Definition of ‘competence’ in educational literature: “the ability and willingness to turn possessed knowledge (theoretical knowledge, skills and attitudes) into successful problem-solving activity” (Halász, 2006)

2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1 NATIONAL LLL STRATEGY

In the past years the government approved a large number of strategic documents in the fields of employment policy, VET and lifelong learning (the Strategy of the Development of Vocational Education and Training, the Lifelong learning strategy, the National Action Plan for Growth and Employment). The Operational Programmes of the National Development Plan (*Nemzeti Fejlesztési Terv, NFT*) governing the use of Structural Funds, and the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) elaborated the realization of the basically similar objectives of the abovementioned strategies. An inter-ministerial committee assists and monitors the coordination between the measures of the programmes and the objectives of the respective strategies.

So far the Strategy of the Development of Vocational Education and Training has had the largest impact on the national vocational education and training. Nevertheless, the LLL Strategy designates long-term development objectives defining the role of education and training in a wider context.

The strategy builds upon 5 objectives considered as the most important:

- 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.

Each development area of crucial importance directly relates to the vocational education and training as well:

- 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).

In line with the strategy the government decree 2212/2005. (X. 13.) defined the tasks to be completed until 2013, the respective deadlines and those responsible for implementation.

One part of the tasks delineated in the decree has been carried out within the framework of the Human Resource Operative Programme (*Humánerőforrás-fejlesztési Operatív Program, HEFOP*) of NFT (e.g. the renewal of the national qualification register, the institutional concentration) - with some delay with regard to the initial plans. The implementation of other part is under course (e.g. the support of vocational guidance and the development work for preventing drop-out within the framework of SZFP). In the case of some tasks no steps have been taken yet, but will be realized within the framework of the New Hungary Development Programme (*Új Magyarország Fejlesztési Terv, ÚMFT*) that started in 2007.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

GOVERNANCE AND FUNDING

The main objective of the 2005 VET development strategy was the efficient utilization of sources and capacities. One of the recent changes with the biggest impact in VET relates to this objective: the introduction of measures resulting in the large scale concentration in a relatively short time of VET institutions into Regional Integrated Vocational Centres (*térségi integrált szakképző központ, TISZK*).

As early as 2005 within the framework of HEFOP 16 TISZKs were established with the aim to function as modern, flexible and fully utilized centres of vocational practice and training. Pursuant to a 2007 legal amendment, from 2009 development subsidies will only be available to the maintainers of TISZKs with at least 1500 full-time VET students (see section 9.1). The legal regulation permits a variety of possible legal forms for TISZKs (including VET organisation partnership of school maintainer local government, non-profit enterprise, VET organisation company, merging of schools into one institution, etc.), which can be created on a voluntary basis by school maintainers, possibly together with practical training provider enterprises and higher education institutions providing higher level VET programmes. The TISZKs can maintain VET schools and can also engage in adult training, and they define the number of classes in the VET years of schools maintained by them or their members and have the right to give consent to the schools' VET curricula. By 2009 77 such centres have been formed involving the earlier - as many as 1000 - VET institutions.

Another condition for applying for the development subsidy is the acceptance of the recommendations - on the qualifications and their number that can be started - of regional development and training committees, which involve in great majority economic actors (see section 3.2 and 9.1). The strengthening of the regional governance, the establishment of TISZKs and making the operation of professional counselling bodies compulsory in these centres (see section 3.2) brought training closer to the daily demands of the economy.

GUIDANCE AND COUNSELLING

During the first part of SZFP (2003-2006) a framework curriculum and competence based career guidance school materials improving self-knowledge, a students' workbook, a teachers' handbook, career exploration films and a multimedia DVD have been prepared. The teaching of the subject 'career guidance' introduced in vocational schools in 2001 was supported by in-service teacher training.

In January 2008 the National Career Guidance Committee (*Nemzeti Pályaorientációs Tanács, NPT*) has been established at the initiative of the European Lifelong Guidance Policy Network (ELGPN). The NPT operates within the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) and functions as a National Lifelong Guidance (LLG) Council. Since then the committee has developed policy stances and has participated in the elaboration of developments to be implemented within the Measure 2.2.2. of TÁMOP.

In 2009 a 50 member LLG consultative network was established, which is responsible - among others - for the national management of career guidance, furthermore a coordination group will coordinate the developments to be implemented on the field of career guidance and other areas. Developments within TÁMOP 2.2.2 will expectedly include the expansion of on-line databases, the training of career guidance of professionals and teachers as well as the relevant research and quality assurance activities.

TEACHER AND TRAINER TRAINING

With respect to the initial training of teachers, the most significant changes are and will be implemented by the structural and content transformations connected with the Bologna process (see for detail section 6.1.3) In connection with the further training of teachers and trainers the most important activities have been carried out were within the SZFP (see section 6.2.2).

According to the suggestions of the Green Book for the Renewal of Public Education published in 2008 (see section 2.1.3), the most urgent measure on the field of education is to improve the quality of the teaching staff and thus the social prestige of teaching profession. A part of the recommendations of the document will be implemented within the frames of 'New School, New Knowledge' programme starting in 2009 (see section 6.1.3).

CURRICULUM REFORM AND INNOVATIVE APPROACHES TO TEACHING AND ASSESSMENT

The National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) involving the state recognized vocational qualifications has brought the most important changes with respect to the content of the VET. The main objectives of the programme were to strengthen links between education and training and the economy and to promote lifelong learning by adjusting the OKJ and VET outcome requirements to labour market demands and introducing a modular structure for qualifications, focusing on the development of professional and other (methodological, social and personal) competences. The new OKJ published by the 1/2006. (II.17.) Decree of the Minister of Education decreased the number of vocational qualifications from 804 to 416, and introduced a VET system in which participants may receive a complete qualification upon the completion of a predefined group of training modules within or outside the school system, and which also facilitates lifelong learning through defining partial and specialised 'build-on' qualifications as well.

The training based on the new OKJ had to be started from 1 January 2007 in adult training, and at the latest in the 2008/2009 school year, following to the publication of the central programmes, within school based VET. The elaboration and the publication of the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*, see section 4.3) based on the new OKJ took place in 2006-2008, which was followed by the development of framework curricula. Modular level content development is taking place in the near future as well as a large scale IT development aiming at the on-line availability of learning materials of modules.

Schools faced with considerable challenges in the course of this period: the new, competence based outcomes require the renewal of the former educational goals and

methods, while the elaboration of new tools and the further training of teachers is conducted in parallel with or after the new demands. The most significant content and method development happen within the SZFP and TÁMOP (see section 6.2.2 for details).

Within the frames of TÁMOP 2.2.1 a competence based measurement-assessment tool system complying with the new VET system, a related exercise bank and methodological materials helping the assessment of competences will be elaborated. In the course of the development of tools and supporting materials special attention will be paid to the description of assessment methods and requirements to be applied in the case of those living with disabilities in order to increase their involvement in VET.

SKILLS NEEDS STRATEGY

Hungary does not possess a strategy related to the anticipation of skill needs at present. In relation to anticipating skills needs, VET policy has focused on two main goals in the past years: ensuring that training offer is adequate to regional-local labour market needs and modernizing the structure and content of the OKJ. Recent measures related to the former objective include:

- (a) the regional development and training committees (*regionális fejlesztési és képzési bizottságok, RFKB*) have been assigned the task to define the regional lists of vocations in short supply in the labour market;
- (b) to promote training in these vocations financial incentives targeting students and training provider companies in student contract-based training have been introduced (see section and 9.1.1)
- (c) from 2008 the committees also define the regional demands of VET and the vocational programme offers and proportions of student enrolment (see section 3.2.);
- (d) consultative boards are to be established in every TISZK to assist the local planning of VET (see section 3.2.);
- (e) the development of a national career monitoring system of VET graduates (see below).

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Strategies tackling educational and training questions, action plans and rules emphasize the importance of the recognition of non-formal and informal learning and have created its legal framework as well. And although the competence based educational system (see section 2.2) building upon the principle of modularity provides new opportunities in VET, the assessment methods of knowledge acquired in non-formal or informal learning has not yet been worked out. Within TÁMOP - involving the most significant developments planned for the 2007-2013 period the question does not appear emphatically. Concerning higher education a system level development will be implemented within TÁMOP 4.1.3. which will be followed by the publication of an open call for tender for higher education institutions on the elaboration of their own validation system.

2.1.3 CURRENT TOPICS ON THE AGENDA

The government established the Education and Child Opportunity Roundtable (*Oktatás és Gyermekesély Kerekasztal*) in 2007 with the aim to prepare education policy recommendations built upon the analysis of data, expert opinions and on extensive social consultation. “The Green Book for the Renewal of the Hungarian Public Education”

summing up all the analyses and debates has been published in 2008. It highlights the following areas (in addition to the quality development of teachers' activities):

- competence development,
- fight against segregation and vocational school drop-out,
- providing feedback on the efficiency of education at individual and institutional level.

It also recommends the institutional separation of general and vocational training, which is already being realized in several TISZKs.

As regards the feedback to training institutions, the details of VET monitoring system (*szakképzési pályakövetési rendszer, PKR*) are currently being elaborated, pursuant to the 2007 amendment of Public Education Act, according to the 2005 VET Development Strategy. The aim of the system is to provide direct feedback on the usefulness of VET on the labour market and on the efficiency of training institutions. It will also provide considerable help for students in the course of choosing educational pathways and for career guidance as well. According to the legal regulation it will include information on the obtained qualification and on the workplace and occupation of VET graduates for 3 years after finishing their studies in VET schools. The PKR will be elaborated and tested within the frames of TÁMOP 2.2.1. in 2009- 2010. The biggest challenges of its introduction are: making the respondents interested in providing information to the system and ensuring the protection of personal data of respondents.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

IMPLEMENTATION OF A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The conception of NQF has been elaborated in the course of an extensive professional consultation process. The Government decree on the development of a National Qualifications Framework (NQF) has been issued in 2008. Pursuant to it the NQF must be compatible with the European Qualifications Framework System (EQF), and unitarily introduced from 2013. The related developments are financed and organized in the frames of TÁMOP programme. The technical and professional work related to the elaboration of NQF takes place in the professional workshops of the background institutes of the ministries responsible for public education and VET, such as the Institute for Educational Research and Development (*Oktatáskutató és Fejlesztő Intézet (OFI)*) and National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*), respectively.

The proposal with respect to the legal, policy and budget conditions of joining EQF is to be expected in 2010, thus the possible impacts of the NQF on VET will become visible only in the course of the preparatory process. Stakeholders nevertheless consider the development process of NQF as a tool which may enhance the acceleration and harmonization of the internal reforms being implemented within the different areas of education and training.

QUALITY ASSURANCE

In addition to the quality assurance mechanisms developed within the framework of International Organization for Standardization (ISO) and within various state programmes a vocational school self-assessment model (*Szakiskolai Önértékelési Modell, SZÖM*) has been

currently developed in 120 vocational schools in SZFP based on Common Quality Assurance Framework (CQAF). In 2006 the VET Quality Assurance Framework (*Szakképzési Minőségbiztosítási Keretrendszer, SZMBK*) was elaborated as a national adaptation of the CQAF and launched into the area of VET. The biggest obstacle to introducing the system in its entirety is the lack of professional and material help. Hence one of the TÁMOP 2.2.1 sub-projects assigns 353 million HUF (nearly 1, 4 million EUR) for the development of a unitary quality assurance system that can be used by every VET schools. It is developed on the basis of previously applied systems such as SZMBK and SZÖM.

MOBILITY BETWEEN VET PATHWAYS (EDUCATIONAL MOBILITY)

Pursuant to the VET Act, prior formal studies at a VET school or a higher education institution have to be recognised in the completion of requirements of the same content in any vocational programme (thus giving exemption from participating in that part of the programme). Similarly, exemption from parts, subjects or modules of the vocational examination must be given based on previously taken examinations. The application for such recognition must be submitted to the head of the training institution who then decides on the extent to which prior studies will be recognized.

The law also makes provision for the recognition of pre-vocational studies taken in the general education years - which can reduce the duration of the vocational training programme at ISCED 4 level - depending on the decision of the head of the institution. Since 2007, the recognisability of competences obtained in school-based education, in pre-vocational studies, in VET and in higher education, as well as that of the secondary school leaving examination taken in a subject of pre-vocational studies must be specified in the SZVK of each qualification.

The recently renewed and modularized OKJ (see section 2.1.2) also allows partial qualifications to be obtained at the vocational examination, which can later be supplemented by the missing modules to obtain a complete qualification either in school-based VET or in adult training.

Concerning vertical transfer, the Higher Education Act stipulates that a number of credits (minimum 30, maximum 60) obtained in a higher level VET programme (*felsőfokú szakképzés*, ISCED 5B) must be recognised in bachelor level studies (ISCED 5A) within the same training field. Otherwise, however, the OKJ qualifications obtainable in IVET do not provide direct access neither to general nor to higher education (see for details section 4.3)

INITIATIVES FOR IMPLEMENTING A UNIT-BASED CREDIT SYSTEM IN YOUR VET

Based on the European Credit Transfer for VET and ECVET working document published by the European Committee in November 2006, the Ministry of Social Affairs and Labour (*Szociális és a Munkaügyi Minisztérium, SZMM*) organised a national consultation in February 2007. Credit-based training is a prioritised issue in strategic policy thinking and its introduction will be facilitated by the modularised and competence-based training based on the renewed OKJ as well as by the developments of the EQF. The credit based education and training in VET currently operates only with the FSZ (see sections 4.7).

GEOGRAPHIC MOBILITY WITHIN VET

The transfer and validation of qualifications acquired abroad are regulated by *Act C of 2001 on the Recognition of Foreign Certificates and Degrees*. This law transfers the right to decide upon the recognition of uncompleted studies to the training institution. The recognition of qualifications obtained abroad that allows access either to further education or to a regulated occupation and the promotion of teacher and student mobility by information provision are the primary tasks of the Hungarian Equivalence and Information Centre (*Magyar Ekvivalencia és Információs Központ*), operating as part of the Education Office (*Oktatási Hivatal*).

The international mobility programmes coordinated by Tempus Public Foundation since 1990 have functioned exceptionally well even at a European level comparison. In addition, for the past few years the policy has provided additional sources on a regular basis for such initiatives, among others, within the framework of SZFP.

The National Europass Centre is operated by Educatio Public Service Company, the background institution of the ministry of education, and the Europass system implemented in Hungary proved to be outstandingly successful from several aspects. Nevertheless, neither the mobility programmes, nor the success of Europass has resulted in a significant change in the field of student mobility.

The increase in mobility is hindered, amongst other things, by the weak purchasing power of Hungarian students, but also by the autonomy of higher education, which is not infrequently an obstacle to the recognition of practical training.

PERIOD OF IMPLEMENTATION	NR OF STUDENTS
2006-2008.	1066
2007-2009.	1214
2008-2010.	1239
2009-2011.	1320

Source: Tempus Public Foundation, 2009.

So far 3 similar programmes have been launched in 2003, 2005 and 2009 respectively within the frames of SZFP, financed from national funds, although involving fewer students. So far these programmes gave opportunity to the foreign practical training of 501 students (without taking in consideration the results of the second round of the call published in 2009).

2.3. POSSIBLE PROJECTIONS OF THE FINANCIAL CRISIS ON VET POLICIES

2.3.1. THE FORESEEN CONSEQUENCES OF THE CRISIS ON VET

Since October 2008, the number of registered dismissals has exceeded 36,000, which makes up 1% of the total number of all employed. The economic downturn affects regions and sectors unevenly. The regions most affected by the economic crisis include Hungary's most developed regions, Central and Western Transdanubia, where shortage of - primarily skilled - labour force had previously been the greatest. The most affected sectors are construction, some segments of the processing industry and the automotive industry.

The effects of the economic crisis on vocational education and training have been insignificant in this school year. Compared with previous years, virtually there has been no increase in the number of discontinued practical training at an enterprise conducted on the basis of student contract (*tanulószerződés*) or cooperation agreement (*együttműködési megállapodás*), because of bankruptcy, for instance. However, some companies are showing less willingness to participate in practical training provision in the next school year and envisage the acceptance of fewer pupils.

In construction, which is particularly affected by the crisis, training is in a unique situation in various aspects. The decrease in the number of student contracts results mainly from previous changes in the requirements for a training place. It is a characteristic feature of this sector that in construction enterprises which employ pupils on study contracts the bulk of work is carried out by young people. These enterprises were organised primarily to provide practical training, their customers are most often local governments, therefore - unlike in the rest of the sector - they will be affected by the crisis to a lesser degree.

In commerce and the financial sector, it is more difficult to find an external training venue than it used to be, however, the demand for shop assistants persists. It is equally easy to find a training venue in catering: in these sectors pupils are considered cheap workforce, which provides adequate motivation for their employment. On account of pupils' low interest in vocations in metal-work, it continues to be easy to find a training place.

What we are able to conclude at this point about the effects of the crisis on pupils' intentions at further study is only limited and unconfirmed. This is due also to the fact that changes may depend on previous trends, as well as governmental measures aimed at influencing them, which are starting to have an effect now. Governmental policies in recent years have laid particular emphasis on increasing enrolment rates in vocational schools (*szakiskola*), especially in occupations in short supply in the labour market. In accordance with policy efforts, the number of pupils wishing to study further in grammar schools (*gimnázium*) on secondary level has shown a decreasing trend in the past years and has declined by 3 percentage points (from 42.5% to 39.5%), while the proportion of pupils going on to study in vocational schools has increased by 2.4% (from 19.1% to 21.5%). The proportion of students applying to secondary vocational schools (*szakközépiskola*) has remained virtually unchanged.

On secondary level, the previously low demand for vocational training in machinery and construction has increased, which may have been influenced by the measures that provide financial benefits for both pupils and training providers in these qualification groups. The earliest time to reflect on the changes in the demand for various vocations is the autumn of 2009, provided the database of applications will be analysed by then.

The number of pupils applying to higher education has significantly increased in 2009, which signifies a break in the previously decreasing trend, though several, occasional factors had a role in this increase, too. One of these reasons was that in many secondary schools the training period has been extended with one (preparatory) year, which resulted in the appearance of these older students among the applicants. An other reason is the transition to the Bologna training system: 2009 was the first year when BA and BSc degree students applied to master training programmes, so the number of once already admitted university students appeared again in the statistics and almost doubled it. There were some changes in the proportions as well. It would be difficult to tell apart changes that are due to the crisis from those resulting from other factors. The abolition of tuition fee by the referendum in 2008, as well as the new MA and MSc courses launched for BA and BCs student but accessible for others also, together with a governmental preference for practice-oriented higher level vocational education and training and for majors in

technology and natural sciences, have most probably also shaped student choices. The earliest time to conduct surveys on these processes is the autumn of 2009.

2.3.2. MEASURES ALREADY TAKEN OR ENVISAGED TO BE TAKEN AS RESPONSE TO THE CRISIS

There has been one important measure introduced with the aim of tackling the consequences of the crisis by encouraging training activities: the launching of the so-called 4+1 employment and training programme. Very often enterprises cannot retain a significant proportion of their workforce unless they introduce a 4-day working week. The original concept of the programme was to allow employees to partake in training on the fifth day of the week - hence the name '4+1' - with the government paying the total amount, or part, of employees' salaries for that day, together with the social contributions and the costs of training. Conditions have by now become even more flexible, allowing also a 3+2 structure, and the minimum time for employees to be spent at work is 50% of the working hours in quarterly average. This measure targets all sectors and helps both employees and enterprises. The introduction of the measure is in progress, tenders have only recently been announced, and we have no experience or assessment as to the impact of the measure.

In previous years many initiatives were introduced which motivated all stakeholders - the enterprise, pupils and schools - to seek practical training at companies and enterprises as often as possible. The impacts of these initiatives can now be seen, and the introduction of further measures should only be considered should the effects of the crisis exacerbate with respect to the willingness/interest to participate in practical training. The Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) has so far not indicated such an impact, however.

A defining innovation of previous years is the modularisation of the OKJ. Following its introduction in adult training, it is now beginning to be used in the school system as well, which may allow a more flexible reaction to the crisis. To attain a new qualification in a new profession will be easier for people holding some kind of vocational qualification already, provided that only certain modules need to be completed.

Experts foresee another important change, empirical evidence for which, however, is not possible to obtain in the coming six months to one year. Because of the longer duration of school-based education, the financial deterioration of less affluent families may motivate many people to learn a vocation in adult training. Obtaining a vocational qualification requires 4-5 years of study in a vocational school but only 8 months in adult training, therefore in vocations for which continued demand will prevail a good part of training provision may be transferred from the school system to adult training.

Debates on whether VET provision should react in any way to the crisis have so far been limited. Various views on this have been voiced, one of which claims that VET is a long term investment, which is not influenced by a crisis, be it prolonged or not. It also claims that although the demand for skilled workers has by now declined, the volume of VET provision should be increased in order to ensure that the necessary labour force will be available after the crisis has ended. This viewpoint does not count with a paradigm shift in economy and implies that the quantitative and qualitative structure of the labour force demand will be the same as before the onset of the crisis.

Others, on the contrary, assume that an economic era has come to an end and the East-West division of labour - for instance in the processing industries - will be organised along different lines. They foresee the emergence of new and innovative sectors which will primarily ensure economic growth, while the relative weight of sectors that were previously the motors of growth will decrease. If this scenario should prevail, then a new

economic structure will bear impact both on the structure and the content of training as well. The possible conclusion has so far been formulated only on a general level - for example in the VET strategy document, published in April 2009, of the Central Transdanubian region, which is most affected by the crisis - as „in VET provided within the school system preference should be given to training programmes with learning outcomes that ensure the most general and easily convertible knowledge, while the weight of overly specialised courses or those building on each other should decrease.

Enrolment proportions and directions of secondary level VET are decided in September each year by the seven Regional Development and Training Committees (*regionális fejlesztési és képzési bizottság*), whose members are predominantly actors of the economy. Surveys are currently underway to support labour market forecasts, also with the active participation and under the leadership of the actors of the economy, for helping such decision-making. So far these committees have not addressed the issue of possible impacts of the crisis on VET, however, this should happen in the early autumn the latest.

Defining the state financed student numbers in higher education by training fields and levels is a task pertaining to the government. Policy goals in this domain have remained unchanged: the consideration of labour market demands. This means that courses in engineering, IT and natural sciences, as well as practice-oriented higher level vocational training, continue to be given preference. The number of applicants to higher level VET is dynamically increasing; in 2009, for the first time, all the pre-defined state financed places have been fulfilled. The number of participants exceeds the 30,000 (see also Table 13 of Section 4.7).

3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

3.1 LEGISLATIVE FRAMEWORK FOR IVET

The provision of any type of VET - except for higher education ISCED 5A and 6 level programmes and so-called 'trainings regulated by public authorities' (*hatósági jellegű képzés*) available in adult training - is regulated by *Act LXXVI of 1993 on Vocational Education and Training*. Its provisions apply to both IVET and CVET, and irrespective of whether the training is provided within or outside the formal school system (i.e., in public/higher education or in adult training). This law defines:

- (a) the training providers of VET;
- (b) the content requirements of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) which - published in ministerial Decrees - lists all state-recognised vocational qualifications at each available level;
- (c) the administrative structure of VET with the tasks of each of the concerned ministries, public authorities, agencies and consultative bodies;
- (d) the content requirements of the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of OKJ qualifications and the general rules concerning the vocational examination;
- (e) the special regulations concerning the provision of school-based VET (vocational theoretical and practical training, apprenticeships, study breaks and student allowances); and
- (f) the financing of VET.

Another significant law concerning both IVET and CVET is *Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training* which regulates the conditions of the payment and the possible uses of this 'VET tax' paid by enterprises and the allocation of resources available for development from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see section 9.4).

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*, respectively.

Collective agreements do not play any role in IVET.

3.2 INSTITUTIONAL FRAMEWORK: IVET

DECISION-MAKING (POLICY AND LEGISLATIVE) LEVEL

Bodies responsible for decision-making in IVET include:

- (g) European Union policy-makers;

- (h) the central government;
- (i) county governments; and
- (j) various advisory and decision-making bodies involving the social partners.

EU policy initiatives and directives have a significant impact on national policy development, as manifested, for example, in the priorities of educational strategies of recent years. The planning, implementation and monitoring tasks related to the utilisation of EU Structural Funds assistance furthermore contribute to the development of strategic policy planning and cooperation with the social partners and among various concerned ministries.

The sectoral administration of VET and adult training was unified in 2006 when VET was placed under the supervision of the Minister of Social Affairs and Labour (*Szociális és Munkaügyi Miniszter*) responsible also for employment and social policy. The Minister of Social Affairs and Labour is responsible for the content regulation of VET, but it issues relevant Decrees with the assent of the Minister of Education and Culture (*Oktatási és Kulturális Miniszter*) who is in charge of the sectoral administration of public and higher education. The latter is responsible for the regulation of VET provision within the formal school system (mainly IVET), but requires the assent of the Minister of Social Affairs and Labour for Decrees related to school-based VET. Cooperation between the two ministers regarding the allocation of resources available for development from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see section 9.), is also prescribed by the law. Other ministers (twelve in number) have responsibilities regarding the content of VET: they define the outcome requirements and develop the central curricula of vocational qualifications listed in the OKJ within their sector.

The county (and capital city) governments are charged with the medium-term planning and coordination tasks of public education where IVET is primarily offered.

Social partners are also involved in the policy and decision-making processes of VET - both IVET and CVET - through various advisory councils set up under the law. The most significant national consulting bodies are:

- (a) the National Interest Reconciliation Council (*Országos Érdekegyeztető Tanács*) serving as a tripartite forum for interest reconciliation regarding strategic questions of VET;
- (b) the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*), a consultative-advisory body of the Minister of Social Affairs and Labour, involving representatives of responsible ministries and various stakeholders, participating in the development of the OKJ and the allocation of development resources available from the MPA training sub-fund; and
- (c) the OKJ committee advising the development of the OKJ.

The purview of the seven Regional Development and Training Committees (*regionális fejlesztési és képzési bizottságok, RFKB*), dominated by representatives of the economy, has been considerably expanded recently in order to ensure the coordinated development and provision of IVET (school-based VET) in line with the regional labour market demands. In addition to preparing regional strategies for VET development, tendering development funds and defining the regional lists of vocations in short supply on the labour market, since 2008 the RFKBs:

- (a) decide on the goals of regional VET development and development support from the decentralised section of the MPA training sub-fund;
- (b) decide on the regional demands of VET and the vocational programme offers and appropriate shares of student enrolment; and
- (c) make proposals concerning the distribution of development subsidy (*fejlesztési támogatás*) among schools/qualifications and on the regional volume of development funds as well.

At local level, consultative boards with a majority representation from the economy have to be set up at each Regional Integrated Vocational Training Centre (*Térségi Integrált Szakképző Központ, TISZK*, see section 2.1.2). The board shall review, among other things, the vocational programmes (curricula) of the VET schools and the higher education institution constituting the TISZK and the training plan of the central training location (*központi képzőhely*), and can make recommendations for the modification of the training offer of the schools and the central training location, or the use of development subsidy.

IMPLEMENTATION LEVEL

Bodies responsible for implementation in IVET include:

- (a) national agencies assisting the sectoral administration tasks of concerned ministries;
- (b) the two economic chambers; and
- (c) school maintainers and training providers.

The National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*) assists the Minister of Social Affairs and Labour in its development, coordination, research, information and counselling tasks related to VET and adult training, including the management of the registers of the vocational examination and of accredited adult training institutions and programmes.

The Education Office (*Oktatási Hivatal*) and its regional offices perform public authority tasks in public and higher education, including the organisation of national examinations and surveys, performance of quality assurance functions, and the recognition of qualifications issued abroad.

The Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara*) - in cooperation with the national economic interest representation organisations - participate in the development of the outcome requirements of OKJ qualifications and the organisation of level and vocational examinations in IVET (see section 4.3). They also perform quality assurance functions related to school-based VET (monitoring apprenticeship and other forms of practical training).

Upper and post-secondary IVET is offered in vocational school (*szakiskola*) and secondary vocational school (*szakközépiskola*), respectively (though the majority of institutions offer both types of VET school programmes). Higher level VET programmes (ISCED 5B) are provided by higher education institutions (colleges, universities) or vocational training schools, the latter according to a cooperation agreement concluded with the higher education institution providing the given training.

VET school maintainers include local (i.e., county and municipal) governments, state-agencies, churches, foundations, etc. The maintainer is responsible for the lawful operation of the school and it approves its internal regulations as well as its educational and pedagogical programmes, but otherwise public education institutions enjoy autonomy in professional-pedagogical matters, supervised by the principal.

The county (and capital city) governments are charged with the provision of the public education services that municipalities (local governments of cities and villages) are not obliged to provide, including upper-secondary VET. In addition to general maintenance duties, a school maintainer local (county or municipality) government has to develop a quality management programme defining its expectations of its schools and the order of their professional, legal and financial inspection. Pursuant to a legal amendment of 2007, school-maintaining local governments can form - and by 2009 have indeed all formed - VET organisation partnerships (*szakképzés-szervezési társulás*, a type of TISZK) in order to coordinate their VET provision in line with the decisions of the RFKBs concerning the harmonisation of VET development. These partnerships then become entitled and obligated to assume the rights and duties of the county local government regarding local VET provision.

In higher education, the maintainer (the state, churches, foundations, etc.) monitors the management, legal operation, efficiency and the effectiveness of the professional work of higher education institutions, which otherwise enjoy wide-ranging autonomy in both administrative and pedagogical matters.

Cooperation between various school maintainers and training providers is encouraged primarily by the promotion of the establishment of TISZKs.

3.3 LEGISLATIVE FRAMEWORK FOR CVET

In addition to Act LXXVI of 1993 on Vocational Education and Training and Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training), the most important piece of legislation regulating the provision of CVET programmes offered in adult training, i.e., outside the formal school system is Act CI of 2001 on Adult Training. This law provides a definition of the concept of adult training and defines its administrative and institutional system, content requirements (accreditation of institutions and programmes, content of adult training contracts, etc.), and state-support schemes.

Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed regulates the provision of state-supported training for the unemployed and other target groups.

Collective agreements do not play a significant role in CVET. The dominant level of bargaining in Hungary is at the company level, but even these company level agreements usually contain only general provisions and framework rules regarding training support, leaving the details for the individual 'study contracts' through which the employer can support the training of employees, as regulated in the Labour Code (Act XXII of 1992).

Formal CVET provided in public and higher education is regulated by the same laws as described in section 3.1.

3.4 INSTITUTIONAL FRAMEWORK: CVET

DECISION-MAKING (POLICY AND LEGISLATIVE) LEVEL

In addition to the European Union, the central government and various advisory councils involving the social partners - for the role of these in VET in general see section 3.2 - bodies responsible for decision-making in CVET offered in adult training include:

Regional Labour Councils (*munkaügyi tanács*) including the social partners, serving as tripartite forums for regional-level interest reconciliation concerning the training of unemployed and other target groups supported by the labour organisation;

professional consultative boards (including representatives of professional organisations and other stakeholders and adult training experts) of accredited adult training institutions.

IMPLEMENTATION LEVEL

Bodies responsible for implementation in CVET provided as adult training include:

the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület*), involving representatives of the social partners, performing tasks related to (voluntary) institution and programme accreditation;

Regional Labour Centres (*regionális munkaügyi központ*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), charged with registering adult training providers and programmes and inspecting their subsequent legal operation;

the two economic chambers, responsible for developing the outcome requirements of and organising master examinations (*mestervizsga*), and assisting the labour centres in inspecting the practical training part of OKJ programmes;

Adult training providers include public and higher education institutions and other budgetary or state-supported institutions (e.g. Regional Training Centres of the ÁFSZ), training companies, non-profit organisations, employers (internal training), chambers, etc. Training providers are free to develop and provide their training programme if registered at the Regional Labour Centre (*regionális munkaügyi központ*).

For bodies involved in formal CVET provided in public and higher education, see section 3.2.

4. INITIAL VOCATIONAL EDUCATION AND TRAINING

4.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

BACKGROUND INFORMATION 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 1 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*). The Structure of the Hungarian education system including the different types and levels of educational programmes within public and higher education are presented in [Annex 2](#).

The compulsory pre-school kindergarten education is always followed by an 8 year long primary school education. Such training can be offered by primary schools from the 1st year to the 8th year (ISCED 1A- 2A) and by some so-called six or 8 year long grammar schools that usually target more talented pupils providing education for the 6th-8th, and respectively for the 5th-8th grades (ISCED 2A). After the completion of the 8th year of the primary school pupils may choose between grammar schools offering just general education and a Secondary School Leaving Certificate (*érettségi*) - condition of taking up higher education studies - and vocational schools to continue their studies.

There are two types of vocational training schools (*szakképző iskola*), both of which are part of the public education system: vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*). They admit pupils typically upon completion of the 8 years of primary school (*általános iskola*). However, they can provide only vocational preparatory/pre-vocational programmes in their first two (9th-10th) or four (9th-12th) grades of general education.

Students of vocational schools can obtain ISCED 3C or 2C level OKJ qualifications typically within 2 or 3 years (by completing the 11-12 or the year 11-13; the majority of vocational school students now participate in three-year programmes).

The first four or five years of secondary vocational schools end with a Secondary School Leaving Examination (*érettségi*) measuring the general knowledge of students. After this, in the course of post-secondary (13th and possibly further) VET grades the secondary vocational school provides an ISCED 4C level OKJ qualification.

Higher education degree programmes awarding a tertiary level (ISCED 5A, 6) graduation certificate and qualification (*szakképzettség*) are offered in colleges (*főiskola*) and universities (*egyetem*) where the general entry requirement is the Secondary School Leaving Certificate (*érettségi*).

MAINTAINERS

According to the Public Education Law county or local councils, state bodies, churches, foundations etc. can be the maintainers of secondary vocational schools and of tertiary institutions. Their primary financing source in all instances is the central state budget which can be complemented by the school maintainers' budget. The school maintainers are responsible for the legal operation of the school and for ratifying its inner regulations

as well as their educational and pedagogical programmes. Otherwise, public education institutions enjoy significant autonomy in professional and pedagogical questions.

TABLE 8: THE NUMBER OF PUPILS IN INITIAL VET ACCORDING TO THE MAINTAINER OF THE TRAINING VENUE					
TYPE OF TRAINING	STUDENT NUMBER	MAINTAINER			
		STATE	CHURCH	FOUNDATION, INDIVIDUAL	OTHER
Secondary vocational school	236,518	201,221	4,846	22,326	8,125
Vocational school	123,865	104,847	3,874	10,182	4,962
Special vocational school	9,785	9,196	162	418	9
Total	370,168	315,264	8,882	32,926	13,096

Source: Ministry of Education and Culture / OKM Public Education Statistical Publication 2008

A significant concentration process has started with regard to the institutional system of IVET with the establishing of the Regional Integrated Vocational Training Centres (*térségi integrált szakképző központok, TISZK,*) supported by the Structural Funds (see section 2.1.).

Higher education institutions receive per capita state support regardless of their maintainer, which is then complemented with various other sources (see section 9.1). In the case of these institutions the maintainer (the state, church, foundation etc.) oversees the functioning and efficiency of the professional work in colleges/universities. Nevertheless, the institutions enjoy a high degree of autonomy both in administrative and educational issues.

Since the state provides for obtaining the first OKJ vocational qualification, all the full time programmes presented in this chapter are free of charge as long as they are aiming at the obtaining of the 1st vocational qualifications, except for the slightly mentally handicapped pupils. In their case the state supports the obtaining of the 2nd vocational qualification as well. In the case of part time studies and of obtaining of the OKJ vocational qualification after having already acquired one the training institution will determine the tuition fee.

PROMOTING PARTICIPATION IN VET

Increasing the participation in VET is a highlighted component of every governmental strategy and action plan concerning education and training. From time to time occasional, more spectacular state funded media campaigns try to improve its public appeal. The Hungarian participation in the Euroskills and Worldskills competitions are also meant to contribute to this goal. Inspired by these the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) organizes each year the finals of the Outstanding Pupil Competition in the vocations developed by the chamber within the framework of 'Professional Star Festival' which by now has become an important media event.

Participation in VET is encouraged through various benefits the students of VET institutions receive:

- Participants in student contracts receive 20% of the compulsory minimum wage during the first half of the first study year, amount that will rise by another 20% in case of a shortage qualification (see section 4.4). This sum must be increased yearly according to the performance and diligence of the participant by a rate determined by the training organizer.
- Participants in training based on a cooperation agreement will receive payment during the continuous summer practice.

THE EDUCATIONAL SYSTEM AND PUBLIC OPINION AT LARGE

The results of an opinion poll on educational matters done in February of 2009 show - similarly to earlier results - that secondary vocational schools are considered the best study path for children of average abilities.

TABLE 9: ANSWERS TO THE FOLLOWING QUESTION: "IN WHAT KIND OF SCHOOL SHOULD A CHILD OF AVERAGE ABILITIES CONTINUE HER/HIS STUDIES AFTER COMPLETING THE PRIMARY SCHOOL?"		
	FREQUENCY	%
DOESN'T KNOW	39	3.9
GRAMMAR SCHOOL	97	9.6
SECONDARY VOCATIONAL SCHOOL	475	47.2
VOCATIONAL SCHOOL	279	27.7
IT DOES NOT MATTER IN WHICH SCHOOL ONE CONTINUES HIS/HER STUDIES	116	11.5
TOTAL	1 006	100.0

Source: Educational opinion poll; Hungarian Institute for Educational Research and Development - - Gallup Institute, 2009

QUALITY ASSURANCE MECHANISMS: SELF ASSESSMENT AND EXTERNAL MONITORING

Institutions offering VET within the school system - like every public education institution - must elaborate a quality management programme (*intézményi minőségirányítási program, IMIP*), the implementation of which has to be annually assessed and improved together with the teaching staff and parents' association.

The efficiency of these compulsory tasks largely depends on how important the institution's leadership regards the feedbacks received through the quality management programme.

Some institutions regardless of legal provisions have been undertaking quality assurance tasks for more years, for example within the framework of (International Organization for Standardization) ISO. In the 106 vocational schools participating in the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) quality assurance system is in operation elaborated by Common Quality Assurance Framework (CQAF). Other institutions consider the compulsory quality assurance tasks as only extra administrative workload for the school employees without any additional payment.

Quality control done by maintainers extends merely to cover economic, legal and accident prevention criteria. The network of district school inspectors that was responsible for quality control according to unified demands was abolished by the 1985 Educational Law.

External expertise provision within the system of pedagogical professional services emerged as a partial replacement of professional supervision. However professional consultants visit schools only at the invitation of institution directors or of maintainers but this occurs rather seldom.

The Quality of Education Award modelled on the European Excellency Award serves the recognition of institutions of outstanding performance in the domain of quality improvement.

The annual national assessment of basic competences offers feedback that helps assess the body of knowledge mastered by the students of the 6th, 8th and 10th year. The yearly assessment results can be used to follow-up the development of the performance of schools and thus these results must be taken into consideration during the IMIP assessment. The reports summing up the results of these assessments are published on the Education Office website where the results of each institution can be viewed by everyone.

The chambers perform quality assurance tasks with respect to the practical training conducted in vocational schools. As such, it is the task of the territorial chamber to supervise the practical training provided by economic organizations. The chamber is also responsible for carrying out the accreditation process. It can issue certificates to economic organizations that offer practical training, which can later demand a partial refund of expenses related to their practical training. Since 2006 it is within the chambers' competence to assess the practical training provided in school workshops in case of qualifications whose professional and examination requirements (SZVK) were developed by the chamber.

Between 2008 and 2013 within the framework of the Measure 2.2.1 of Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*) a unified quality assurance system is to be worked out - on the basis of earlier Hungarian and international systems designed specifically to meet the needs of the Hungarian VET - which can be introduced into all VET institutions (see section 2.2 for more details).

It is the task of the Hungarian Higher Education Accreditation Committee (*Felsőoktatási Akkreditációs Bizottság, MAB*) to supervise the education and training offered by higher education institutions. At least every 8th year it evaluates whether each institution fulfils all the required conditions and whether it achieves the plans the quality insurance management programme contains.

4.2 IVET/ INITIAL VOCATIONAL EDUCATION AND TRAINING AT LOWER SECONDARY LEVEL

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Parallel education & training in the 5-8 th grades of secondary vocational school of arts (regular full-time education)	Non-marketed services (Training in a branch of arts)	ISCED 2A	Parallel general and vocational training	Only school training	4 years	General education & training
Special & special skills development vocational school (only regular full-time)	Primary sector and utilities; Manufacturing; Construction; Business and other services; Non-marketed services	ISCED 2C or ISCED 3C	9-10 year general training & preparatory vocational training; year 11-12 vocational training ¹	Contains both school and work based elements (for more detail see the explanation below and Annex 3 Table 3.1)	4 years	

Pursuant to Act LXXIX of 1993 on Public Education, the earliest point at which vocational educational and training can be commenced in Hungary is at the age of 16. Prior to this only vocational preparatory training is possible. There is only one exception identified under law: in VET schools preparing students for the vocational examination in a branch of the arts, VET may be provided parallel to general education. However, while VET may thus commence in year 5 in such schools (that is, at the age of 10), a vocational qualification is obtainable only in year 10 at vocational schools of art (*művészeti szakiskola*) in the case of parallel education, and after passing the secondary school leaving examination (*érettségi vizsga*) in secondary vocational schools of art (*művészeti szakközépiskola*).

The special and the special skills development vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) - prepare students requiring special education due to mental or other disabilities. Their aim is to prepare their 14-23 year old students for the ISCED 2C or 3C level vocational examination and provide them with the skills necessary to start working and begin an independent life.

¹ The framework curricula of vocational schools recommends that in years 9-10 the rate of pre-vocational training and general education is 40-60%, but special and skills developing special vocational schools are allowed to modify this rate according to the special needs of students. As regards the 11th and 12th grades, the time frames devoted to general education are defined by the pedagogic programme of the school (as it is in the case of “normal” vocational schools, too).

Participation in these programmes is conditional upon primary school graduation certificate (ISCED 2A) but vocational schools of art may organize an entry or aptitude exam as well.

The curricula applied in ISCED 2 level IVET are based on regulations presented in detail in chapter 4.3. The special and the special skills development vocational schools work out their curricula on the basis of documents applied to other vocational schools, but adapting them to the capabilities of their students, if needed then increasing the length of their studies. Thus the number of years determined in the OKJ for each vocational qualification can be modified depending on special training and educational needs. Education in these schools is conducted by special education teachers (*gyógypedagógus*) applying special curricula, training materials and methods.

The assessment of general and vocational training and types of practical trainings at ISCED 2 level is pursued according to the demands applied to upper-secondary education (see chapter 4.3).

Statistics

In the 2008/2009 academic year special vocational schools prepared their students for obtaining 85 different vocational qualifications. The most popular study fields proved to be agriculture, other services and the construction qualification groups.

The numbers in the table below referring to participants in ISCED 2 level VET are lower than in reality as they do not contain those in secondary vocational schools pursuing parallel training programmes provided in secondary vocational schools of art in the year 5-8. Furthermore training at ISCED 2 level occurs only in some parts of special vocational schools, as more and more of their pupils obtain an ISCED 3 level vocational qualification.

TABLE 10: STUDENTS AT THE LOWER SECONDARY VET PROGRAMMES 2006				
COUNTRIES	TOTAL	VOCATIONAL TRAINING PROGRAMMES WITHIN THE TOTAL PERCENTAGE OF ISCED 2		
		GENERAL EDUCATION (%)	PREPARATORY VOCATIONAL TRAINING (%)	VOCATIONAL TRAINING (%)
EU-27	22 892 085	97.5	1.3	1.2
Hungary	477 474	99.4	0.1	0.5

Source: Eurostat

Date of extraction: 26 February 2009

Last update: 04 July 2008

4.3. IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE TRAINING)

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL/ VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Vocational training school	Every sector except economics	ISCED 3C	9-10 th grades: general education and (in 40% of the mandatory teaching hours at most): career orientation and vocational grounding theoretical and practical training. 11-12th grades: vocational subjects ²	school-based and work-based (see also sub-section "Forms of practical training" and Annex 3 , Table 3.1)	4,5 years	At the general training: secondary school & grammar school
Secondary vocational school, years 9-12	Every sector	ISCED 3A	Primarily general education, and (in 16-26% of the mandatory teaching hours at most) vocational orientation grounding training in a qualification group	Mainly school-based training, but it may contain work-based elements as well	4 years	Grammar school; or (by the end of 9th and 10th year) secondary vocational school belonging to different qualification group ³
Parallel training in vocational schools of art, years 9-12 (regular full-time and part-time)	Non-marketed services (Training in a branch of arts)	ISCED 3C	Parallel vocational and general education	School-based training	4 years	General training grades of vocational school
Parallel training in secondary vocational schools of art, years 9-12 (regular full-time and part-time)	Non-marketed services (Training in a branch of arts)	ISCED 3A	Parallel vocational and general education	School-based training	4 years	Grammar school; and by the end of year 9 or 10 secondary vocational school

² Fields and time frames of skill developing general education supplementing vocational theoretical training is not defined by the framework curricula, but by the pedagogic programme of the given school.

³ Concerning transfer from one IVET programme to another, pursuant to the VET Act, prior formal studies at a VET school or a higher education institution have to be recognised in the completion of requirements of the same content in any vocational programme (thus giving exemption from participating in that part of the programme).

Students of vocational schools are accepted at the age of 14 at the earliest. They typically enter vocational training in year 11, that is, at the earliest, at the age of 16, and thus can obtain a vocational qualification at the age of 18 or 19 (in a full-time programme up to the age of 23 at most).

Students of secondary vocational schools are accepted at the age of 14 at the earliest and they obtain vocational training in year 13. and possibly in further vocational training years, that is, they can obtain a vocational qualification at the earliest at the age of 19 or 20 (in full-time programmes at most up to the age of 23).

The deadline of finishing upper-secondary studies can be postponed with one year in case the student started his/her studies at the age of 7 and if the one participates in a vocational training where the number of VET years exceeds 2 years.

FORMS OF PRACTICAL TRAINING

IVET pathways in public education do not differ according to the form of practical training: school-based, alternance and apprenticeship trainings (in their Hungarian forms) are all provided - although in varying proportions (see [Annex 2](#)) - in both types of schools. Current education policy, however - especially in vocational school training offered in physical vocations - aims to encourage students, schools and enterprises alike to organise practical vocational training in such a way that its first phase, focusing on mastering basic vocational skills, should be provided in a workshop setting (typically a school workshop). Preferably this should be followed by training at a real workplace in the final vocational year in order to provide specialised vocational skills and competences.

Although the VET Act permits two possible (legal) forms of practical training to be organised 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 practical training is provided at a central training place maintained by a TISZK). In such cases the VET school contracts an economic organisation in cooperation to provide practical training for its students (the official term is 'cooperation agreement', *együttműködési megállapodás*).

The table of [Annex 3](#) clearly shows that the apprenticeship training form, especially in secondary vocational schools has become quite widespread in rather short time.

ACCESS REQUIREMENTS

To gain entry to a VET school, students typically must have completed their (primary and) lower secondary general education (the eight years of primary school, (*általános iskola*), ISCED 1A-2A- although those lacking the Primary School Graduation Certificate can participate in so-called catching-up programmes where they can obtain the competences necessary to enter VET, see section 4.5.), and further access requirements may be defined by schools (although the school maintainer may compel a school to admit every applicant of compulsory school age from its own district). Schools may admit students based on their performance in primary school and they may also organise 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. In addition, the access requirements of OKJ qualifications may include vocational/career aptitude tests or certain medical requirements specified in the professional and examination requirements (see below) of the OKJ qualifications offered.

CURRICULA, METHODS AND INNOVATIONS

Since 1998, in addition to general education, only vocational pre-vocational training can be provided to students below the age of 16. General subjects in the years of general education in both types of VET schools are taught in compliance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv*), the recommendations of framework curricula, and the school's local pedagogical programme based on these documents. Schools must develop the curricula of pre-vocational training in accordance with the central programmes of OKJ qualifications (see below), and in secondary vocational schools also the requirements of the secondary school leaving examination, following the guidelines of framework curricula developed for each of the 21 qualification groups (*szakmacsoport*, see section 10.2.). Such preparatory programmes include:

- career orientation (*pályorientáció*) and practical training in year 9, and “vocational grounding theoretical and practical training” (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen qualification group in year 10 (in 40% of the mandatory teaching hours at most) of vocational schools, where the introduction of such subjects has been mandatory since 2006, and
- vocational orientation (*szakmai orientáció*) from year 9, and “grounding training in a qualification group” (*szakmacsoportos alapozó oktatás*) from year 11 of secondary vocational schools.

The framework curricula for vocational schools recommend 74 teaching hours of career orientation and 222 hours of vocational grounding theoretical and practical training per school year in year 9 (total teaching hours: 1017.5), and 296-370 hours of the grounding training per school year in the year 10 (total teaching hours: 1017.5). In secondary vocational schools they recommend 185 teaching hours per school year of grounding training in a qualification group in years 9-10 (total teaching hours: 1017.5), 296 in year 11 (total: 1110) and 256 in year 12 (total: 960).

The curricula for VET years, termed 'vocational programmes' (*szakmai program*), are also developed by schools based on professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the awarded OKJ qualification and the guidelines of the central curricula (*központi program*) of its vocational subjects (modules), both types of documents being published by the minister of the relevant field.

The process of creating/modifying/deleting an OKJ vocational qualification can be initiated by the minister of the relevant field or by anyone making a proposal to the minister that includes the proposed SZVKs and the supportive opinion of the relevant economic or professional chamber, employer and employee associations, labour centres, etc. concerning the economic and labour market demand for any given qualification. The minister sends the proposal to the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*) and the OKJ committee, and makes a decision based on their opinion (except for higher level vocational qualifications for which SZVKs can be developed jointly by a higher education institution and the relevant economic/professional chamber). If accepted, the proposal is sent to the minister responsible for VET and adult training who makes a final decision based on the opinion of the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*), in agreement with the minister responsible for education and the minister of the relevant sector.

The Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) on the basis of the recently concluded agreement with the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*) plays an additionally important role as it

was assigned to continuously develop - in cooperation with national economic interest representation organisations - the SZVK of 11 new vocations, in addition to the 16 qualifications 'handed over' to the Chamber in 2004. As a result, the MKIK is currently responsible for the content of far more than half of ISCED 3 level VET provision.

The SZVK for each OKJ qualification define:

- (a) its access requirements (the required competences, a school graduation or vocational certificate, medical or vocational/career aptitude requirements);
- (b) the maximum duration of the training programme (number of vocational years);
- (c) 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-organiser technician');
- (d) the professional (learning outcome) requirements (in the case of the new OKJ qualifications, the professional competence modules specifying the task profile and the related professional, method, social and personal competences, see section 0703); and
- (e) the preconditions, components and content of the vocational examination (in the case of the new OKJ qualifications, the examination requirements modules specifying the characteristics of the vocational examination).

The VET Act prescribes that whenever possible practical training should alternate with theoretical education within a week during the study period, and should be provided without interruption during the summer holiday period. Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training which may be delivered in the school workshop and/or at an enterprise workshop or workplace (see also [Annex 3](#)).

The development of key competences occupies a central place in the basic documents of both general education and of VET. The NAT contains the compulsory common content of public education divided according to different areas of erudition. In addition to the developmental tasks assigned to each area the NAT defines so called priority developmental tasks that target the development of key competences. The defining output regulator of general education introduced in 2006 is the new competence based secondary school leaving exam.

The competence based and outcome-oriented approach have been implemented earlier in VET than in the general education. OKJ and the related SZVKs developed within the framework of the measure of the new Human Resources Development Operational Programme (*Humánerőforrás-fejlesztési Operatív Program, HEFOP*) 3.2.1 (see section 2.1.) determine learning outputs based on scope of activity and competence.

The competence profiles of each occupation specifying not only the professional knowledge and skills, but also the methodological (thinking, problem-solving and work style), social (communication, cooperation and conflict-resolution) and personal (flexibility, creativity, independence, capabilities and characteristics) competences required to perform the various tasks involved in the given occupation/job were developed by practitioners with experience of training. The new centrally defined framework curricula elaborated with the participation of teachers/trainers and the local VET curricula based on these will thus consist of curriculum modules (*tananyagegység*) corresponding to the professional requirements modules defined in the SZVKs and will focus on the development of competences.

Another important direction of current curricula development is that of developing more open training programmes, to contribute to the realisation of individual learning pathways through the integration of openness' elements (centrality of learning, a complex learning environment, wide range of user-oriented programmes, modern teaching technology, and external professional practices) in curricula. Development of digital learning materials and e-learning training programmes to be used in VET in public education and adult training was supported, for example, by HRD OP Measures 3.2.1. and 3.5.1. (see section 6). VET curricula developed in the former programme are available by qualifications group on the Salient Digital Knowledge Base webpage (<http://sdt.sulinet.hu>).

In line with these developments, there are changes in applied teaching and learning methods as well (spreading project and problem-solving teaching, WEB-based learning, application of electronic learning frameworks, virtual classroom work, co-operative learning). However, the improvement of pre-service teacher/trainer training programmes and the provision of sufficient further training opportunities are needed to induce comprehensive changes and ensure the success of the renewal of curricula, as highlighted also in the Strategy for VET development (see section 6.2.2).

ASSESSMENT, PROGRESS AND QUALIFICATIONS

Student performance is continuously assessed by teachers and trainers, as well as through national examinations. The requirements and forms of assessment and the grading of students, including oral and written tests, and the conditions of progression to higher levels 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 term and of the school year. This system of continuous assessment includes the use of a 'work log' (*foglalkozási napló*) to monitor practical training: the provider of 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 each day.

A national examination of general education - the Secondary School Leaving Examination - is conducted only in secondary vocational schools, at the end of the last year (12th) of general 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 the 2004/2005 school year, it can be taken at either intermediate or advanced level in five subjects of which four are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional. While the new intermediate level exam is still taken before an examination board comprised of school teachers and a president delegated by the ministry of education, the advanced level as an external exam already constitutes a stringent output regulator (although the proportion of subject exams taken at this level was only 7.8% in 2007). The numerous optional, accredited exam subjects include vocational preparatory subjects as well, but taking the secondary leaving exam in one such subject is not compulsory, even in secondary vocational schools.

In the VET years, pursuant to the VET Act, students' performance in practical training may be assessed by the training provider (with the assistance of the relevant local economic chamber in cooperation with the national economic interest representation organisations and the VET school) at a level examination (*szintvizsga*). Currently, level examinations can be organised in those ISCED 3C level vocational qualifications whose development had been assigned to the MKIK (see section 7.1.), which also got the right to organise these exams in these vocations. The objective of the complex exercise assigned at the level examination - which is based on the exercise database, procedural regulations and examination

requirements developed by the MKIK - is to assess competences necessary for working under supervision and the professional and technological skills the student has mastered so far.

Renewed qualifications require a so-called module completing examination as condition of participating in vocational examination in case of professional and examination requirements of VET provided within the school system. This is the competence assessment done by the institution providing VET, which assures the institution that those participating in the VET possess the necessary competences for passing the vocational examination. In case of VET provided within the school system the successful completion of the last year is tantamount to the passing the module-completing exam.

At the end of the VET programme the OKJ vocational qualification, which entitles one to practice the occupation determined in the professional and examination requirements, can be obtained at a state vocational examination in front of an independent examination committee.

In the case of newly introduced qualifications (in the year 2006) figuring in the OKJ some of the examination parts assigned to the required modules contain examination tasks and written, interactive, practical and oral examination activities attached to them. The new OKJ allows for organizing partial vocational qualifications, which later can be complemented with the missing modules to obtain a complete vocational qualification in VET provided with the school system or in adult training.

The OKJ qualifications that can be obtained in vocational schools do not offer the possibility to directly enter either the general training or higher education (although it is possible upon certain conditions to change between training pathways at the upper-secondary level, see section 0702). Those who have completed a vocational school have to complete another three years in a full-time or part-time formal general training in order to obtain the secondary school leaving degree certificate (ISCED 3A), which is the prerequisite to enter post-secondary training and higher education.

At upper-secondary level VET students may acquire qualifications in all qualification groups with the only exception of economics (see section 10.2).

During the 2008/2009 year vocational schools offered IVET in 317 different OKJ qualifications. Qualification groups with the biggest number of students were from the study areas of catering and tourism, machine industry and construction industry.

POSSIBLE IMPACTS OF A NATIONAL QUALIFICATION FRAMEWORK (NQF) ON IVET

The introduction of the EQF is expected in 2013 according to the government decree. Hence, at present, one can only speak about the possible impact on national development and objectives of the criteria that came up at the elaboration of EQF. Thus, the elaboration of the EQF will require the coordination of developments, often carried out independently of one another, in the various current educational sectors and levels. This coordination will no doubt have a positive impact on the efficiency of quality assurance systems, on the recognition of the non-formal and formal studies and on the bridging pathways between various training types.

STATISTICS

The figures in Table 11 suggest a very uneven distribution of participants between vocational against general education at upper secondary level: currently only around 13% of all students participate in VET as such. In fact, this proportion has changed considerably

since 1990 when the majority of full-time students (around 75%) participated in a VET programme. However, although there is indeed a decreasing trend of participation in upper secondary level VET due to the falling prestige of physical labour and thus of vocational schools, as well as the social and policy demands for the expansion of higher education, these figures result from a certain categorisation of the existing school programmes and suggest a more dramatic decrease than actually has occurred.

COUNTRY	TOTAL	TRAINING PROGRAMMES IN TOTAL ISCED 3 PERCENTAGE		
		GENERAL TRAINING (%)	VOCATIONAL PREPARATION (%)	VOCATIONAL TRAINING (%)
EU-27	22,205,390	48.3	5.3	46.4
HUNGARY	545,366	76.3	10.7	12.9

Source: Eurostat

Date of extraction: 26 Feb 2009

Last update: 04 Jul 2008

What these figures do not show is that in the 1990s the structure of VET schools was substantially transformed so that general education was extended until year 10 in vocational schools and year 12 (or 13) at secondary vocational schools, thus moving the vocational training programmes of the latter from ISCED 3 to ISCED 4 level. However, pre-vocational training is typically (a smaller) part of the curricula of the years of general education of both types of VET schools (see above), but secondary vocational school students participating in pre-vocational training - which are recognised in the post-secondary level VET grades of secondary vocational schools so that this typically reduces the duration of their vocational training programme by 1-2 terms (see section 4.6.) - are not included in the figures of Table 11. In fact, as Table 12 shows, in the 2007/2008 school year nearly two thirds of full-time students at upper secondary level studied in one of the two types of VET schools.

		NUMBER	IN TOTAL %
Vocational school ⁽⁴⁾	Grades providing general education together with pre-vocational training	54,096	11.2
	Vocational training grades	69,769	14.5
	Total:	123,865	25.8
Secondary vocational school	Grades providing general education together with pre-vocational training	177,030	36.8
	Vocational training grades ⁽⁵⁾	59,488	-
	Total:	236,518	-
Grammar school (9-12/ 13. year)		179,969	37.4
Subtotal (upper-secondary level):		480,864	100.0
Total:		540,352	-

⁽⁴⁾ Excluding special vocational schools

⁽⁵⁾ Including 5,008 students of in IVET (art education) provided parallel to general education in years 9-12 of secondary vocational schools of art. Other secondary vocational schools provide ISCED 4C level vocational training in their 13th and possible higher grades, thus these VET grades actually belong to the post-secondary level.

Source: Ministry of Education and Culture (OKM) Statistics 2009

4.4. APPRENTICESHIP TRAINING

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

- upper secondary level in the VET years of vocational schools and special vocational schools and at
- post-secondary level in the VET years of secondary vocational schools.

Besides the above mentioned apprenticeship trainings are provided at ISCED 5B level as well within the framework of tertiary level lasting on average and at least 2 years long programmes.

ADMISSION REQUIREMENTS, CONTENT REGULATION, TEACHING METHODS AND ASSESSMENT

There is no difference between apprenticeship and school-based/alternance training as discussed in section 4.3. in terms of the age of the students, programme duration, access requirements, curricula, or assessment procedures, since these are all defined uniformly in the vocational programme (*szakmai program*) of the VET school in accordance with the SZVK and the framework curricula of the awarded vocational qualification. Students can enter an apprenticeship contract to receive practical training at an enterprise in the VET years of a VET school, 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 prequalification, vocational aptitude and medical requirements of the given vocational qualification.

The long term goal of a project starting in 2009 within the framework of the Measure 2.2.1 of TÁMOP is to promote apprenticeship contracts with an innovative content and further the increase of the number of economic organizations offering practical training. The innovative pedagogical methods, teaching materials and tools developed in this project will help students' integration in the workplace and on the other hand it will further improve the pedagogical-didactic competences of trainers conducting practical training in enterprises.

MAJOR CHARACTERISTICS OF APPRENTICESHIP CONTRACTS

One major distinction of apprenticeship training is that apprenticeship (student) contracts are concluded between the student (not the VET school) and the enterprise, under the supervision of a representative of the relevant local economic chamber which inspects the conditions and standard of training before and also afterwards. The preconditions and content of the student contract are regulated by Act LXXVI of 1993 on Vocational Education and Training. Through this contract the enterprise is obliged to provide adequate practical training for the student in a safe and healthy work environment, in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see section 4.3.) of the vocational qualification pursued. The student is likewise obliged to comply with the training scheme of the enterprise and comply with instructions related to 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 under conditions specified by law. The contract does not alter the student's status within education; it simply provides various additional advantages (see section 4.1).

Another important feature of apprenticeships is that the practical training provider has to pay regular monthly payments to the student (during holiday periods as well; in school-based and alternance training it is optional, not compulsory, except during continuous practical training in the summer). In addition, students are entitled to social security benefits through their apprenticeship contract, and the time in apprenticeship training is counted as employed time when calculating pensions.

The apprenticeship contract is increasingly promoted by education policy (particularly in the last year of VET) as the form of practical training best suited to strengthening the relationship between VET and the economy. In order to further increase the number of apprentices *Act LXXVI of 1993 on Vocational Education and Training* has recently been amended so that, since 1 January 2007, practical training outside the school can be organised based on a student contract alone (instead of a cooperation agreement between the school and the enterprise) in cases where more than 50% of the duration of practical training is provided at an economic organisation. The costs of the practical training provided on the basis of the apprenticeship contract are covered by the economic organization providing the practical training. The latter can cover the expenses by using one part of or the entire vocational training contribution (see sections 9.1. and 9.4).

VOCATIONAL QUALIFICATIONS

In principle the vocational qualifications obtained in an apprenticeship scheme are the same as the vocational qualifications attained by students in VET schools. 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 2007, students of VET schools participated in student contract-based trainings in a total of 191 professions; almost half of the apprentices, however, were studying in vocational schools to obtain an ISCED 3 level qualification in one of 10 vocations as presented in [Annex 3](#) Table 3.2.

4.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE TRAINING PATHWAYS

The target groups of the programmes presented in this chapter are made up of those youth who due to various disadvantages (learning difficulties, disadvantageous social background or life situation) have not completed their primary education studies or have dropped out of the educational system without obtaining a vocational qualification or the Secondary School Leaving Exam. The objective of these catching-up trainings and of the vocational training built upon them is to prepare them for participation in vocational training and for entering the labour market despite the missing basic skills and the obstacles specific to their situation.

The 2003 amendment of *Act LXXIX of 1993 on Public Education* provided for the launch of one or two year long 'catching-up' programmes (*felzárkóztató oktatás*) in vocational schools (*szakiskola*) to help students without the primary school graduation certificate (*általános iskolai bizonyítvány*, ISCED 2A) gain the competences needed to enter the VET years. The certificate awarded is equivalent to the primary school certificate in cases where the participant has completed at least 6 years of primary school. On the basis of this those possessing such qualification may continue their studies in VET grades of vocational schools.

Those pupils who have completed less than 6 primary school grades and those who do not wish to obtain a primary school leaving certificate may obtain the necessary theoretical and practical elements of knowledge (competences) needed for joining VET in a one year long preparatory training. If the school deems that they possess these competences, they may enter vocational training where they can be prepared for obtaining the vocational qualification conditional upon certain competences defined in the professional and examination requirements.

A related legal measure effective from the 2005/2006 school year was the modification of the access requirements for VET so that vocational qualifications listed in the OKJ at 31-34 level (ISCED 3C) could be obtained even by those with no formal school certificate, but who gained the necessary competences by participating in a VET preparatory programme. Such preparatory trainings are offered for youth aged 15-23.

The curricula and system model of competence developing 'catching-up' programmes (*felzárkóztató oktatás*) and of programmes containing preparatory vocational training elements as well as the competence based input requirements of certain vocational qualifications have been developed within the framework of the SZFP specially by taking into consideration the needs of those with learning difficulties. Although the new OKJ introduced in 2006 makes possible to define the competence-based access requirements of qualifications at all levels below higher level VET (ISCED 5B), such competence criteria and programmes focusing on them have been developed only in ISCED 3 level vocations.

In the course of the above presented innovative, one or two years long catching-up courses building on project method, teachers deal with students in small groups, involving social assistants. The development and assessment is carried out on the basis of individual development plans and according to an individual schedule.

In school year 2008/2009 18% of vocational schools offered such preparatory, follow-up programmes for altogether 2647 students (source: OKM statistics, 2009).

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

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL / ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES
Vocational training years of secondary vocational school built on the last grade of secondary school or or in secondary vocational school in not upper level training without secondary school leaving exam	Every economic sectors	4C	Vocational training	Contains both school and work based elements (for more details see section 4.3)	2 years ⁽⁴⁾

⁽⁴⁾ However the generally 2 years long vocational training programmes are often reduced to one year if the participation in pre-vocational education (provided in general grades of vocational training schools) is recognised.

Although secondary vocational schools (*szakközépiskola*) may provide vocational preparatory training in their general education years (9-12), they only offer VET awarding an ISCED 4C level OKJ vocational qualification in year 13 and possibly later years. The duration of the vocational training programme depends on the OKJ qualification awarded and is defined in its SZVKs- typically the training is two years long, but programmes of 2, 3, 5 and 6 terms also exist).

This kind of training (in case of school based, full-time training) is offered for young people aged 18-23. Those older than 24 may participate in IVET within the framework of adult training (see section 5.1).

The general access requirements of VET years in secondary vocational schools are the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) or the completion of the last (12th) year of secondary school, and there may also be medical/vocational aptitude or vocational pre- qualification requirements as defined in the SZVK of the given qualification.

Thus this kind of IVET can be attained by those as well who have completed an upper-secondary level grammar school providing a merely grounding general education. Alternatively, those who have not obtained the Secondary School Leaving Certificate (*érettségi*) in the course of general grades of grammar school or secondary vocational school, can still continue to study in the VET years to obtain an OKJ qualification that requires only the completion of the last year of secondary school as an access requirement (although this happens rarely as the vast majority of students completing year 12 do pass the secondary school leaving exam).

Pursuant to *Act LXXIX of 1993 on Public Education*, secondary vocational schools may also operate with VET years only, if they prepare students with the Secondary School Leaving Certificate for the vocational examination.

The general characteristics of curricula, the available forms of practical training and the forms of assessment correspond to those discussed in section 4.3.

The ISCED 4C level OKJ vocational qualification awarded at the vocational examination (*szakmai vizsga*) allows access to the labour market in occupation(s) defined in its SZVK (see section 10.2 for more details). In the 2008/2009 school year secondary vocational schools offered VET for 369 different vocational qualifications. The highest number of students took part of training on the field of catering and tourism, arts, public education, communication and trade, business administration profession groups.

4.7. VOCATIONALE DUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary level education offered by higher education institutions includes:

- higher level VET (*felsőfokú szakképzés, FSZ*) programmes awarding an ISCED 5B level vocational qualification (*szakképesítés*) of the OKJ, and
- higher education degree programmes (*felsőfokú végzettséget adó felsőoktatási programok*) awarding an ISCED 5A level qualification (*szakképzettség*) which allows access to a given occupation.

HIGHER LEVEL VOCATIONAL EDUCATION AND TRAINING

The higher level VET (*felsőfokú szakképzés, FSZ*), a relatively new level of VET in Hungary, was introduced in 1998. The initial goal of ISCED 5B programmes awarding higher level vocational qualification but no higher education graduation degree was to offer a shorter than higher education modular training that can quickly respond to the demands of a changing labour market, which prepares its participants for high quality professional work and at the same time provides the necessary credits helping the entry from VET to higher education.

FSZ can be organised only by colleges (*főiskola*) and universities (*egyetem*), but it may be - and is to a large extent - provided also in secondary vocational schools (*szakközépiskola*), based on an agreement between the institutions; thus the legal status of participants and the administrative, financing and statistical systems vary according to the type of training provider.

LEGAL STATUS OF PARTICIPANTS	NR OF PARTICIPANTS	
	NR	%
Higher education student	15,677	49.47
Secondary vocational student	16,011	50.52

Source: Ministry of Education and Culture (OKM) statistics, October 2008

The provision of VET is regulated by *Act LXXVI of 1993 on Vocational Education and Training*; other aspects of education are governed by *Act CXXXIX of 2005 on Higher Education*. There are full-time and part-time FSZ courses available, which can be either state-supported or fee-charging. The minimum duration of training is four terms, and the same or longer in alternative delivery modes.

In case the training is taking place in a higher education institution, entry into FSZ is conducted according to admission requirements - defined in Government Decree - on the base of a point system built on the base of the results achieved at the two-level secondary school leaving examinations and in the course of secondary school studies. In case the training is provided in a secondary vocational school, admission requirements are prescribed by the school, within the frames defined by the maintainer. Prior formal learning in VET of the same content can be recognised in 30-60 credit points.

The curricula (central programme) of FSZ courses are developed by the institutions in accordance with the SZVK of the given OKJ vocational qualification published by the minister of the relevant field, taking into consideration the training programme also issued by the minister.

In case of FSZ a higher education institution and the interested economic (profession) chamber - based on an agreement on SZVKs on the part of the responsible minister - together will work out these SZVKs (professional and examination requirements) and they will initiate the new vocational qualification to be registered in the OKJ. The vocational qualification must be registered in the OKJ following a simplified and expedited procedure if the minister responsible for VET agrees. As in the case of all OKJ vocational qualifications, the SZVK define the maximum duration of the training programme, the balance of time devoted to theoretical and practical training, the competences to be mastered, and the requirements of the vocational examination (*szakmai vizsga*). Curricula

for these courses are of a modular structure, involving a basic education/competence developing, a mandatory vocational, and an optional (specialisation) module. Practical training may be provided in similar forms to those described in section 0403, both in school workshops and at economic organizations. Student contracts (*hallgatói szerződés*, see section 4.4.) have also been available since 1 January 2006 if the practical training is provided without interruption for at least 25% of the duration of the training.

People above 18 may participate in FSZ; the upper age limit (age 23) exists only at trainings organized by public education institutions in case of state funded programmes.

The assessment and the organizing of the education during the training depend on the organizing institution. As such, in case of a VET institution the assessment and organizing forms of the public education are decisive, whereas in the case of a higher education institution then the assessments and organizing forms of higher education.

However, the possibility (that large numbers of students make use of) exists for every participant to use the credits obtained in higher level VET (minimum 30, maximum 60) in a BA/BSc programme of the same field (thus reducing the duration of their training typically by 1-2 terms).

The ISCED 5B level OKJ vocational qualifications (*felsőfokú szakképesítés*) obtainable upon passing the vocational examination do not provide a higher education graduation degree, but give access to the labour market in occupations defined in their SZVKs. The number of FSZ level qualifications currently offered by the OKJ (i.e. the number of qualification without any branches and the number of branches altogether) is 73.

HVET is fully state funded, even in the case of those students who already possess a vocational qualification at ISCED 3 or 4 level. Even after obtaining FSZ higher education studies are free of charge (in the case of 1st higher education degree) and thus students are encouraged to participate in higher education to obtain a higher education degree.

HIGHER EDUCATION DEGREE PROGRAMMES

In Hungary higher education degrees, that is, higher education programmes offering ISCED 5A level degrees and qualifications are not considered as part of vocational education and training.

Although these qualifications entitle one to pursue different occupations, these professions are regulated not by the OKJ but by the governmental decree defining the first and master cycle programmes. Furthermore, some programmes are regulated by the training and outcome requirements published by the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium, OKM*)

ENTRY AND LEARNING PATHWAYS

In relation with the Bologna process the Hungarian higher education system is undergoing major transformation. A new Act on Higher Education (Act CXXXIX of 2005) has been effective since 1 March 2006 and the new multi-cycle training structure is being introduced gradually since September 2006.

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-supported and fee-charging forms. The first

cycle of higher education (6-8 terms) provides a BA/BSc degree and qualification (ISCED 5A). To gain entry applicants must have the Secondary School Leaving Certificate, and other admission requirements are defined by the higher education institution based on the applicant's performance in secondary school and at the secondary school leaving examination (higher education institutions providing training in the given training field together specify the subjects which have to be taken at advanced level, although they do not typically require the advanced level because of the fear of not recruiting enough students). Medical and vocational aptitude tests as well as a practical examination may be organised by the institutions in certain training programmes.

Students of higher education may obtain the first higher level OKJ vocational qualification or degree in state-supported training free of charge - considering a yearly prescribed number of state financed places defined by the Government by study fields and in view of the institutional capacities established by the Education Office. In the case of those students whose entry score do not reach the prescribed level, the training institution will set a tuition fee.

Master level education (2-5 terms) awarding an MA/MSc degree and qualification (ISCED 5A) will be available for those in possession of a BA/BSc degree qualification. In six training programmes (medical doctors, veterinaries, pharmacists, dentists, lawyers, and architects), however, students continue their participation in un-divided training, i.e., their training programme of 10-12 terms will directly award an MA/MSc degree.

CURRICULA, ASSESSMENT AND PROGRESS

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 the degree and the title of the 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. The precondition of launching training in any given programme is that it be accredited by the MAB.

The new higher education regulation contains several measures as well that promote a practice-oriented training and the development of competences. The increased time spent in practical training in more training areas, the requirement of a half year continuous vocational training in some training programmes and the competences defined in the training and outcome requirements are such measures.

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

Forms of assessment are defined by the higher education institution in line with the study and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution. Student

performance may be assessed both during the study (*szorgalmi időszak*) and examination periods (*vizsgaidőszak*) that together make up a term. As a general rule, periodic (usually mid-term and end of 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, although the results of its monitoring show that in practice the autonomous higher education institutions very often do not recognise credits obtained in another Hungarian institution or abroad.

The expansion of the credit system within the upper-secondary education and training, the possibility to include earlier experience and studies in order to promote life long learning still needs to be tackled. Every higher education institution offers several part-time and distance training (for possibilities see section 5.1).

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 a state-recognised foreign language proficiency certificate, and the final certificate (*abszolutórium*) attained upon fulfilling all study and examination requirements and the completion of professional practice prescribed in the curriculum. The final examination (*záróvizsga*) is conducted before an examination board involving a president and at least two other members (one university/college professor or associate professor and at least one member not employed by the institution). The final examination includes the defence of a thesis/diploma work and may contain oral, written and practical parts.

STATISTICS

TABLE 14: PROPORTION OF STUDENTS IN TERTIARY EDUCATION BY TRAINING TYPE IN 2006				
COUNTRY	TOTAL	ISCED 5A (%)	ISCED 5B (%)	ISCED 6 (%)
EU-27	18,816,178	83.8	13.4	2.7
HUNGARY	438,702	92.5	5.7	1.8

Source: Eurostat

Date of extraction: 9 Mar 09

Last update: 4 Jul 2008

Most students participating in the Hungarian higher education take part in a training awarding a higher education degree and qualification degree. The fact that this number is higher compared to the EU average than the number of students participating in ISCED 5B level training has more reasons: ISCED 5B level FSZ was introduced to Hungary only in 1997, and although the number of those participating in this type of training is continuously rising, the labour market is not open and informed enough concerning these qualifications. Furthermore the prestige of ISCED 5A level degrees manifests itself in salaries as well and although a part of the credits obtained at FSZ is recognised in the first cycle of higher education training, the higher education degree - accessible to ever wider social groups - is better remunerated by the labour market than a vocational qualification.

The main reason for the rate of participation in ISCED 6 level education and training is the fact that the expansion of higher education has occurred only recently, thus the expansion of the PhD level training can be expected only in the near future.

5. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

5.1. FORMAL EDUCATION

5.1.1. GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

The ultimate national legal differentiation among the currently available forms of adult education and training is made between school-based adult education (*iskolai rendszerű felnőttoktatás*) and adult training provided outside the school system (*iskolarendszeren kívüli felnőttképzés*). In both forms - except for ISCED 5A/6 level higher education programmes and 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. The major difference between the two forms is that participants in 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 within the framework of the public and higher education systems whose operation is governed by Act LXXIX of 1993 on Public Education and Act CXXXIX of 2005 on Higher Education, respectively, and also financially supported by the state (see section 9.2). Although a considerable part of CVET programmes offered in adult training are provided by (private as well as public) institutions dedicated to training provision (training companies, Regional Training Centres, VET schools engaging in adult training, etc.) and award a state recognized vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), the legislative and administrative structure and financing of these programmes differ from those offered in the formal school system, and the statistical data collection categorizes them together with all types of learning opportunities available in adult training as non-formal CVET. Therefore, section 5.1 will mainly focus on school-based CVET and adult education and the main characteristics of all types of adult training opportunities will be discussed in section 5.2.

The main objective of adult education within the school system is to offer full and part-time learning opportunities for adults who could not obtain a formal school graduation certificate of a certain level or an OKJ qualification during their compulsory schooling, or who want to attain a higher level or more specialised qualification. These general and VET programmes can be provided only in public and higher education institutions, where access for adults is typically facilitated only by offering evening or correspondence classes. There is a new initiative for bringing learning closer to learners through setting up 'second chance' schools and offering distance learning opportunities at or near the target group's place of residence (see section 5.1.2).

Strengthening correspondence between formal vocational qualifications and the labour market was one of the major goals of the OKJ development project of 2004-2006 (see section 2.1.2), based on an analysis of the current Hungarian employment structure and job profiles. The new OKJ introduced a modular, competence-based qualification structure and defined partial and specialised 'build-on' qualifications as well, thus creating better opportunities for CVET provided either within or outside the school system.

5.1.2. MAJOR CHARACTERISTICS OF FORMAL CVET

Adult education within the school system is provided by public and higher education institutions at primary (ISCED 1-2), secondary (ISCED 3C and 3A) and tertiary (ISCED 5B, 5A and 6) levels. The training programmes offered to adults do not in general differ from the

regular full-time courses in terms of their objectives, admission criteria, structure, main characteristics of curricula, or the awarded state-recognised qualifications.

The Public Education Act 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 at the request of the school or the maintainer. The law provides also for developing a quality management system in every public education institution, 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.

In higher education, the assessment of the quality of education in every type and delivery mode of training programme, and the evaluation (at least once in every 8 years) 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*).

ADULT EDUCATION IN PUBLIC EDUCATION

Adult education as a legally defined sub-sector of public education (*közoktatás*) targets primarily those young people who for social, personal or other reasons could not obtain a formal school graduation certificate or a state-recognised vocational qualification in the course of their regular, compulsory schooling. Its main function is therefore to provide participants a 'second chance' to obtain the formal school certificate that is a prerequisite for continuing studies at a higher level, and/or a vocational qualification on the OKJ that affords access to the labour market.

The primary target groups thus include:

- (a) disadvantaged people who dropped out of initial education or are 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*, ISCED 1-2, and over the age of 23 in secondary and vocational schools);
- (b) graduates of vocational schools (*szakiskola*, ISCED 3C) who aim to obtain the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) - available only in grammar schools (*gimnázium*) and secondary vocational schools (*szakközépiskola*) - which is a precondition of pursuing higher level studies; and
- (c) grammar school graduates who received only general education through their initial training and aim to obtain a vocational qualification.

Pursuant to *Act LXXIX of 1993 on Public Education*, adult education can be provided through various delivery modes, including full-time education (when the number of class hours forms at least 90% of the number of mandatory class 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 class hours is at most 10% of the mandatory number). However, the most typical delivery mode in both types of VET schools is evening education (with around 60% of students), and only a very few adults (around 5%) participate in programmes offered in 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, assessment

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 (see section 4). Adult education is typically provided at special departments/groups/classes of schools that otherwise provide regular, full-time education, although there are also some adult education schools established specifically to train adults.

Young people can participate free of charge in full-time VET (until the age of 23) to obtain their first OKJ qualification, while part-time general and VET programmes charge some fees to cover a part of training costs. Disadvantaged students can also obtain their second vocational qualification free of charge.

ADULT EDUCATION IN HIGHER EDUCATION

There was a considerable expansion of higher education between 1990 and 2004 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 forms of financing have all contributed to making tertiary education more accessible to 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 an increasing number of adults have chosen this type of CVET. This expansion, however, had stopped by 2004; in the 2007/2008 academic year, 154 811 students studied in part-time or distance learning, and the number of students participating in non-full-time education has decreased by a third in the last five years.

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

- (a) non-degree programmes also available as part-time education to obtain an ISCED 5B level OKJ higher level vocational qualification (*felsőfokú szakképesítés, FSZ*, see section 4.7);
- (b) undergraduate programmes (ISCED 5A, partly in the previous dual system of higher education, see section 4.7) to obtain a degree and qualification (*szakképzettség*), including:
 - (a) bachelor level training (*alapképzés*) awarding the first higher education degree and qualification, available also in part-time or distance learning;
 - (b) master level training (*mesterképzés*) accessible to those having at least a bachelor level degree;
 - (c) supplementary undergraduate training (*kiegészítő képzés*) to obtain a university level degree and qualification targeting college graduates, and
 - (d) so-called 'undergraduate programmes available for higher education graduates' (*felsőfokú oklevéllel rendelkezők számára meghirdetett alapképzési szak*) to obtain a second (or further) higher education degree and qualification targeting graduates;
 - (i) postgraduate specialisation programmes (*szakirányú továbbképzés*), usually two-four term courses typically offered in correspondence delivery mode awarding a new, specialised ISCED 5A level qualification built on the degree and qualification obtained in undergraduate training; and

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

Pursuant to *Act CXXXIX of 2005 on Higher Education*, colleges and universities can offer 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 class (*esti képzés*) or correspondence (*levelező*) formats that include 30-50% of the number of class hours in full-time education, while distance learning provides less than 30% of that number. In the 2007/2008 academic year (as in previous years), part-time education and distance learning courses (the latter with the exception of higher level VET, master level and non-divided programmes) were available at every level and in every type of training, the correspondence format being by far the most popular.

The first higher level OKJ qualification and higher education degree can be obtained free of charge in every delivery mode, although state-supported training opportunities are less frequent in part-time education (see section 9.2). There are also student loans available for both state-supported and self-financed students, and disadvantaged students and mothers on childcare support can have extra points added to their admission scores to facilitate access.

MEASURES/INSTRUMENTS FOSTERING ACCESS TO CVET

Adults without any previous background in VET can enter VET awarding an OKJ qualification either in a VET school within the public education system (adult education) or in a training programme offered in adult training. The access requirements of OKJ qualifications are defined uniformly in their so-called professional and examination requirements (see section 4.3). These may specify a formal school graduation certificate, a vocational certificate and/or medical or vocational/career aptitude requirements. The new OKJ published in 2006 (see section 2.1.2) also permits the definition of competence-based access requirements of qualifications at all levels below that of higher level VET (ISCED 5B), although competence criteria have so far been developed only for ISCED 3 level vocations. The modularisation of the new OKJ and the introduction of partial qualifications as well facilitate access and increase the flexibility of VET.

Access to CVET provided within the formal school system is also encouraged by a new initiative supporting the creation of a network of 'second chance' grammar schools and 'digital secondary schools' targeting disadvantaged, in particular Roma people dropped out of the public education system. Following pilot programmes supported also within the framework of the Human Resources Development Operational Programme (*Humánerőforrás-fejlesztési Operatív Program, HEFOP*) Measure 3.3.6. of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*) allocates EUR 1 217 712 for creating such schools and introducing DSS programmes which - due to applying alternative pedagogical methods and more flexible organization of the educational process - are more adequate to reach and reintegrate these groups into regular education than typical adult education programmes. The digital secondary school offers disadvantaged adults an opportunity to obtain the Secondary School Leaving Certificate (four years' training), and, since 2007, also a secondary (or lower) level OKJ qualification (the number of VET years depends on the pursued qualification) through a combination of distance learning and consultations (class attendance). Bringing learning closer to students is ensured by maintaining a hierarchical network of institutions involving a Regional Centre, consultation centres and vocational practical training providers (VET schools or enterprises), and community access points near the students' place of residence, often accompanied by mentor assistance.

The rights of an employee to participate in any kind of training are specified in the Labour Code (*Act XXII of 1992*). Pursuant to it, employers and employees may conclude study contracts through which employers can support the education and training of employees by paying tuition fees, travel and accommodation expenses, allowing training leave, etc. The Labour Code also guarantees training leave for employed adults but only when the training is provided within the school system (a guaranteed 4 days of leave for each examination, and further leave must be specified by the employer based on a certificate from the training provider concerning the duration of the training), or when further training is mandatory in that job or required by an employer.

Increasing participation in CVET in enterprises is encouraged by the state primarily by a financial incentive (the opportunity to spend a part of the vocational training contribution on the training of employees) and direct financial support for further trainings available through tendering (see section 9.2.2). Several measures of the HEFOP and the TÁMOP also aim(ed) to foster access to CVET by supporting the development of new curricula of adult training programmes, more flexible modes of delivery and new learning venues (e.g. e-learning, involving public cultural institutions in vocational adult training).

Supporting enterprises affected most negatively by the current economic and financial crises is the objective of a new '4+1' employment and training programme. It aims to preserve jobs by paying enterprises forced to introduce the four-day working week the whole or a part of the total wages of employees and the training costs for the fifth 'training day' (for more information, see section 2.3).

STATISTICS

Participation rates in adult education and training in Hungary are significantly lower than the EU average. Although compared to non-formal education/training the difference in the figures concerning formal adult education is relatively smaller, the trends are the same: participation strongly correlates with educational attainment and age. As Table 15 shows, only very few adults with at most ISCED 0-2 qualification participate in school-based education (their participation rate is less than a third of the EU average), and indeed, the currently available adult education programmes are often inadequate to re-integrate this group into education. The further training of the lower-qualified, older population has been supported by the state rather by specifically designed programmes offered within the framework of adult training (see section 5.3).

Participation rates in the various forms of adult education programmes available within the school system are presented in [Annex 4](#).

	ISCED 0_2				ISCED 3				ISCED 5_6			
	POP.	EMPL.	UN.	INACT.	POP.	EMPL.	UN.	INACT.	POP.	EMPL.	UN.	INACT.
EU25	1.4	1.3	2	1.6	5.2	3.8	7.0	10.3	8.5	7.3	15.1	14.3
HUNG	0.4	0.6	:	:	3.1	2.8	:	4.2	6.6	6.5	:	7.2

: - Information not available

Source of information: Eurostat; Date of extraction: 9 Mar 09; Last update: 09 Nov 05

Note: The economically inactive population comprises all persons who were neither "employed" nor "unemployed" during the short reference period used to measure "current activity". This population

is split into four groups:

- Attendant at educational institutions;
- Retired;
- Engaged in family duties;
- Other economically inactive.

Source Publication:

Eurostat, 1999, *Guidelines and table programme for the Community programme of population and housing censuses in 2001*, Vol. 1: *Guidelines*, Office for Official Publications of the European Communities, Luxembourg.

5.2. NON-FORMAL EDUCATION

5.2.1. GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

As explained in section 5.1.1, non-formal education is here identified with any kind of adult training opportunities offered outside the formal school system. These include many different types and forms of learning opportunities, ranging from training programmes awarding a state-recognized qualification listed in the OKJ to much less structured learning activities offered by community cultural centres or non-profit organizations in folk arts and crafts, popular science, etc. Participation in CVET offered in adult training can be mandatory prescribed by legislation, or initiated and financed by the individual and/or his/her employer, or for the unemployed and other target groups by the state.

There is a mandatory further training system of employees regulated by legislation both in the public sector (in 'uniform-wearing' vocations, for civil servants, teachers, health, cultural and social workers, as well as in some large public companies as the Hungarian National Railway and Hungarian Postal Service) and in some areas of the private sector where it is necessitated by the nature of the work (for example, for safety reasons or because of constant changes in regulations, such as in occupations related to gas production and services, commerce in plant and animal health chemicals, professional drivers, bookkeepers and auditors, professional hunters, etc.). Such CVET programmes are typically organized as adult training courses, in the public sector often by specialized agencies and institutions.

CVET in private enterprises shows significant differences in the quantity and format of training provision across the sectors and according to company size, and that training opportunities, for the employees of micro, small and medium enterprises (MSMEs) in particular need to be extended and supported by the state.

In addition to CVET opportunities offered at the workplace (which especially in large, multinational companies are often available in e-learning), the objective of bringing learning closer to learners is served, for example, by the government initiative to involve public cultural institutions in vocational adult training, supported by EU Structural Funds resources, or by the extending network of so-called telehouses coordinated by the Hungarian Telehouse Association (*Magyar Teleház Szövetség*, a non-profit organisation founded in 1995) which provide computer and Internet access, information and counselling services as well as education and training opportunities to all often in very small villages.

5.2.2. MAJOR CHARACTERISTICS OF NON-FORMAL CVET

Adult training providers include:

- public and higher educational institutions engaging in adult training as a supplementary activity and other budgetary or state-supported institutions (e.g., the Regional Training Centres, see section 5.3),
- private training companies,
- NGOs (non-profit organisations, professional associations, etc.), and
- employers providing in-company (internal) training for their employees.

Pursuant to *Act CI of 2001 on Adult Training* that regulated this sector of education for the first time in Hungary, adult training providers have to be registered at the Regional Labour Centre (*regionális 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 competences 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 issuing a certificate concerning the completion of the training or of its parts (modules), and
- the means of ensuring the human resource and material conditions of the training.

This CVET sector offers a wide range of CVET opportunities for adults, including:

- vocational training programmes that award a state-recognised vocational qualification listed in the OKJ;
- courses preparing for the master examination (*mestervizsga*) that awards a higher level qualification based on the OKJ qualification obtained in IVET, organised by the economic chambers;
- so-called ‘trainings regulated by public authorities’ (*hatósági jellegű képzés*) awarding nationally or internationally recognised 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 recognised qualification.

According to the 2008 adult training statistics (see [Annex 5](#)) - in terms of both the number of training programmes and of participants - the three most typical types of training programmes are further trainings (including training preparing for the master exam), courses awarding an OKJ qualification (typically one of ISCED 3C level) or a qualification required for a job/occupation but not listed in the OKJ (e.g., fisher, hunter). The greatest part of participants participate in programmes that require at most the primary school graduation certificate as an entry requirement. As regards duration, the vast majority of programmes last for less than a year, with at most 200 course hours. The participation fee of most adult training courses is under HUF 100 000 (EUR 398), which is typically paid by the participant and/or by his/her employer. Both OKJ and other vocational programmes may also be offered in distance learning, though less than 10% of participants learn either in distance or correspondence education or individual training.

In the case of training programmes awarding an OKJ qualification, the objectives, admission criteria, duration (maximum number of hours), content requirements and type of outcome are specified in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given qualification, published by a Decree from the minister of the relevant field (altogether there are twelve in charge of qualification development). While in public education the local school curricula of OKJ training programmes must observe the mandatory elements 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, an objective of introducing the system of programme accreditation in 2003 was 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 outcome requirements of master examinations are defined by the Hungarian Chambers of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) and Agriculture (*Magyar Agrárkamara*), in cooperation with the national economic interest representation organisations. The master examination consists of three parts: an oral examination of entrepreneurial and pedagogical studies, a written and an oral examination of vocational theory, and a vocational practical examination. The local chambers also organise preparatory training programmes, although participation in them is not a precondition of taking the exam, only possession of a relevant OKJ qualification and professional experience is required.

MECHANISMS TO ACCREDIT NON-FORMAL/INFORMAL LEARNING

Currently, the assessment and recognition of prior non-formal/informal learning is common practice in only a few areas in adult training: primarily at certain types of examination - awarding state-recognised qualifications - where the relevant regulations do not require participation in preparatory trainings. Examples include the master examination, some exams related to 'trainings regulated by public authorities', the European Computer Driving License (ECDL) examination system, or language proficiency examinations.

Validation and recognition of prior learning in adult training is otherwise ensured by a provision of the Adult Training Act, namely, that "the adult applying to a training programme may request the assessment of the level of her/his knowledge that the training provider must assess and take into account". However, the procedure of this assessment and recognition is not regulated, and the actual methods of assessment are heterogeneous. Furthermore, in general, profit-oriented adult training institutions have no interest in recognising the prior learning of their students since then they could sell only smaller training packages and the differing entry levels would also cause difficulties in the organisation of the educational process.

New opportunities to recognise prior non-formal/informal learning in VET - both within and outside the school system - derive from the introduction of the new modular, competence-based qualification structure (see section 2.1.2). With the exception of ISCED 5 level qualifications, the new OKJ published in 2006 permits the definition of access requirements in terms of competences, and pursuant to the 2007 amendment of Act LXXVI of 1993 on Vocational Education and Training, the recognisability of competences obtained in non-formal and informal learning and work must be specified in the SZVK of each OKJ qualification. Furthermore, the 2007 vocational exam regulation permits that both the module final exam (*modulzáró vizsga*,) and the vocational exam (*szakmai vizsga*, see section 4.3) can be taken - and thus a state-recognised vocational qualification can be obtained - also by those who have not participated in training.

In spite of these developments, however, to make the recognition of non-formal and informal learning a widespread practice would still require uniform regulation of recognition and the development of measuring tools, as well as the encouragement of training providers that would outweigh their current counter-interests.

Pursuant to Act CXXXIX of 2005 on higher education, the credit transfer committee of a higher education institution may recognize prior learning and work experience in credit values (the latter in maximum 30 credit points).

PROJECT TO TEST PRIOR LEARNING TESTING PROCEDURES (2003-2006)

Prior learning in Hungary is recognized only very infrequently in practice. Besides the counter-interests of training providers, its wider application is hindered by the fact that the required professional-methodological culture is existent only in a few places. A unified methodology has not yet been developed and introduced, and the way of recognizing prior learning has not been regulated either, it depends on the professional culture, traditions and local objectives of the various training providers.

From resources of the HEFOP a project was financed to try out the tests of a method developed by the National Institute of Adult Education (*Nemzeti Felnőttképzési Intézet*, NFI) in 2003. 53 accredited adult training institutions selected through tendering, including the nine regional training centres, participated. The project involved the development of a testing software and substantial IT investments.

Project participants tried out the method in the area of English language teaching, mathematics, marketing, business communication and wood industry, but eventually only a few of them incorporated it in their practice. Many of them, however, developed their own testing methods using what they had learned from the project as background knowledge, and thus the testing-recognition activity has indeed increased in some of these institutions. Further spread of the testing method is hindered by its labour-intensity and the fact that profit-oriented companies can expect less income from training if they test the prior learning of their students.

Due to insufficient data (there were only approximately 100 testings), the statistical analysis of project results was not possible. The project has not been evaluated and conclusions have not been drawn for lack of resources allocated for this purpose.

The project was a single initiative, it was not linked to other policy measures. Action plan for the first two years of the TÁMOP of the period 2007-2013 will provide resources for projects similar in volume and content.

Source: Bükki, Mártonfi, Vinczéné (2009), p. 23

STATISTICS

Participation rates in non-formal education/training in Hungary are significantly lower than the EU average (see Table 16 and also Table 5.1 in [Annex 5](#)). Similar to adult education provided within the school system, participation in adult training correlates strongly with educational attainment (see also Table 5.10 in [Annex 5](#)) and age. As regards working status, employed and unemployed people participate in significantly greater proportions than the inactive.

The government has introduced various measures in recent years to increase participation in adult education and training (see sections 5.1.2, 5.3 and 9.2.2), but participation rates are only slowly increasing. Studies (Török, 2006) have found that although adults have a generally positive attitude towards training and many would also need to renew his/her qualifications, barriers to adult learning - that government policies still need to address - include:

- profitability considerations (about a third of adults, and especially the lower qualified are under-motivated, believing that the benefits of learning are smaller than its costs, which is also related to the fact that in Hungary formal school qualifications are so much decisive in determining social status that the returns to non-formal education are relatively less significant);

- inflexibility of the training system and services (too long duration of training programmes, very few opportunities to recognise and accredit previous work experience and other forms of non-formal/informal learning, etc.); and
- high workload of employees (the number of hours worked per year is significantly higher in Hungary than in Western Europe, while the proportion of adults in part-time employment is the second smallest in OECD countries, OECD, 2009).

	ISCED 0_2				ISCED 3				ISCED 5_6			
	POP.	EMPL.	UN.	INACT.	POP.	EMPL.	UN.	INACT.	POP.	EMPL.	UN.	INACT.
EU25	6.5	9	7.6	2.8	16.4	18.9	14.8	6.7	30.9	33.7	22.7	13
HUNG	1.5	2.9	:	0.5	4.9	5.6	5.7	2.7	10.1	11.4	:	3.3

: - Information not available

Source of information: Eurostat

Date of extraction: 9 Mar 09

Last update: 09 Nov 05

Note: The economically inactive population comprises all persons who were neither "employed" nor "unemployed" during the short reference period used to measure "current activity". This population is split into four groups:

- Attendant at educational institutions;
- Retired;
- Engaged in family duties;
- Other economically inactive.

Source Publication:

Eurostat, 1999, Guidelines and table programme for the Community programme of population and housing censuses in 2001, Vol. 1: Guidelines, Office for Official Publications of the European Communities, Luxembourg.

5.3. MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION ON THE LABOUR MARKET

Measures to help job-seekers and other disadvantaged target groups include:

- (a) training support by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*);
- (b) per capita support of adult training (*felntőtképzési normatív támogatás*) which, however, has practically been eliminated by 2007; and
- (c) central state programmes and invitations to tender.

Most training support schemes described below are geared towards several target groups simultaneously, and there is also a considerable overlap between some of these target groups (e.g. the Roma population is over-represented among the long-term unemployed). [Annex 7](#) summarizes the current measures/programmes to help job-seekers and people vulnerable to exclusion in the labour market.

Training support by the ÁFSZ

Pursuant to Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed, the ÁFSZ may support the training of the following target groups:

- (a) job-seekers,
- (b) young people under the age of 25 (or 30 in the case of higher education graduates) who are not entitled to unemployment benefit,
- (c) those who receive childcare support or permanent support for caring for sick or disabled people,
- (d) those who receive rehabilitation allowance,
- (e) those whose employment is expected to be terminated within one year,
- (f) those who participate in public utility work,
- (g) employed people whose regular employment cannot be ensured without training, and
- (h) others as defined by the Governing Board of the MPA (involving representatives of the social partners).

Training support (reimbursement of training costs and related expenses and provision of supplementary/compensatory payment) may be given for participating in VET courses, preparatory skills-developing training, career orientation and job-seeking skills development, and foreign language education programmes provided outside the school system (see section 5.2). The seven Regional Labour Centres (*regionális munkaügyi központ*) define annually the fields of study which can be supported, based on labour market forecasts and the recommendations of the Regional Labour Councils involving the social partners. Participants are selected by the centres which also assist them in choosing the specific field of training. The average duration of courses supported is 5.5 months and the majority (around two thirds) award a state-recognised vocational qualification on the OKJ.

The training courses offered by the labour centres are provided by the Regional Training Centres (*regionális képző központ*) of the ÁFSZ and eligible accredited private adult training providers, whose register is compiled annually by the centres. The primary duty of the nine Regional Training Centres established since 1992 is to develop and provide training programmes and related services (e.g. career orientation, guidance and counselling) for unemployed people and others vulnerable to exclusion on the labour market.

PER CAPITA SUPPORT OF ADULT TRAINING

The per capita funding of adult training was introduced in 2003, aiming to support unqualified adults in obtaining 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. In 2006 this kind of support also became available to people over the age of 50 to obtain their 2nd OKJ qualification, and at the same time, provision of full financial support - except for the training of disabled people - was linked to the guaranteed subsequent employment of participants. From July 2007, due to budgetary restraints and also the large number of

eligible persons, the target group was restricted to people living with disability. Pursuant to Act CI of 2001 on Adult Training, per capita support provided through tenders are available to adult training institutions that are accredited and offer an accredited training programme.

However, following a drastic decrease in the budget allocation in 2006, in 2007 and 2008 it only provided funding for trainings commenced in the previous year, and there is no budget allocation defined for 2009, thus the per capita support of adult training has in practice ceased to exist (see Table 21 in section 9.3).

CENTRAL STATE PROGRAMMES AND TENDERS

Various central state programmes and tenders have been launched since the beginning of the 1990s, aimed at enhancing 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 through innovative pilot programmes. The OFA develops the models of complex programmes involving training and employment elements, labour market and psycho-social support services, and also coordinates tenders, providing funding for their implementation by partnerships of local organisations. Some of these courses offer preparatory training developing the competences needed to enter a VET programme, but most of them award an OKJ qualification, and each includes a training element developing the employability of participants.

The dissemination of successful methodologies and models developed by and/or piloted through prior OFA tenders, PHARE/EQUAL programmes and projects supported through the HEFOP and Regional Operational Programmes (*Regionális Operatív Programok*) is currently supported by Measure 1.4.3 of the TÁMOP financed by Structural Funds assistance. Measure 1.4.1. of TÁMOP provides temporary financial support for alternative employment programmes assisting the permanent employment of disadvantaged job-seekers. The supported projects develop individual tailor-made service packages involving assistance to low-qualified participants to obtain an OKJ qualification.

The “One step forward” (*Lépj egyet előre*) programme, coordinated by the ÁFSZ, aims at improving the qualification level of the adult population through providing cost-free learning opportunities under Measure 2.2.1 of TÁMOP as a continuation of the successful prior HEFOP programme training 15,000 adults in 2006-2007. The target groups are people without the primary school certificate (*általános iskolai bizonyítvány*), those who have only this or the Secondary School Leaving Certificate (*érettségi bizonyítvány*) but have no vocational qualification, adults with outdated vocational qualifications and those wishing to participate in CVET. The programme offers low-qualified, often under-motivated adults an opportunity to obtain the primary school certificate or a vocational qualification in a shortage-job through 150-1000-hour courses provided by accredited adult training institutions, rewarding those completing the training successfully by a monthly minimum wage. The available budget of HUF 10,665,000,000 (EUR 42,448 thousand) will finance the training of 22,000 adults in the period of 2007-2009. However, due to the high popularity of the programme, the funds available for consecutive periods are quickly exhausted and tenders are then suspended, as it happened also in the summer of 2008.

While the per capita state-support of adult training has been practically eliminated (see above), in 2007 the government introduced support for the training of participants in the

Public Work Programme (which targets unemployed people) from the training sub-fund of the MPA, and a complex programme targeting people living with disabilities was launched, offering general, vocational and language learning opportunities and employment rehabilitation for about 2500-3000 people with reduced ability to work, financed by the training and rehabilitation sub-funds of the MPA.

STATISTICS

Table 17 presents the participation rate of unemployed people in education and training in 2007 extracted from the Eurostat database. The figures for Hungary are the lowest among the countries for which data was available. The vast majority of unemployed people participate in non-formal education which only is supported by the ÁFSZ and most state programmes. However, the number of unemployed people participating in state-supported training varies largely from year to year, depending on available funding and characteristics of the support schemes (e.g., the amount of supplementary/compensatory payment or provision of an ‘award’, as well as the duration of available training programmes strongly influences the motivation of the target groups to participate), and in fact the ÁFSZ statistics alone present higher participation rates for the unemployed. In 2008 altogether 53,500 unemployed adults participated in training programmes supported/coordinated by the ÁFSZ, which represents 16.3% of the 328.8 thousand unemployed for that year (for more ÁFSZ statistics, see [Annex 6](#)).

TABLE 17 - PARTICIPATION RATE OF UNEMPLOYED IN EDUCATION AND TRAINING, 2007			
	FORMAL AND NON-FORMAL EDUCATION	FORMAL EDUCATION	NON-FORMAL EDUCATION
Hungary	5.5	1.1	4.5

Source of information - Eurostat

Date of extraction: 27 Feb 09

Last update: 10 Nov 08

6. TRAINING VET TEACHERS AND TRAINERS

6.1. TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

6.1.1. TEACHING AND TRAINING OCCUPATIONS IN VET

The types of teachers and trainers working in VET (see [Annex 8](#)) are differentiated by the different laws that regulate the operation of the given sub-sector of education they work in. Vocational education and training, both IVET and CVET, are offered in Hungary either within the school system (in public and higher education) or outside it (in adult training). Although the provision of VET leading to vocational qualifications listed on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) and other vocational programmes are regulated by the same law in both sub-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.

With the exception of 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 the other two sub-sectors.

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 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 at an enterprise.

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

In adult training, however, a teacher-specific qualification is prescribed only in the case of the training of disadvantaged adults, 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 8](#).

Compared to other fields, the proportion of applicants to teacher training is showing a slowly decreasing trend (see [Annex 8](#), Figure 8.1.). The attractiveness of the profession is even better demonstrated by the data on the abilities and motivation of young people undertaking pedagogical training.

TABLE 18: NUMBER OF APPLICANTS IN TEACHER TRAINING, COMPARED WITH THE TOTAL NUMBER OF APPLICANTS TO HIGHER EDUCATION				
APPLICANTS TO TEACHER TRAINING COURSES			TOTAL NUMBER OF APPLICANTS TO HIGHER EDUCATION	
	NUMBER	%	NUMBER	%
2001	8 009	5,38	148 880	100
2002	9 861	5,99	164 699	100
2003	10 116	6,31	160 217	100
2004	10 795	6,45	167 371	100
2005	9 021	6,00	150 233	100
2006	9 233	6,95	132 771	100
2007	6 557	6,02	108 928	100
2008	5 995	6,18	96 986	100

Source: National Higher Education. Information Centre (Országos Felsőoktatási Információs Központ), 2009

A recently completed study sought to explore the differences between the abilities of applicants to teacher training and those of applying to other training programmes, as well as the abilities of graduates taking up teaching and those leaving the profession. (Varga, 2007) The study also explored the importance that financial considerations play in career choices. The results shed light on a contra-selection mechanism that prevails in the case of teacher training not only at the application phase, but also at the stage of making career choices: generally people with lower abilities get into teacher training programmes and remain in the teaching profession, while young people with better abilities search for jobs with higher income.

For VET teachers a further demotivating factor is that with their professional qualifications they have good chances of finding better-paid employment than teaching. While in VET schools they have to handle a greater proportion of pupils with behavioural or learning difficulties than their counterparts in general education institutions, VET teachers do not receive more remuneration, which also presents a counter-stimulus. The age comparison of VET teachers of professional and general subjects (see [Annex 8](#), Figure 8.1) indicates that fewer and fewer career starter teachers are ready to take such challenge.

6.1.2. RESPONSIBLE BODIES

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 to the Bologna Process (cf. section 4.7.), which also has an effect on teacher/trainer training.

Pursuant to the new regulations, (both VET and general) teacher training is provided only at master level, while vocational trainer qualifications are awarded in the first cycle of higher education. Curricula for teacher/trainer training programmes and the forms and methods of assessment and evaluation are developed by 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 a 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, MAB*), 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 compliance with the prescribed conditions and the accomplishment of the quality development programme in every institution at least once in every 8 years.

6.1.3. RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

The 2005 Higher Education Act, which supports the implementation of the Bologna process in Hungary, and the connected ministerial decree, transformed the structure of the training system. They brought, among others, such positive changes as the introduction of competence-based training and outcome requirements, the elevation of teacher training to MA/MSc level, and increasing the length of compulsory teaching practice to six months. Such changes may allow the rethinking of the training content-wise, which would be necessary on account of the fact that the duration of teacher training has this way been reduced to three years. Education policy experts warn (OKA, 2008), however, that the limited time available for the elaboration and accreditation of teacher training programmes, along with the absence of a uniform quality assurance system in place to assess the independent teacher training institutes, may stand in the way of a carefully devised content renewal.

In the framework of the measure 4.1.2 of the Social Renewal Operational Programme (*Társadalmi Mobilitás Operatív Program, TÁMOP*) of the New Hungary Development Plan (*Új Magyarország Fejlesztési Terv, ÚMFT*), the establishment of regional research and service centres is envisaged for 2009, which are to enhance teacher training, among others, by facilitating coordination between practical training places and students, as well as by selecting and training mentors to assist students' teaching practice.

The New Knowledge Programme (*Új Tudás Program*), to be launched in 2009 with a funding of HUF 11 billion (EUR 42 million) involves several measures aiming to increase the attractiveness of the teaching profession (e.g. by supplementing the wages of teachers performing form master tasks, and those teaching disadvantaged pupils).

6.2. TYPES OF TEACHERS AND TRAINERS IN IVET

6.2.1. TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

Tables 8.2 and 8.3 of [Annex 8](#) demonstrate the types of instructors working in IVET. The training of teachers/trainers employed in adult training is discussed under section 6.3.

6.2.2. PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

HIGHER EDUCATION INSTRUCTORS

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 includes those who can be promoted based on their scientific and pedagogical performance and are entitled to use the 'instructor titles' (*oktatói címek*); according to the new regulations they must participate in a doctoral degree programme or must hold a PhD/DLA degree (ISCED 6) in order to fulfil senior positions. 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 GENERAL EDUCATION AND VET PROVIDED IN VET SCHOOLS

Practitioners working in general education and VET provided in vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*) can be grouped according to the subject and the place where they teach it:

- (a) general subject teachers (*közismereti szakos tanár*) teach general subjects in general education and VET years;
- (b) vocational teachers (*szakmai tanár*) provide pre-vocational education in the general education years, and teach vocational theoretical subjects and 'theory-demanding' practical subjects in the VET years;
- (c) vocational trainers (*szakoktató*) instruct vocational practice in school workshops in the VET years;
- (d) practice trainers (*gyakorlati oktató*) instruct practical training provided at a company workshop or at the workplace in the VET years; and
- (e) schools may also create positions to assist the pedagogical-teaching work (e. g. pedagogical assistant, child and youth protection assistant, pedagogic supervisor, family care advisor, child and youth supervisor, special pedagogic assistant, specialist (psychiatrist), spare time organiser, family care school psychologists, social worker, technical manager etc.).

PRE-SERVICE TRAINING

General and vocational theoretical subject teachers and vocational trainers must gain a tertiary level teaching-specific qualification (ISCED 5A) awarded by colleges/universities. Where there is no relevant teacher training programme and in providing practical training, Act LXXIX of 1993 on Public Education permits also the employment of individuals having only a relevant ISCED 4C or 5B level vocational qualification listed in the OKJ, where 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 Secondary School Leaving Certificate, *érettségi bizonyítvány*), and also a relevant OKJ qualification in the case of vocational trainers.

In the former dual system of higher education, the majority of vocational teacher training programmes - engineer-teacher (*mérnök-tanár*), agrarian/agricultural engineer-teacher (*agrár/mezőgazdasági mérnök-tanár*), economist-teacher (*közgazdász-tanár*) training - were provided according to the consecutive training model awarding double qualifications in which the teacher qualification could be obtained after or in parallel with the training in the given professional field. However, for the majority of teacher training programmes training artist-teachers (*művész-tanár*), medical-teachers (*egészségügyi tanár*) and general subject teachers, as well as the vocational trainer training programmes (technological, agrarian, economic and medical), the professional and the teacher training elements were provided concurrently and participation in such courses yielded only one degree. Qualification requirements included 4 (college level teacher and vocational trainer qualifications) or 5 (university level teacher qualifications) years of study in the professional field and in the three large modules (pedagogy-psychology, professional methodology and school practice) of teacher training.

In the new multi-cycle training structure introduced gradually from September 2006, vocational trainer qualifications (technological, agrarian, and business) will be awarded in seven-term BSc programmes, which include a period of uninterrupted external professional and school practice. General and vocational teacher qualifications will be offered only in the master cycle to those having a specific BA/BSc diploma (ISCED 5A) defined in the training and outcome requirements (*képzési és kimeneti követelmények*) of the programme, although already at bachelor level there will be an optional, teacher training foundation, career-orientation module available (including study in pedagogy and psychology worth 10 credits over at least 2 terms). Teacher training programmes will award two teacher qualifications, although participants of vocational and arts teacher training can also choose to obtain only one teacher qualification (thus reducing the duration of training by 1-2 terms), and also there will be training programmes based on a master level degree and qualification available in these fields.

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

- (a) training in the professional field aimed primarily at developing pedagogical/methodological competences (worth 30 credits in the first and 50 in the second qualification); and
- (b) 2. theoretical and practical training in pedagogy and psychology (worth 40 credits), followed by;
- (c) 3. an uninterrupted period of professional practice in a public education or adult training institution (worth 30 credits).

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

The training and outcome requirements specify the conditions of taking up a 'second' (supplementary) qualification whose training modules may prepare students for performing other, general pedagogical tasks or special ones within a specific field of study. Such 'second' qualifications that may only be obtained in parallel with the teacher qualification include: teacher of drama pedagogy; teacher of museum pedagogy, organiser-teacher of leisure time activities and games; teacher of multicultural education; teacher of inclusive education; teacher specialized in child and family protection; learning and career guidance teacher; teacher of talent development; dormitory governor; teacher of pedagogical assessment and evaluation; teacher of curriculum development; teacher of andragogy; teacher of library pedagogy.

The evaluation of teacher trainees is carried out in a number of forms, including examinations, practical assessment and the so-called final teaching (*zárótanítás*) that concludes the school teaching practice. The teacher qualification may be obtained at the teacher qualification examination (*tanári képesítővizsga*) as part of the final examination (*záróvizsga*). In the new system of teacher training, the precondition of taking the final examination is the fulfilment of all requirements defined in the curriculum, as well as the completion of a final paper summarizing the trainees' professional knowledge and a so-called teacher thesis, a kind of 'portfolio' containing a summary and an analysis of the teaching experience.

Pursuant to *Act LXXVI of 1993 on Vocational Education and Training*, instructors of practical training provided by an enterprise need only to hold a vocational qualification in the specific field (of at least the same level as they provide training for) and five (or in individual training 2) years of professional experience. However, those with a vocational trainer qualification or the certificate of the master examination (*mestervizsga*, see section 5.2.2.) must be preferred.

IN-SERVICE TRAINING

The Public Education Act prescribes the compulsory in-service training of teachers/trainers employed by public education institutions to be undertaken at least once in every seven years. The State covers 80% (or even 100% under certain conditions) of the training costs from a central budget allocation. This legal obligation can be accomplished by:

- (a) participating in further training course(s) accredited by the In-service Teacher Training Accreditation Body (*Pedagógus-továbbképzési Akkreditációs Testület, PAT*), organised by an adult training institution, in a total of 120 hours;
- (b) passing the pedagogical professional examination (*pedagógus szakvizsga*, ISCED 5A) within the framework of a postgraduate specialisation programme (*szakirányú továbbképzés*) in higher education;
- (c) obtaining a second or further degree and/or qualification in higher education undergraduate or master level studies, supplementary undergraduate training (*kiegészítő alapképzés*) or postgraduate specialisation programmes (ISCED 5A);
- (d) obtaining a first pedagogical degree and qualification (in the case of teaching vocational theoretical subjects or instructing on practical training with only a relevant degree and qualification);

- (e) obtaining an OKJ advanced (*emelt szintű*) or a higher level vocational qualification (*felsőfokú szakképesítés*) that would improve pedagogical and teaching work, and
- (f) participation in international in-service teacher training programmes (study visits) may also be counted into the fulfilment of this obligation.

The Vocational School Development Programme (*Szakiskolai Fejlesztési Program*) supports the in-service training of vocational teachers and trainers in a number of ways. In the framework of the Programme vocational school teachers have participated in study visits, in-service training and experience exchange programmes domestically and abroad since 2004. Although only one fourth of the vocational training schools are involved directly the Programme, however, a rich pool of auxiliary and methodological materials has been developed in the framework of the individual components to aid teaching, which are available for everyone on the website of the Programme.

Measure 2.2.1 of TÁMOP, titled ‘The professional development of VET teachers, trainers and vocational trainers in school workshops’, uses new tools to support better alignment between VET and the labour market by providing in-service training for vocational teachers, vocational trainers and trainers in company-based training. One component of the project, to be implemented more extensively after a pilot phase, is to enable vocational teachers and trainers, in service for a longer period of time, to spend several months but maximum half a year in an enterprise where they have the possibility to learn about new technology and methods, relevant for their profession, as well as the requirements for various positions and jobs. In addition, the project includes study visits abroad in an attempt to improve the language skills of practitioners in VET institutions, and various other tools aimed at the methodological-pedagogical development of practical training with the ultimate goal of increasing the number of student contracts (*tanulószerződés*).

6. 3. TYPES OF TEACHERS AND TRAINERS IN CVET

Table 8.1 of [Annex 8](#) presents the different types of instructors working in CVET provided within or outside the school system.

6.3.1. TYPES OF TEACHERS/TRAINERS AND OTHER LEARNING FACILITATORS IN CVET

School-based CVET is offered by public and higher education institutions. Since the same teaching/training staff are involved in these training programmes as in IVET, the categorisation, pre-service and in-service training of their instructors correspond to that described in section 6.2.

In the framework of adult training, CVET is provided by a variety of practitioners (teacher, *tanár*; trainer, *tréner*; instructor, *instruktor*; tutor; *mentor*). Adult training providers may offer general, language and vocational training programmes, and 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 learning facilitator positions organising, planning, managing, evaluating, animating and consulting for adult training.

6.3.2. PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

SCHOOL-BASED CVET

As the same teaching/training staff are involved in providing school-based CVET as in IVET, the categorisation, pre-service and in-service training of their instructors correspond to that described in section 6.2.

CVET PROVIDED OUTSIDE THE SCHOOL SYSTEM

Pre-service training

The current legislation prescribes pedagogical (or psychological) qualifications only in the case of adult training instructors providing training for disadvantaged people, while practical trainers in this case must also have five years of experience in professional/adult training provision. For other types of VET courses - if the instructor has a defined number of years of professional experience - legislation allows the employment of practitioners with only a relevant tertiary level (ISCED 5A) degree or even a secondary level vocational qualification (of at least the same level as that of the training).

In so far as teachers/trainers in adult training hold pedagogical qualifications, their pre-service training is provided in the same form and in the same higher education institutions as it is for IVET (VET school) teachers/trainers and corresponds to the content discussed in section 6.2.2.

The training of practitioners working in various learning facilitator positions is also provided in higher education. In the new multi-cycle training structure introduced from September 2006, a human resource, and also an andragogy BA programme were launched with four possible specialisations (human organiser, educational organiser, human resources organiser, and employment consultant) available. In addition, there is a 2-year higher level VET programme (ISCED 5B), 'professional training assistant' (*képzési szakasszisztens*), preparing those holding the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) for organisational tasks in adult training and as assistants in practical vocational training.

In-service training

The current legislation does not prescribe mandatory further training for adult training instructors, except in the case of 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 institutions, 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 VET schools are employed also in public education and as such they have to participate in further training. There is no mandatory organised further training for instructors of higher education, they do, however, have the highest level qualifications and professional self-development is a requirement of their full-time position. Regional Training Centres (budgetary institutions) regularly offer organised in-service training to their instructors based on an internal training plan. Among private training companies there are significant differences in this respect: apart from those companies holding an International Organisation for Standardisation (ISO) certification who develop internal training plans and offer their (full-time) employees further training either internally or by buying-in training from another enterprise, most

adult training providers offer further training for their (full-time) instructors only occasionally. Instead, they typically offer professional consultation or send their instructors to professional conferences, or simply expect them to further develop their knowledge and skills themselves.

Among the postgraduate specialisation programmes (*szakirányú továbbképzési szakok*, ISCED 5A) offered in higher education, the four-term adult education expert (*felnőttoktatási szakértő*) training programme trains participants in planning, organising, managing and assessing adult education processes. It is available as evening or correspondence courses, and as distance education for those holding a pedagogical qualification or a tertiary level degree and qualification (ISCED 5A) in the humanities, social or natural sciences.

The development of a model for an in-service training system of instructors working in adult training began in 2005 within the framework of the Human Resource Development Operational Programme (*Humánerőforrás-fejlesztési Operatív Program*) Measure 3.5.1. As a result of the programme, learning materials and manuals have been elaborated supporting the in-service training of teachers on the field of methodology and foreign languages. The electronic versions of these materials are available for all within the homepage of the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet*).

7. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

7.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (BY SECTORS, OCCUPATIONS, AND EDUCATION LEVEL)

In Hungary short-term labour market forecasts have been made since 1991. Up until 2003 they were carried out two times per year, and since 2004 they are made once a year. The forecasts are based on a stratified sample of the companies, representative for sector and size, and data is gathered through face-to-face interviews with company representatives. Until the year 2003, the forecasts covered a nine-month period. These forecasts have proven highly accurate. Since switching to the yearly system, the scope of the forecasts is one and a quarter years. The important by-products of these forecasts are the so-called 'occupation position matrixes' that provide information about prospective layoffs and increasing demand in particular occupations. Since 2005, data gathering and processing have been carried out by the Institute for Economic and Entrepreneurial Analysis of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara Gazdaság- és Vállalkozáselemzési Intézete, MKIK GVI*), commissioned by the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*). Prior to 2005 this task was performed by the employment institutional system. Since the year 2008 the basic statistics of the survey have been accessible to the public on the Internet through an interactive database.

The database also contains information on the following: the number of prospective layoffs and new hires for each occupation; the requirements job career starters need to meet; a list of the so-called 'shortage jobs', comprising occupations with critically low labour force supply for the typical wage categories; some basic data on in-company training organised by enterprises, and on practical training provided in school-based VET, also listed by vocations. Although at present the database does not provide figures in regional break-down, however, such information may also be generated based on the data.

The employment centres keep a record of the registered unemployed population by vocation, as well as the number of registered workplaces in each vocation. This data is used especially when planning the distribution of funding for adult training. The regional break-down of such data is available for experts, but is not yet accessible to the public.

Every now and then middle-term (3-5 years) and long-term (5-10) labour-market forecasts are also performed, usually commissioned by the ministry responsible for employment-related issues. Most recently Structural Funds have been used to support research projects on forecasts related to employment and sectoral workforce structure⁴, which were carried out in the framework of the programme 'Development of the Public Employment Service' of the Human Resources Development Operational Programme (*Humán Erőforrás Operatív Program, HEFOP*).

On occasion, studies and forecasts are commissioned to explore sectoral aspects of the labour market. The most recent sectoral studies were conducted in 2004 focusing on 6 sectors⁵, and in 2008, the latter concentrating on the construction industry⁶.

⁴ Borbély, Tibor Bors - Fülöp, Edit (eds.): Munkaerő-piaci kutatások, FSZH, 2008., www.employmentpolicy.hu/engine.aspx?page=tanulmany-konyv

⁵ www.3kconsens.hu

⁶ tpk.org.hu/resource.aspx?ResourceID=apk_dok_epito_kdrmk_20080923

A 2007 law amendment authorized the Regional Development and Training Committee (*regionális fejlesztési és képzési bizottság, RFKB*, see section 9.1.1) - consisting mainly of members delegated by the economic sector - to decide about the vocations to be taught in their regions at the TISZKs (see section 2.1.2) within the school based VET⁷ as well as about the number of classes the training should be provided in. It is also the RFKB that is in charge of defining which jobs are in short supply in the labour market, which entails extra allocation to both trainers and pupils, and of inviting and evaluating applications for vocational education and training funds. All these tasks require up-to-date and in-depth knowledge of the regional labour-market on the part of the RFKB members. Since 2008, in order to make this information available, 900 million HUF (3 million EUR) are allocated annually for carrying out the surveys.⁸

The most influential non-governmental actor in vocational education and training, the MKIK, organises and carries out the assessments and MKIK GVI provides the research background. The central part of a survey, conducted in the spring and summer of 2008, drew on a sample of 12,000 enterprises. This survey collected information about the employment of people with vocational qualifications, and the prospective demand for them during the next one to four years with respect to 250-300 occupations. The researchers applied various methods to give an estimate of the number of pupils aged 14 participating in secondary education, including those enrolled in vocational schools, in each region in the period until 2015. MKIK and other economic organisations actively took part in gathering the data, which are largely based on opinions and forecasts. The data gathered this way was then displayed in a table by region and occupation, which were then sent to the RFKB. The results should be regarded as merely informative with the specific figures often disputed, occasionally even viewed as unreliable, which do not yet provide satisfactory information about local and regional needs. Although the survey was carried out before the onset of the economic crisis, the respondents had been reluctant to give an estimate for the next 4 years ahead. The results were debated at a conference where delegates from a wide variety of organisations were present, representing the state, employees and employers. On the basis of the recommendations and the data available, participants came to a general consensus about the new list of shortage jobs, with frequent dissent on those resulting from their particular interests⁹. Identifying the vocations with excess in labour force supply proved more difficult, even if the number of such occupations is relatively few at the level of skilled workers.

Based on the experience gained the previous year, the methodology adopted in the 2009 survey was refined based in an effort to assess those segments of the labour force demand and supply that were not taken into consideration in the previous survey. Data is being gathered from a wider range. For example, institutions of the public sector are included as well, and in addition to using questionnaires of similar structure as before in the case of enterprises, interviews are conducted with experts and employers, and the survey now more attention is paid to aspects of quality when assessing training and the

⁷ RFKBs will make decision on enrolment in 2009 for the first time (regarding enrolment frames of year 2010). In 2008 they only sorted the vocations to be taught in three categories (prominently supported, supported and non supported) in order to orient the training offer of institutions and the awarding process of development funds.

⁸ The results of the survey conducted in 2008 are available in *A szakképző iskolát végzettek iránti kereslet várható alakulása (Expected changes in the demand for labour force with vocational training school graduation)*, MKIK GVI, 2008.

⁹ For further information see *A 2008-as RFKB döntések előkészítésének elemzése. Az RFKB döntések, tihanyi javaslatok és munkaerőpiaci előrejelzések összevetése, (Analysis of the preparatory work of the decisions made by Regional Development and Training Committees.)* MKIK GVI, 2009. Available from Internet: http://www.gvi.hu/data/research/szakiskola_2009_rfkb_dontesek_090307.pdf

shortage of labour force. In addition, based on a sample of several thousands of respondents - a 'career tracking snapshot' will be taken to map the labour-market success of those who acquired a vocational qualification in 2008. The most significant change is that, in addition to quantitative methods, more emphasis will be laid on qualitative ones in the course of data gathering. This will allow, in addition to presenting the results in the form of tables and charts, allowing for analytical studies and drawing conclusions about the qualitative aspects as well.

For the past one or two years systematic data collection about the job search of school leavers has become one of the most important areas of VET policy and employment policy. It is the firm intention of policy makers to use this information not only as an aid in the planning of training quotas, but as its basis. The above-mentioned 'career tracking snapshot', set to provide information to the RFKB about skilled workers, is also in line with this intention. The career tracking will be funded from the segment of the Labour Market Fund (*Munkaerő-piaci Alap*) allocated to training.

In Hungary there are a number of national systems and local initiatives which are financed from the Structural Funds. One of the sub-projects ('The improvement of the quality and content of training') of Measure 2.2.1 within the framework of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Programjának, TÁMOP*), aims at developing a national career tracking system, geared towards pupils who have completed their studies at the ISCED 3, 4 levels, as well as creating the IT background to such monitoring. This will allow full data collection among all those who have completed their studies and will be based on the data submission obligation of both graduates and their employers. Another sub-project of the TÁMOP 4.1.3 ('The development of a higher education service system') aims at developing the career tracking of the ISCED 5 level output. This is the so-called Graduate Career Monitoring System (*Diplomás Pályakövető Rendszer*). Its objective is to provide higher education institutions, prospective students and their parents, as well as policy makers of the national higher education system and the labour-market, with a clear picture about the life trajectory of higher education graduates, and thus enable them to amend and influence employment and higher education policies.

Measure 2.2.3 measure ('Improving the system of regional integrated vocational training centres) also relies on funding from TÁMOP. Many of the 40 successful projects involve the launching of career tracking at the level the regional integrated vocational training centres (TISZK) (for more information on the TISZKs, please see section 2.1.2) within these associations, partnerships, responsible for developing VET development and provision to 3-15 thousand people.

7.2. MATCHING VET PROVISION WITH SKILL NEEDS IN PRACTICE

As a consequence of its modular structure, allowing with its so-called 'partial qualifications', 'branches' and 'built-on' vocational qualifications', the National Qualification Register (*Országos Képzési Jegyzék, OKJ*, see section 2.1.2), launched in February 2006 (see the section 2.1.2.), allows more flexibility, at least theoretically, in following the changing demands of the labour-market. However, it must be pointed out that its effects cannot be verified yet. The 2006 February decree established the so-called OKJ Committee as well. This Committee monitors and evaluates the development of VET structure and makes recommendations regarding the modification of OKJ to the minister responsible for VET. The majority of members to this committee are delegated from economic and professional organisations.

Economic actors also play a decisive role in the Advisory Bodies functioning beside the TISZKs. Although these bodies do not have decision-making entitlements, their recommendations influence the training profiles, decisions about the development of the infrastructure needed for practical training, as well as institutional strategies.

Before the onset of the economic crisis in 2008, a shortage of skilled labour force was quite characteristic in the Hungarian labour market, particularly within the sectors of construction and machinery. In order to encourage training provision within these vocations special incentives have been put in place, such as the increase of the allowance for pupils set in the student contracts. This makes training providers, providing practical training in these vocations, more interested in concluding apprenticeship contracts, since they can expect higher refunds from the segment of the Labour Market Fund allocated for training, compared to those who offer practical training in non-shortage occupations.

In one of the most significant industrial towns in Hungary, the local council has set up a scholarship scheme for skilled workers. Besides, prospective employers may also conclude a so-called 'pre-contract' with students who, upon completion of their studies, will work for the company for as many years as he/she was the recipient of the scholarship provided by the company. In the case of VET students pursuing their studies in schools in large cities, the allowance they receive are funded from three sources (local council scholarships, allowances from the student contract, and company scholarships) and in amount may be similar to the minimum wage. Unfortunately it is difficult to say whether these incentives have boosted the number of applicants to vocational schools or not, since simultaneously with their introduction, the number of places offered by secondary grammar schools was reduced by 25% in this city, while the number of classes offered in vocational schools was increased, and the level of entry requirements to secondary schools was also raised. The objective behind this measure, which has gained countrywide reputation, has been to provide the necessary level of skilled labour force supply in this industrial city. Those involved in VET, are in favour of these measures, although the broader professional community is divided with regard to their long-term impact.

Since 2006 another factor has contributed to the increase of the volume and recruiting basis of VET: young people are allowed to start VET without having completed their primary school education as long as they participate in a typically 10-month long preparatory programme aimed to develop their input competences necessary for entering vocational training. Annually several hundreds of young people take part in such programmes. The decisive majority of them successfully complete the programme and subsequently begin their VET studies.

At the ISCED 3 level, VET practical training provided by companies and enterprises is continuously gaining ground. This is motivated by the fact that all the stakeholders - including students and their families, schools, and company trainers - now have an interest in concluding student contracts. The number of young people entering the labour market with previous work experience is growing every year (see the diagrams on the number of student contracts in [Annex 9](#)).

Two calls for applications have been announced for vocational schools for a Quality Award, one in 2007 and the other in 2008. The main criterion for vocational schools to win is the proportion of young people who are successful in finding employment in the vocation they learned. Four to six winners are announced annually, who receive, in addition to the award, a substantial amount (100/150,000 EUR) as a reward, which can be freely used.

From time to time media campaigns are launched to increase the popularity of blue collar vocations that have lost their prestige. The main objective of the ongoing campaign is to change the assumedly false image the general public entertains with regard to these

occupations, full of negative connotations which go back as far as the socialist era. Compared to two-three decades ago, working conditions are far better, the workplace area is cleaner, less physical strain is involved, and the technology used is more modern.

In 2004 the MKIK, together with the then responsible ministry, signed a contract to undertake the development of the training content of 16 major vocations. Four years later the Chamber was made responsible for the content development of additional 11 vocations, thus making MKIK in charge of the content development of the majority of training courses. In addition, the Chamber regularly conducts so-called mid-term level examinations in these vocations, which allows direct communicating the demands that arose in the labour-market demands, as well as a testing of the training results.

The introduction of the modular OKJ implied the launching of new examination regulations as well. Final exams are of a more practical nature than earlier, and the testing of the technical skills plays a lesser role. In each case, the Chamber delegates one member to the examination committee and in most of the cases that member acts as the chair of the examination committee.

The professional and examination requirements, related to the new modular OKJ launched in 2006, have also been laid down. As part of the implementation of the action plan of the TÁMOP 2007-2008, the training exemplar of as many as 2400 training modules is now being developed. Professionals, delegated by the economic sector, play a significant role in the programme development, the basis of which is provided by previous analyses of the scope of work and the so-called DACUM tables.

One of the sub-projects of TÁMOP 2.2.1 set as its objective to provide further training opportunity for vocational teachers and trainers within the economy. 'The main point of further training is that teachers and trainers teaching in vocational schools for a longer period of time (for approximately 10 years) have the possibility to work and acquire experience in an economic organization or factory where they can get to know the technological, methodological novelties related to their profession and thus they may get an idea about the requirements they need to meet in order to fill a job, as well as typical work situations'.¹⁰

¹⁰ http://www.tamop.nive.hu/index.php?pageid=szakmai_tanarok_oktatok_szakoktatok_szakmai_ismeretei

8. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

8.1 STRATEGY AND PROVISION

In Hungary there is no central ownership of guidance issues. While guidance activities and development are overseen by the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*), the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) is also a key actor in the field. However, the two ministries do not have a long term strategic agreement on the issue. On the other hand, neither the citizens, nor the employers have a clear idea of the aims, methods or the benefits of guidance, counselling and vocational orientation.

Since the establishment of the European Lifelong Guidance Policy Network (ELGPN) at EU level, national developments have pushed ahead. The Hungarian LLG Council (*Nemzeti Pályorientációs Tanács, NPT*)¹¹ was founded in January 2008 and in September of the same year a new national programme was launched in the framework of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Programja, TÁMOP*) of the New Hungary Development Plan (*Új Magyarország Fejlesztési Terv, ÚMFT*) 2007-2013 which includes the development of a new national LL guidance network. Human Resources Governing Authority of the National Development Agency (*Nemzeti Fejlesztési Ügynökség*) also plays a central role in the governing system as a fully responsible body for the national HR developments.

The national LLL strategy (2005) also specifies the development of some elements of career guidance activities but a policy document was elaborated by the new Hungarian LLG Council. The document is a subject of consultations and has not yet become an official statement of the government.

The main shortcomings of the LLG system include:

- (a) there is not any one organisation capable of providing complex guidance services;
- (b) there is little coordination between policies and institutions;
- (c) little information is known about the available services;
- (d) guidance tools must be further develop for LLG;
- (e) clients face difficulty in obtaining personalised guidance services.

The major acts on education, listed below, include the regulation of guidance and orientation services (for more information on these acts see chapters 3.1 and 3.3):

- (f) Act LXXIX of 1993 on Public Education,
- (g) Act CXXXIX of 2005 on Higher Education,
- (h) Act LXXVI of 1993 on Vocational Education and Training,
- (i) Act CI of 2001 on Adult Training,
- (j) Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed.

¹¹ http://internet.afsz.hu/engine.aspx?page=full_kulfoldi_palyaor_eu_magyar_llg_tanacs

It is only the head office (Employment and Social Office, *Foglalkoztatási és Szociális Hivatal*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) which collects relevant data via the seven Regional Labour Centres, the nine Regional Training Centres, and from the inner and outsourced services. Some initiatives of the Human Resources Development Operational Programme (*Humán Erőforrás Fejlesztési Operatív Program, HEFOP*) and the Regional Development Operational Programme (*Regionális Fejlesztési Program, RFP*) under the first National Development Plan (*Nemzeti Fejlesztési Terv, NFT*) 2004-2006, also involved the development of guidance activities, including the preparation of studies and analyses, but there is no national databank containing the outcomes of these activities.

Cooperation between the various sectors providing career guidance and counselling services is very poor in terms of both institutional and professional relations, and in fact, the current system of provision is considered to be inadequate and does not provide widely accessible services. The importance of and need for developing guidance and counselling has long been emphasised in policy documents, but most development programmes launched in recent years have focused primarily on creating information systems, labour market information databases and websites

Nevertheless, a large scale development programme aimed at creating a national integrated system of career guidance (was launched in 2008 as a project of the TÁMOP with a budget of EUR 6.878 million. The development of a national career guidance system is envisaged by the middle of 2009, to be constructed around both online and traditional tools, developing current and newly established career counselling, guidance and monitoring systems and linking them to labour market information systems that can be connected into the EU-27 systems (EQF, EUROPASS, PLOTEUS, EURES, EuroGuidanceNetwork, etc.) and a Coordination Network is planned to be deployed after May 2009, which is envisaged to play an important role in synchronising policies and programmes. These efforts are coordinated by the Employment and Social Office (*Foglalkoztatási és Szociális Hivatal, FSZH*) of the ÁFSZ. FSZH also holds the secretariat duties of the new Hungarian Lifelong Guidance Policy Council (*Nemzeti Pályaorientációs Tanács*). The LLG council come into life by a National VET and LLL Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*) decision in 2007.

ÁFSZ is responsible for maintaining the career guidance web portal (<http://www.epalya.hu>) and for operating the Hungarian EuroGuidance office in Szeged (<http://www.npk.hu>). The development of a career monitoring system also supported under SROP will provide valuable information for guidance and will assist career choice. Educatio Kht., an agency of the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*), is responsible for collecting and providing information on guidance relevant to higher education (<http://www.felvi.hu>), as well as for the methodological development of guidance activities at primary and secondary schools.

MAJOR BODIES RESPONSIBLE FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES

County pedagogical institutes (*megyei pedagógiai intézet*) and pedagogical professional services (*pedagógiai szakszolgálatok*) provide career choice counselling services to students of primary and secondary schools in public education (however, these institutions work with only a small number of counsellors so that typically - with the exception of the capital city of Budapest and Debrecen - only one or two practitioners provide services for the whole county).

Career information and counselling services are offered to students in counselling and career centres of approximately 80 higher education institutions, as since 2006 the higher

Education Act obligates higher education institutions to provide such free services as well as students career monitoring system. The development of a central programme and of a relevant institutional tendering system is in process within the TÁMOP programme of ÚMFT.

The seven Regional Labour Centres (*regionális munkaügyi központ*) of ÁFSZ and their 169 local branch offices provide career guidance/counselling services to unemployed, as well as employed adults as their core duty as prescribed by Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed, and they also participate in the counselling of students studying in public education, primarily VET students. In recent years, the ÁFSZ career services were mainly outsourced pursuant to the provisions of the 30/2000 (IX.15) Decree of the Ministry of Economy. A network of Employment Information Guidance Centres (*Foglalkozási Információs Tanácsadó, FIT szervezetek és bázisok*) operated by the labour centres has been created since 1994 with the support of the German government. Linked also to this network, the National Resource Centre for Vocational Guidance (*Nemzeti Pályainformációs Központ*) was set up in 2000 as the Hungarian member of EuroGuidance within the framework of the Leonardo Da Vinci programme. The Centre's main duties include provision of information on available training programmes and learning opportunities abroad, as well as on the Hungarian education and labour market. Both the 20 FIT sites and the National EuroGuidance Centre offer guidance services, mainly at the first level according to the OECD criteria (self-service information provision). Furthermore, the nine Regional Training Centres of the ÁFSZ established in 1992 with the support of the World Bank, offer their clients - from various disadvantaged groups - career orientation, guidance and counselling services, including career orientation training programmes. Several adult training institutions (enterprises and non-profit organisations) also offer career guidance/counselling services as part of or in addition to their training programmes, although they are not obliged to do so.

In Hungary, there is no non-governmental career centres also empowered to provide career guidance at the second and third levels (assisted information-giving and personal counselling) according to the OECD criteria.

In the framework of the National LLG guidance network, founded under Measure 2.2.2 of SROP, 50 professionals will provide career guidance nationwide as of May 2009. Besides, County Cultural Centres, Family and Child Protection Offices also provide some career services, as well as the accredited registered adult education companies, for which it has been prescribed in the above-mentioned Adult Education Act to provide services related to adult education, career services being one option.

Supervision of these services, however, is extremely poor and sometimes services are not available in the institutions that are supposed to provide them.

8.2. TARGET GROUPS AND MODES OF DELIVERY

The major target groups that can use and benefit from guidance and counselling services include:

- (a) pupils in elementary schools - in the early stage of choosing a future career/qualification;
- (b) students in secondary schools - before choosing a BA or a vocational programme;
- (c) parents of school children;

- (d) career-starters;
- (e) job-seekers;
- (f) adults who need to be retrained;
- (g) adults planning to participate in further vocational/professional training;
- (h) adults who need career-affirmation or career support;
- (i) inactive adults planning to return to the world of work.

There are several ongoing national and regional/local programmes providing specialized services targeting the Roma and people with disabilities, and a number of non-governmental organisations provide information and guidance for people with learning difficulties or mental health problems. Migration is not a key issue in Hungary (out of the 10,03 million inhabitants there are less than 200 000 citizens with a migrant background), therefore only few NGOs offer special guidance services for them. For the new national rehabilitation system the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*) launched a new programme, training 300-400 rehabilitation mentors (120 hours training) to be employed by the ÁFSZ as well as in private services.

The main guidance methods on the various levels of education are as follows:

PRIMARY AND SECONDARY EDUCATION

The curriculum in Hungary does not incorporate any subject that is directly linked to career counselling and guidance. At the lower secondary level, students receive career counselling and guidance from their form teacher (*osztályfőnök*) during part of the so-called 'form teacher class'.

In school-based VET, career orientation as a school subject was first introduced in the middle of the 1990s in the local curricula of secondary vocational schools (*szakközépiskola*) participating in a development programme supported by the World Bank. Since the 2001/2002 school year a similar subject, aimed at assisting students' career (programme) choices has been included into the framework curricula of vocational schools (*szakiskola*). This provision has been mandatory in year 9 since 2006 (although some schools actually use these two classes per week to provide pre-vocational studies, and schools in fact have conflicting interests in career guidance, since it could lead students to choose another vocation at another school). In the latest National Core Curriculum (*Nemzeti Alaptanterv, NAT*) introduced in 2007, career orientation is not defined as one of the key competences, rather as a development task. Within the framework of the Vocational School Development Programme I. (*Szakiskolai Fejlesztési Program, SZFP*) important innovative developments took place in order to improve career orientation provided in vocational schools. The various activities of the project - including the development of a competence-based curriculum and innovative learning materials (a student workbook and a methodological handbook, career exploration films and a multimedia DVD assisting the assessment of interest and competences and providing career information), provision of in-service teacher trainings, and organisation of regional conferences providing opportunity for the exchange of experiences - aimed at increasing students' level of motivation in guidance activities, so that they would enter VET in year 11 based on better grounding, self-awareness and career information training, as a result of conscious career choice. The project paid special attention to the demonstrated motivation deficit, the prevalence of

school failure experiences, and the high number of drop-outs among vocational school students.

HIGHER EDUCATION

In the past few years there has been a significant increase in the service level of career guidance in higher education institutions reinforced by legal obligations and financial support for career offices within these institutions from the Regional Development Operational Programme (*Regionális Fejlesztés Operatív Program*) of the NFT 2004-2006. Nevertheless, according to a recent study, 40% of higher education institutions do not operate a career guidance centre. It can be stated that the Hungarian model, services and structure are in line with the Western-European career-guidance models of higher education institutions, however the provision of personal, group-based and online services is limited in terms of accessibility and services for special target groups, such as students in transition from study to employment, students who are dropping out from or changing their courses, mature students returning to study, distance learning students, and international students. Financial constraints further limit the possibilities of career-guidance centres, although some future financing opportunities are also described in the study.

GUIDANCE SERVICES IN THE LABOUR MARKET

The seven Regional Labour Centres (*regionális munkaügyi központ*) of the ÁFSZ and their 169 local branch offices provide career guidance/counselling services to the unemployed, as well as employed adults as their core duty as prescribed by *Act IV of 1991 on Facilitating employment and provisions to the unemployed*, and they also participate in the counselling of students studying in public education, primarily VET students. In recent years, the ÁFSZ career services were mainly outsourced pursuant to the provisions of the 30/2000 (IX.15) Decree of the Ministry of Economy.

A network of Employment Information Guidance organisations and bases (*Foglalkozási Információs Tanácsadó bázisok, FIT*), operated by the labour centres, has been created since 1994 with the support of the German government, providing career information, training, career guidance and counselling free of charge to the unemployed workers and students. Linked also to this network, the NPK was set up in 2000 as the Hungarian member of EuroGuidance within the framework of the Leonardo da Vinci programme. The Centre's main duties include provision of information on available training programmes and learning opportunities abroad, as well as on the Hungarian education, labour market and social security system with a view to facilitating European mobility. The Centre has developed national databases, made available on the Internet, on higher education and secondary education, and provides access to information on adult education, vocational training and career choices. The information and the databases are all available to any school or individual via the internet. Both the 20 FIT sites and the National EuroGuidance Centre offer guidance services, mainly at the first level according to the OECD criteria (self-service information provision).

In the TÁMOP the development and the promotion of the national lifelong guidance network is an important, strategic element.

The Measure 2.2.2 of TÁMOP was contracted in the value of HUF 2.08 billion (EUR 7.3 million) on 15 October 2008 and covers the period between 22 September 2008 and 21 September 2010. The programme supports development in the areas of IT, education and methodology. In the area of IT development, the development of a new national guidance

portal is envisaged, targeting the youth, adults and professionals/experts, with the aim of providing integrated, up-to-date, and user-friendly information related to education and the labour market. The webpage would also offer a portal for career guidance professionals with the information and tools regarding the project.

As part of the measure, a post graduate (Master) programme will be financed in the field of guidance for 85 professionals in 2 universities, together with a 2x3-day, free of charge training programme for 2,000 professionals already in the field (teachers, social workers, etc.) providing information on a wide range of related themes. The measure will support the development of a national LLG counsellor network of 50 professionals who provide career guidance and counselling services in 25 cities and towns. As part of the efforts at methodological development, a network of coordinators will be set up to ensure cooperation between the project and other interested parties (employment offices, schools, higher education institutions, social institutions, NGOs), studies will be conducted to help counsellors work more efficiently, and various auxiliary materials will also be created. Currently there is no national system of quality assurance for guidance service provisions, but service providers have been assessing their activities independently. As an outcome of the National LLG Development Programme a *national customers' satisfaction survey* will be developed for all education sub-sectors to assess satisfaction of face-to-face group and online guidance services.

Hungary is participating in the activities of the Work Package 4 of the ELGPN 2009-2010 action plan on elaborating evidence-based guidance and QA, which aims to develop a quality assurance system for the counselling services, together with elaborating indicators, as well as assess the social, economic and psychological impact of guidance. Parallel with this network activity the Hungarian LLG Council has launched a small desk research about the quality and impact of guidance services. This study as well as another one examining the development of a national competency matrix of guidance practitioners will be completed in 2010.

8.3. GUIDANCE AND COUNSELLING PERSONNEL

INITIAL TRAINING

The qualifications requirements of practitioners providing career guidance/counselling services are regulated only in the cases of career orientation teachers employed in public education and of counsellors providing services supported by the labour organisation.

Pursuant to Act LXXIX of 1993 on Public Education, teachers providing career orientation in VET schools must have either a relevant teacher qualification or a relevant higher education degree and qualification. With respect to the initial training of guidance professionals, independent BA level degrees have been available since 1992 and psychologists may also apply for a 2.5-year-long training in the field of career guidance. School counselling for teachers as a special 2-year degree course has been available since 1999. Approximately 1500 people have been trained in this field but there is no reliable data on the percentage of career-leavers. The Bologna process has fundamentally changed the training system of the counsellors. For the past three years a BA qualification in the field of andragogy with a specialisation on career guidance has been available in 19 colleges, and 4 universities offer MA qualifications in the field of HR - career guidance. In the new system teachers will be required also to learn career counselling as well during their pre-service training. Currently the typical career orientation teacher is a vocational trainer of a vocation.

The development and provision of further training opportunities for teachers of career orientation in vocational schools was an integral part of the career orientation project of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 2.1.1).

Practitioners providing services supported by the labour organisation are required to have the qualifications (mostly higher education degrees and qualifications) defined in the *30/2000 (IX.15) Decree of the Ministry of Economy* by the nature of services and in some cases work experience as well. These qualifications require information provision and career counselling. The list of qualifications contains professions ranging from pedagogues to career or school counsellors. The regulation left too broad a scope for defining the qualification requirements linked to individual services, the reason for which was the low number of newly trained professionals in Hungary.

The regulations concerning accredited adult training programmes and organisations prescribe the provision of other services related to adult education, with guidance services being one such service. However, the provision does not define the qualification requirements of those providing such services within the accredited organisations, nor is there supervision of the services provided.

IN-SERVICE TRAINING

In-service training is not compulsory for guidance practitioners. In-service training opportunities for counsellors are available through various courses and further trainings, conferences and international study trips as well (e.g., within the framework of the Leonardo da Vinci programme).

Specialised further training programmes currently offered to counsellors by universities include:

- (a) Career orientation teacher (*postgraduate specialisation programme*)
- (b) Learning and career counselling (*postgraduate specialisation programme*)
- (c) Psychology of counselling (*postgraduate specialisation programme*)
- (d) Student counselling (*postgraduate specialisation programme*)
- (e) Social inclusion counselling (*postgraduate specialisation programme*)
- (f) Career orientation consultant training (*course-based training*)

Within the TÁMOP Measure 2.2.2. as many as 50 trained counsellors have been trained. For them group supervision (5-9 persons/group) and monthly case management reviews will be compulsory.

Although there is a Career Guidance Practitioners Associations, they are weak to support compulsory in-service training or supervision if it is not prescribed by the employer.

9. FINANCING: INVESTMENT IN HUMAN RESOURCES

9.1. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

9.1.1 FUNDING FOR IVET PROVIDED IN PUBLIC EDUCATION

The primary sources of funding for the operation of VET schools providing upper- and post-secondary VET are:

(g) the central budget and

(h) the budget of school maintainers (local - county or municipal - governments, churches, foundations, etc.).

There is no direct relation between the central budget and the schools: it is the school maintainer who receives the state contribution. A part of this contribution is provided automatically to them, while the various earmarked subsidies are available through tendering procedures (the range of these varies slightly according to whether the maintainer is a local government or not). Local governments are obliged to spend only dedicated per capita support and central allocations on educational purposes, but in fact, they typically have to supplement the state contribution from their other revenues - on average, it covers only about 50-70% of their expenditure on public education. On the other hand, in the case of some institutions the local government bodies do not have to supplement the resources provided by the state.

Until 1 September 2007 the automatically provided basic per student capita grant was differentiated by the level and type of education. Since then the amount of the state contribution for general and vocational theoretical education is calculated by using a performance-indicator based on parameters determining the cost of education such as the average number of students per class as prescribed by the law, weekly mandatory teaching hours, etc.. Practical training provided in VET schools is supported by supplementary per capita grants both in career guidance and pre-vocational education in the general education years (its funding was introduced from the 2006/2007 school year) and in vocational practical training (the respective amounts in 2008 were HUF 40 000/EUR 159 and HUF 112 000/EUR 446 per student per year). Since the 2004/2005 school year - in accordance with the policy objective of promoting practical training provided by enterprises, especially in the final part of VET - VET schools are entitled to 140% of the grant in the first but only 60% in the final VET year.

The funding of any practical training provided by an economic organisation (based either on a cooperation agreement or a student contract, see section 4.3) is ensured by the enterprise, which can then allocate a part or the whole of its vocational training contribution (*szakképzési hozzájárulás, SZH*, see section 9.4) to related expenses. Enterprises can also apply for the reimbursement of any expenses not covered by their SZH from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA* see section 9.4).

The main sources for the technological and content development of IVET are development subsidies (*fejlesztési támogatás*, i.e., equipment or money provided by enterprises for the development of the infrastructure for practical training, deductible from their SZH), the MPA training sub-fund, and EU Structural Funds assistance. Due to the transference of

sectoral governance of VET to the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium, SZMM*) in 2006, the right of disposal over the MPA training sub-fund was divided between the minister responsible for VET and adult training and the minister responsible for education (in relation to the latter's tasks related to school-based VET). Allocation and tendering for the resources of this sub-fund are assisted by the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*) and the Regional Development and Training Committees (*regionális fejlesztési és képzési bizottság, RFKB*) involving representatives of the social partners.

Recent changes concerning the financing of IVET were related to the educational policy objectives of:

- (i) promoting workplace learning and in particular apprenticeship training (i.e., training based on a student contract, *tanulószerződés*);
- (j) adapting training provision to labour market needs; and
- (k) encouraging institutional concentration and optimising capacity utilisation.

In order to encourage enterprises to enter apprenticeship training, various financial incentives have been introduced in recent years (in addition to encouraging students by increasing the student allowance, and providing 20% of the per capita grant to schools even when the practical training is provided at an enterprise, based on a student contract). The range and amount of costs deductible by enterprises from their SZH or reimbursable from the MPA have been increased continuously, and since 2007 they can deduct materials costs up to 40% of the minimum wage when they provide training in a vocation with labour shortage.

Fundamental changes have been introduced recently concerning the availability and use of development funds and the related decision-making processes. Since September 2008 development subsidies and investment support from the MPA training sub-fund are available only to the maintainers of Regional Integrated Vocational Training Centres (*térségi integrált szakképző központ, TISZK*) with at least 1500 full-time VET students and to special and special skills development vocational schools, and to higher education institutions only in regard to higher level VET and so-called 'practice-demanding' bachelor level programmes. In addition, the range of activities eligible for support has been widened to include curriculum and learning tool development, accredited in-service training of teachers/trainers, and in the case of the development subsidy, also the purchase of licenses and software needed to operate equipment that has been purchased/received.

The narrowing of the group of beneficiaries aimed to encourage the establishment of TISZKs, which adhere to the decisions of the RFKBs regarding training offers and appropriate shares of student enrolment (see also sections 2.1.2 and 3.2). Since 2008 the RFKBs can:

- (l) make recommendations concerning the distribution of the development subsidy among institutions/qualifications;
- (m) decide on regional development objectives for VET and support from the resources of the decentralised section of the training sub-fund; and
- (n) make proposals regarding the volume of development funds in the region and the regional use of resources from the central section as well.

9.1.2 FUNDING FOR IVET PROVIDED IN HIGHER EDUCATION

In higher education students can participate in so-called 'state-supported training' for twelve terms (including higher level VET studies, *felsőfokú szakképzés*). The government defines annually the maximum number of so-called 'new entrants', i.e., students who can be admitted to state-supported training in higher level VET, bachelor and so-called 'undivided' programmes, by the various training fields and delivery forms, taking into account labour market needs (in 2008 the total number of new entrants was limited in 56 000, including 12 500 in higher level VET). The limit for the total number of students who can be admitted to state-supported master level training is 35% of the number of new entrants defined three years earlier, and at most 10% of this number can be admitted to PhD/DLA and postgraduate specialization programmes (*szakirányú továbbképzés*). In higher level VET and bachelor level programmes the number of 'state-supported student places' are distributed on the basis of the ranking of applications and the institutional rankings on the application forms. In master level training, postgraduate specialisation programmes and PhD/DLA training applications are ranked by the institutions and in these cases it is the education minister who defines the number of state-supported student places for each institution.

The financing system of higher education is built on the following sources:

- (o) state support from the central budget:
- (p) per capita funding (for students' allowances, for training provision and in state-maintained institutions for operational costs, based on the number of students in state-supported training; for research; and for specific tasks);
- (q) tenders (e.g. for financing instructor scholarships, infrastructural development, providing programmes with low participant numbers, etc.); and
- (r) agreements with the ministry of education (e.g. for doctoral training, development, etc.).
- (s) institutional income (tuition fees, fees for services provided, income from entrepreneurial activities, etc.) and development subsidies, endowments, capital assets, etc.

In 2008 the state support of higher education institutions from the central budget and their other income were HUF 215.9 billion (EUR 859 million) and HUF 236, 1 billion (EUR 940 million), respectively. That is, the relative share of state contribution in higher education is around (less than) 50%.

Recent changes concerning the financing of higher education aimed to make it more predictable and to use it to encourage quality improvement. The total amount of state contribution is to be increased from HUF 214 billion (EUR 852 million) in 2007 to HUF 241 billion (EUR 959 million) by 2010. State-maintained higher education institutions receive this contribution based on a three-year financing agreement with the maintainer which specifies the performance requirements defined by the institution, and the constant and changing elements of state support.

The financing of higher level VET programmes which are provided to students in secondary vocational schools is based on the same principles as funding for VET in secondary vocational school (see above under 'Funding for IVET provided in public education' and section 9.1.1.)

9.2. FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

9.2.1. FUNDING FOR PUBLICLY PROVIDED CVET

Adult education offered within the school system is ultimately financed by the same sources as regular, full-time public and higher education (see section 9.1).

In public education, the per student capita funding of practical training provided in adult education (*felnőttoktatás*) organised in full-time education is equal to regular education, 50% in evening classes, and 20% in correspondence education. This is supplemented by tuition fees paid by the participants (except for those in full-time education), and the contribution of school maintainers, but the exact amount of these cannot be calculated from the existing records.

Programmes offered by higher education institutions can (in principle) be both state-supported and fee-charging in every delivery mode (full, part-time and distance learning), and the state ensures the right for all to obtain a first OKJ higher level vocational qualification or degree free of charge. However, state-supported training is less available in part time and distance learning (in 2008 the total number of state-supported student places in part time education was defined by the government in only at most 10% of that in full time training, see section 9.1).

9.2.2. FUNDING FOR CVET IN ENTERPRISES

CVET provided in adult training (CVET provided outside the school system) is financially supported by the state in the case of certain target groups (see section 9.3), otherwise it is financed by the participant (who until recently could reduce his/her expenses through a personal income tax deduction opportunity, see section 9.4) and/or by his/her employer.

CVET provided at the initiative of enterprises is financed by employers, and in the case of certain target groups - most importantly, micro, small and medium enterprises (MSMEs), - it is also supported by the state from national as well as EU funds. However, measures applied by the state so far have focused on supply-led funding of continuing vocational training. Although provision of some training leave is guaranteed by the Labour Code (see section 5.1.2), this applies only to employees participating in formal education provided within the school system, or when further training is mandatory in that job or required by the employer. This law also specifies the characteristics of a study contract (*tanulmányi szerződés*) through which the employer can support the employee's studies in return for which the employee binds him/herself to remain in employment for a definite period of time.

Measures focused on supply-led funding of CVET include various tendering programmes as well as a levy/fund scheme. Invitations to tender aiming to promote CVET in MSMEs are regularly announced by the ministry of economy funded from an earmarked SME budget allocation, by the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*) from resources of the MPA (see also section 9.4), and several measures of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*) using EU Structural Funds assistance also provide financial support for training provision for this target group. The Regional and the Economic Development Operational Programmes of New Hungary Development Plan (*Új Magyarország Fejlesztési terv, ÚMFT*) as well include measures with training elements, typically linked to

investments and the purchase of new equipment and IT development. CVET provided by employers is furthermore encouraged by the state through the opportunity (available since 1997) of spending (at most) 33% - or since 2007 for micro and small enterprises 60% - of their SZH on financing such trainings. The SZH is a kind of VET tax levied on enterprises amounting to 1.5% of total labour cost which can be paid in various forms (see section 9.4). The amount of SZH spent on financing the training of employees has been constantly rising (with the exception of one year, 2007) as shown in Table 19.

TABLE 19: THE AMOUNT OF THE VOCATIONAL TRAINING CONTRIBUTION SPENT ON FINANCING THE TRAINING OF EMPLOYEES AND THE NUMBER OF PARTICIPANTS IN SUCH TRAINING, 2000-2008 (HUF 100=EUR 0.4)		
YEAR	HUF (BILLION)	NUMBER OF TRAINING PARTICIPANTS
2000	1.03	26 563
2001	2.37	42 884
2002	3.4	55 970
2003	4.8	71 744
2004	5.4	82 616
2005	6.98	101 825
2006	7.80	104 494
2007	7.31	94 053
2008	7.81	95 427

Source: Ministry of Social Affairs and Labour (Szociális és Munkaügyi Minisztérium, SZMM)

In 2005, the total cost of CVET courses provided by enterprises was 2.6% of the total labour cost (see Table 17), considerably higher than the EU average. It has increased compared to the 1999 result of 1.2% which indicates the growing intention of employees to improve the skills of employees.

TABLE 20: TOTAL COST OF CVET COURSES AS % OF TOTAL LABOUR COST (ALL ENTERPRISES) (2005 vs. 1999)								
GEO	TOTAL (%)		SIZE CLASS (NUMBER OF EMPLOYEES)					
	CVTS3	CVTS2	10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
EU-27	1.6	:	1.1	:	1.4	:	1.9	:
EU-25	1.6	2.3	1.1	1.5	1.4	2.4	1.9	2.5
HUNGARY	2.6	1.2	1.3	1.1	3.6	1.0	2.5	1.3

Source: Eurostat; 2nd and 3rd continuing vocational training survey in enterprises (CVTS2 and CVTS3)

Note: Total costs: direct costs, labour costs of participants and balance of contributions to national or regional training funds and receipts from national or other funding arrangements

9.3. FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The main sources of financing the training of unemployed people and other disadvantaged target groups are:

- the central budget financing the operation of the Public Employment Service (Állami Foglalkoztatási Szolgálat, ÁFSZ) and providing per capita support for the training of people living with disabilities;

- the employment, rehabilitation and training sub-funds of the MPA, (see section 9.4) providing funding for training supported by the ÁFSZ and various central and tendering programmes; and
- EU Structural Funds assistance.

Regional Labour Centres (*regionális munkaügyi központ*) of the ÁFSZ 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 the Regional Training Centres (*regionális képző központ*) of the ÁFSZ and other accredited adult training providers. Their support may include the reimbursement of training costs and related expenses and provision of supplementary/compensatory payment for the duration of training.

The per capita support of adult training (see section 5.3) is financed from the state budget. The support can be claimed from the SZMM by accredited adult training institutions offering accredited training programmes. Claims are accepted up to the amount of budget allocation in an order defined by legislation. The total annual amount of per capita support and its amount per hour per participant (differing in theoretical and practical training) are defined in the annual Budget Acts. Due primarily to budgetary restraints, the target group of this support was restricted to adults living with disabilities in 2007. However, following a drastic decrease in the budget allocation in 2006, in 2007 and 2008 the small amount only provided funding for trainings commenced in the previous year, and there is no budget allocation defined for 2009, thus the per capita support of adult training has in effect ceased to exist (see Table 18).

	ANNUAL TOTAL AMOUNT (MILLION HUF) [HUF 100=EUR 0.4)	NUMBER OF PARTICIPANTS	OF WHICH: NUMBER OF PEOPLE LIVING WITH DISABILITIES
2003	475	5823	669
2004	2900	29177	2480
2005	3000	17181	2953
2006	1325.2	3869	3644
2007	100	176	176
2008	15	9	9

Source: Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium, SZMM*)

The right of disposal over the MPA is vested in the Minister of Social Affairs and Labour (*Szociális és Munkaügyi Miniszter*) who shares the exercise of these rights with the tripartite Labour Market Fund Governing Board (*Munkaerő-piaci Alap Irányító Testület, MAT*) and the Minister of Education and Culture (*Oktatási és Kulturális Miniszter*) in relation with the employment and rehabilitation and the training sub-funds, respectively. The former two sub-funds provide funding for training supported by the ÁFSZ and the tendering programmes of the OFA. The training sub-fund can provide resources for supporting adult training provision, the technological development of accredited training institutions, content and methodology development, and joining to EU adult training programmes, either through tenders coordinated by the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*) or the individual decision of the Minister of Social Affairs and Labour, assisted by the NSZFT.

EU Structural Funds assistance is currently utilized primarily through the various measures of the TÁMOP of the New Hungary Development Plan (*Új Magyarország Fejlesztési Terv,*

ÚMFT) (2007-2013), including central programmes as well as invitations to tender coordinated by various national agencies (e.g. Regional Labour Centres, OFA, etc.)

9.4. GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

Although there are no sectoral training funds, the national MPA plays a very important role in financing VET provision and development (both IVET and CVET). Its income is derived from various kinds of compulsory contributions paid by employers and employees, budgetary support and privatisation.

A particularly important source is the SZH, a kind of VET tax levied on enterprises amounting to 1.5% of total labour cost. The amount of SZH can be paid in various forms as regulated by *Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training*. Accordingly, enterprises can allocate their SZH for the following purposes:

- (t) to provide practical training for students of VET schools or participants of higher education (based on cooperation agreements or student contracts; 100% of their SZH can be allocated to expenses related to this);
- (u) to provide (either internal or external) vocational or foreign language training for their own employees (to the amount of at most 33%, or in the case of micro and small enterprises, 60%, of their SZH); or
- (v) to provide a development subsidy (see section 9.1) for VET schools (a maximum amount of 75% of their SZH) or, since 2001, to higher education institutions (37.5%);
- (w) to pay it into the training sub-fund of the MPA (a maximum of 100%).

As the tables below show, the total amount of SZH is growing steadily.

TABLE 22: THE AMOUNT OF THE VOCATIONAL TRAINING CONTRIBUTION BY THE PURPOSE OF ITS ALLOCATION, 1998-2008 (BILLION HUF) [HUF 100 HUF=EUR 0.4]						
YEAR	PRACTICAL TRAINING PROVISION FOR VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		PAYMENT INTO THE TRAINING SUB-FUND OF THE MPA	TRAINING PROVISION FOR EMPLOYEES	TOTAL
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION INSTITUTIONS			
1998	5.7	n/a	-	8.7	n/a	14.4
1999	5.6	n/a	-	11.0	n/a	16.6
2000	5.5	n/a	-	13.3	1	19.8
2001	6.2	11.9	0.9	16.0	2.4	37.4
2002	6.9	12.5	2.3	18.6	3.4	43.7
2003	7.6	13.3	3.0	20.8	4.8	49.5
2004	8.0	12.4	3.3	24.0	5.4	53.1
2005	9.2	12.8	4.1	28.5	6.98	61.6
2006	11.0	12.3	4.4	32.3	7.80	67.8
2007	13.6	10.4	4.4	36.7	7.31	72.4
2008	16.1	10.7	4.5	42.1	7.8	81.3

Source: Ministry of Social Affairs and Labour (Szociális és Munkaügyi Minisztérium. SZMM)

YEAR	PRACTICAL TRAINING PROVISION FOR VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		PAYMENT INTO THE TRAINING SUB-FUND OF THE MPA	TRAINING PROVISION FOR EMPLOYEES	TOTAL
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION INSTITUTIONS			
2001	16.58	31.82	2.41	42.78	6.42	100.00
2002	15.79	28.60	5.26	42.56	7.78	100.00
2003	15.35	26.87	6.06	42.02	9.70	100.00
2004	15.07	23.35	6.21	45.20	10.17	100.00
2005	14.94	20.79	6.66	46.28	11.33	100.00
2006	16.22	18.14	6.49	47.64	11.50	100.00
2007	18.78	14.36	6.08	50.68	10.10	100.00

Source: SZMM

YEAR	BILLION HUF [HUF 100=EUR 0.4]	% OF 1998	CONSUMER PRICE INDEX 1998 = 100%	% OF 1998 PURCHASING POWER PARITY
1998	8.7	100.00	-	-
1999	11.0	126.44	110.00	114.95
2000	13.3	152.87	120.78	126.57
2001	16.0	183.91	131.89	139.44
2002	18.6	213.79	138.88	153.94
2003	20.8	239.08	145.41	164.42
2004	24.0	275.86	155.30	177.63
2005	28.5	327.59	160.89	203.61
2006	32.3	371.26	167.16	222.10
2007	36.7	421.84	180.54	233.65
2008	42.1	483.91	191.55	252.63

Source: SZMM, Central Statistical Office (Központi Statisztikai Hivatal, KSH)

A personal income tax deduction opportunity as an incentive element was available for participants of adult training programmes provided by an accredited training provider (below an annual income threshold) from 2003 until 31 December 2006. The amount of tax deduction was 30% of the training fee but not more than HUF 60 000/EUR 236. This tax incentive was abolished due to budgetary restraints.

Although some policy documents of recent years have referred to the need to assess the opportunities of introducing learning accounts, vouchers and/or saving schemes, and the LLL Strategy of 2005 defined as a strategic goal to develop and 'at least pilot' a system of individual learning accounts, currently there are no measures initiating any of these. Also, student loans are only available to participants of higher education.

10. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

10.1. CLASSIFICATION OF NATIONAL VET PROGRAMMES

10.1.1. MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

The main criteria used to allocate VET programmes to a particular level of education in national statistics are the same as those defined by ISCED which system is used for all national data submission for international organizations. 'Level of education' therefore (similarly to the ISCED definition) is related to the degree of complexity of the content of the programme, and criteria used for the classification of educational programmes includes entry requirements, age of participants, duration, programme orientation, type of subsequent education or destination, etc.

The precise allocation of vocational programmes that award a qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) - either within or outside the school system - is defined in the OKJ. In this Register all qualifications are assigned an identification number the first two digits of which refer to the level of education linked to ISCED levels, and the 3rd-5th digits to the field of study according to the ISCED classification. The definitions of the levels defined in the OKJ specify the entry requirements and the type of work the qualification entitles for as follows (ISCED levels are indicated in brackets):

21 Elementary vocational qualification entitling to enter a blue-collar vocation performing physical work, which does not require completed school graduation certificate. (2C)

31 Intermediate vocational qualification entitling to enter a blue-collar vocation performing manual work, which builds on previously obtained theoretical and practical knowledge elements (hereafter: input competences) defined in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) or on primary school graduation certified by the completion of year 8. (3C)

33 Intermediate vocational qualification entitling to enter a blue-collar vocation performing manual work, which builds on input competences defined in the professional and examination requirements or on completed year 10. (3C)

51 Intermediate vocational qualification entitling to enter a blue-collar vocation performing manual manual work, which builds on input competences defined in the professional and examination requirements, a previously obtained vocational qualification, or on completed final grade of the secondary school. (4C)

52 Intermediate vocational qualification entitling to enter a vocation performing manual or mental work, which builds on input competences defined in the professional and examination requirements, a previously obtained vocational qualification, or the secondary school leaving exam. (4C)

54 Advanced vocational qualification entitling to enter a white-collar vocation performing typically mental work, which builds on input competences defined in the professional and examination requirements, a previously obtained vocational qualification, or the secondary school leaving exam. (4C)

55 Higher level vocational qualifications built on the secondary school leaving. exam. (5BC)

61 Vocational qualifications built on a higher education degree. (5AC)

10.1.2. VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

The level of vocational programmes that award a qualification listed in the OKJ and the maximum duration of these programmes (in years and/or in hours, depending on whether the course can be provided within and/or outside the school system) are defined in the OKJ. However, VET within the formal school system is provided (besides higher education) in various types of VET schools which also provide pre-vocational education in their general education years. The following table summarizes the VET programmes of various levels available within the systems of public education (*közoktatás*, including programmes offering pre-vocational education) and higher education (excluding ISCED 5A and 6 level programmes) with their theoretical minimum and maximum duration. Average duration refers to the typical duration of the programmes (the duration of training of the majority of participants) and the typical starting age is the theoretical starting age of the pupils.

LEVEL	NAME OF PROGRAMME	EQUIVALENT IN ISCED LEVEL	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	THEORETICAL STARTING AGE OF PUPILS
LOWER SECONDARY	years 9-10 of skills development special vocational school (kézségfejlesztő speciális szakiskola 9-10. évfolyam)	2C	2 years	2 years	2 years	14
	VET years of skills development vocational school, VET providing simple work skills and life skills in special vocational school (szakképző évfolyam kézségfejlesztő speciális szakiskolában, munkába álláshoz és életkezdéshez szükséges szakképzés speciális szakiskolában)		2 years	2 years	2 years	16
	VET awarding a qualification not requiring the ISCED 2A primary school certificate in vocational schools (alapfokú iskolai végzettség nélküli szakmákra való szakképzés szakiskolában) ¹		2 years	2 years	2 years	16
UPPER SECONDARY	general education years 9-12 (13) of secondary vocational school (szakközépiskola 9-12. [13.] évfolyam)	3A	4 years	5 years	4 years	14
	general education years 9-10 of vocational school, preparatory vocational school, special vocational school (szakiskola, előkészítő szakiskola, speciális szakiskola (általánosan képző) 9-10. évfolyamai)	3C	2 years	2 years	2 years	14
	VET awarding a qualification requiring the ISCED 2A primary school certificate (alapfokú iskolai végzettségre épülő szakképzés) - provided in vocational schools		1 year	3 years	2.5 years	16
	VET awarding a qualification requiring the completion of year 10 (10. évfolyamra épülő szakképzés) - provided in vocational schools		2 years	3 years	3 years	16
POST SECONDARY NON-TERTIARY	VET years awarding a non-tertiary qualification requiring the completion of the last year of secondary school or the Secondary School Leaving Certificate (szakképző évfolyamok középiskola utolsó évfolyamára vagy érettségire épülő nem felsőfokú OKJ szakmákban) - provided in secondary vocational schools	4C	1 year	3 years	2 years ²	18
HIGHER EDUCATION	higher level VET (felsőfokú szakképzés)	5B	2 years	2.5 years	2 years	18

¹ In the new OKJ all these ISCED 2 level qualifications are defined as 'partial qualifications' (rész-szakképesítés) to obtain which students can be enrolled only in special and special skills development vocational schools and in adult training (though they would be obtainable also by any VET student who is unable to acquire all the modules required for a complete qualification).

² The duration of the typically two-year-long vocational programmes, however, is often reduced to 1 year, when participation in pre-vocational education provided in the ISCED 3A level general education years of secondary vocational schools is recognized.

Source: ISCED Mapping. Mapping of National Educational Programmes. Ministry of Education and Culture, 2008.

10.2. FIELDS OF EDUCATION AND TRAINING

The OKJ allocates vocational qualifications into 21 groups (main fields of VET) as follows:

1.	Health	2.	Social services	3.	Education
4.	Art, cultural education, communication	5.	Mechanical engineering	6.	Electro-technology/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 table below shows the numbers of qualification groups to which qualifications obtainable at the given level of education and training belong. All OKJ qualifications with the exception of ISCED 5B level higher level vocational qualifications can be obtained also (or exclusively) in adult training.

Level	Fields of education/study
LOWER SECONDARY - SPECIAL AND SPECIAL SKILLS DEVELOPMENT VOCATIONAL SCHOOLS (SPECIÁLIS ÉS SPECIÁLIS KÉSZSÉGFEJLESZTŐ SZAKISKOLA)	4, 5, 9, 10, 11, 13, 14, 17, 18, 19, 20, 21
UPPER SECONDARY - VOCATIONAL SCHOOLS (SZAKISKOLA)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21
POST SECONDARY, NON-TERTIARY - SECONDARY VOCATIONAL SCHOOLS (SZAKKÖZÉPISKOLA)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
TERTIARY - ISCED 5B HIGHER LEVEL VET (FELSŐFOKÚ SZAKKÉPZÉS)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21
TERTIARY - ISCED 5A (REQUIRES A HIGHER EDUCATION DEGREE)	3, 4, 5, 9, 15, 16, 19,

10.3. LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

Presently Hungary does not have a National Qualifications Framework (*Országos Képesítési Keretrendszer, OKKR*), but the governmental decision on its development and on joining to the European Qualifications Framework (EQF) was published in the 2069/2008 (VI.6.) Government Resolution and strategic steps towards its realization have been taken (see section 2.2).

11. ANNEXES

ANNEX 1

TABLE 1.1. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)										
COUNTRY	ISCED LEVEL	2002			2005			2007		
		AGE 15-24	AGE 25-49	AGE 50-64	AGE 15-24	AGE 25-49	AGE 50-64	AGE 15-24	AGE 25-49	AGE 50-64
EU-27	total	17.8	8.2	6.6	18,5	8	6,7	15,4	6,4	5,5
	ISCED0-2	19.8	11.3	7.4	21,7	11,6	7,8	19,9	10,3	6,9
	ISCED 3-4	17.5	8.4	7.5	17,2	8,2	7,6	13,3	6,1	5,8
	ISCED 5-6	12.5	4.5	3.5	14,1	4,7	3,8	11,3	3,7	3,2
	non resp	14	7.1	6.7	27,5	:	:	20,1	:	:
HUNGARY	total	11,4	5,3	3,5	19,4	6,7	4,6	18	7	5,1
	ISCED 0-2	21	12,3	5,8	31	14,8	7,6	30,5	19,1	9,4
	ISCED 3-4	10	4,6	3,4	17,1	6,3	4,7	15,6	6	5,3
	ISCED 5-6	:	1,6	:	13 (u)	2,5	1.7 (u)	12.3(u)	2,9	1.5(u)

Source: Eurostat

(u) unreliable or uncertain data

Date of extraction: 10 Mar 09

Last update: 04 Nov 08

TABLE 1.2. EMPLOYMENT BY ECONOMIC ACTIVITY, AGE 15+, MALE AND FEMALE, NACE REV.1.1 - (1000) - 2008 Q2

	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
CLASSIFICATION OF ECONOMIC ACTIVITIES - NACE REV.1.1	A-B-C-E		D		F		G-H-I		J-K-O-P-Q		L-M-N	
COUNTRIES	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS
EU27	5,2%	34500,5	15,5%	16225,2	7,3%	49200,5	22,2%	38025,2	17,1%	47045,7	21,2%	221873,1
HU	6,2%	871,8	22,5%	304,9	7,9%	1032	26,7%	571,6	14,8%	846,0	21,9%	3868,5

Source: Eurosta

Date of extraction: 12 Mar 2009

TABLE 1.3. GRADUATES IN ISCED 3-6 BY FIELD OF EDUCATION AND SEX

COUNTRY	SEX	2002			2004			2006		
		ISCED 3VPV	ISCED 4VPV	ISCED 5-6	ISCED 3VPV	ISCED 4VPV	ISCED 5-6	ISCED 3VPV	ISCED 4VPV	ISCED 5-6
EUROPEAN UNION (27 COUNTRIES) ⁽¹²⁾	TOTAL	2 293 348	379 912	3 165 155	2 366 669	421 341	3 595 504	2 853 434	428 945	3 846 498
	MALES	1 244 986	171 634	1 335 544	1 263 141	195 713	1 482 590	1 545 275	199 261	1 573 072
	FEMALES	1063240	208 279	182 9612	1 103 528	225 628	2 112 914	1 308 159	229 685	2 273 425
HUNGARY	TOTAL	28 132	33 962	62 296	26 070	36149	68 070	23 983	31 558	69 756
	MALES	16 606	15 283	24 631	16 517	16747	24 823	14 745	14 286	24 178
	FEMALES	11 526	18 679	37 665	9 553	19 402	43 247	9 238	17 272	45 578

t - total; m- males; f - females

vpv - vocational and pre-vocational

Source of information: Eurostat

Date of extraction: 9 Mar 2009

⁽¹²⁾ Eurostat estimate

TABLE 1.4. YOUTH EDUCATION ATTAINMENT LEVEL - PERCENTAGE OF THE POPULATION AGED 20 TO 24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EUROPEAN UNION (27 COUNTRIES)	76,7	79,3	74	77,5	80,2	74,9	78,1	80,8	75,5
HUNGARY	85,9	86,3	85,5	83,4	84,9	81,9	84	85,6	82,5

Source: Eurostat

Date of extraction: 27 Feb 2009

ANNEX 3

TABLE 3.1. NUMBER AND DISTRIBUTION OF FULL TIME STUDENTS IN THE VET GRADES BY SCHOOL TYPE AND THE LEGAL FORM OF PRACTICAL TRAINING IN SCHOOL YEARS 2001/2002 AND 2008/2009												
SCHOOL TYPE	2001/2002						2008/2009					
	COOPERATION AGREEMENT (EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁS)		STUDENT CONTRACT (TANULÓSZERZŐDÉS)		TOTAL NUMBER OF STUDENTS IN VET AND PRE-VOCATIONAL GRADES		COOPERATION AGREEMENT (EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁS)		STUDENT CONTRACT (TANULÓSZERZŐDÉS)		TOTAL NUMBER OF STUDENTS IN VET AND PRE-VOCATIONAL GRADES	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	FŐ	%	NUMBER	%
VOCATIONAL SCHOOL	31 282	25,24	8 682	7,00	123 951	100	6 629	5,35	38 045	30,71	123 865	100
SPECIAL VOCATIONAL SCHOOL	784	11,89	487	7,39	6 594	100	329	3,36	1058	10,81	9 785	100
SECONDARY VOCATIONAL SCHOOL	13 109	5,49	1 521	0,64	238 622	100	10 375	4,39	5 742	2,43	236 518	100
TOTAL	45 175	12,24	10 690	2,90	369 167	100	17 333	4,68	44 845	12,11	370 168	100

Source: Ministry of Education and Culture

TABLE 3.2. NUMBER AND DISTRIBUTION OF APPRENTICESHIPS BY THE PURSUED QUALIFICATION IN 2007		
VOCATION	STUDENTS	
	NUMBER	%
FOOD AND HOUSEHOLD RETAILER	3 541	8.34
COOK	2 663	6.27
HAIRDRESSER	2 376	5.60
PAINTER AND WALLPAPERER	2 084	4.91
WAITER	2 020	4.76
CARPENTER	1 868	4.40
BRICKLAYER	1 646	3.88
BODY IRONER	1 312	3.09
BEAUTICIAN	998	2.35
GARMENT RETAILER	928	2.19
SUBTOTAL:	19 436	45.78
TOTAL:	42 456	100.00

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

ANNEX 4: INDICATORS OF PARTICIPATION IN ADULT EDUCATION PROVIDED WITHIN THE FORMAL SCHOOL SYSTEM

TABLE 4.1: PARTICIPATION RATES IN ADULT EDUCATION WITHIN THE SCHOOL SYSTEM BY AGE GROUP IN THE 2007/2008 SCHOOL YEAR										
2007/2008	15-24		15-64		25-34		25-64		35-64	
POPULATION IN AGE COHORT	1 273 287		6 912 704		1 604 184		5 639 417		4 035 233	
	NUMBER	RATIO TO POPULATION (%)								
1. PRIMARY SCHOOL PART-TIME/DISTANCE LEARNING	1 461	0.11%	2 245	0.03%	471	0.03%	784	0.01%	313	0.01%
2. GRAMMAR SCHOOL PART-TIME/DISTANCE LEARNING	19 351	1.52%	43 126	0.62%	15 035	0.94%	23 775	0.42%	8 740	0.22%
3. SECONDARY VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	19 417	1.52%	39 882	0.58%	11 981	0.75%	20 465	0.36%	8 484	0.21%
4. VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	2 338	0.18%	5 874	0.08%	1 838	0.11%	3 536	0.06%	1 698	0.04%
5. HIGHER LEVEL VET PART-TIME/DISTANCE LEARNING	788	0.06%	2 179	0.03%	948	0.06%	1 391	0.02%	443	0.01%
6. BACHELOR (AND COLLEGE) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	29 545	2.32%	110 295	1.60%	56 176	3.50%	80 750	1.43%	24 574	0.61%
7. MASTER (AND UNIVERSITY) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	2 884	0.23%	18 520	0.27%	11 013	0.69%	15 636	0.28%	4 623	0.11%
8. UNDIVIDED TRAINING PROGRAMMES PART-TIME/DISTANCE LEARNING	986	0.08%	3 458	0.05%	1 688	0.11%	2 472	0.04%	784	0.02%
9. POSTGRADUATE SPECIALISATION PROGRAMMES	1 304	0.10%	18 762	0.27%	9 536	0.59%	17 458	0.31%	7 922	0.20%
10. PHD/DLA PROGRAMMES	926	0.07%	7 153	0.10%	5 037	0.31%	6 227	0.11%	1 190	0.03%
TOTAL ADULT EDUCATION (1-10)	79 000	6.20%	251 494	3.64%	113 723	7.09%	172 494	3.06%	58 771	1.46%
TOTAL VOCATIONAL ADULT EDUCATION (3-10)	58 188	4.57%	206 123	2.98%	98 217	6.12%	147 935	2.62%	49 718	1.23%

Source: Central Statistical Office (Központi Statisztikai Hivatal, KSH)

TABLE 4.2: NUMBER AND PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN STATE-SUPPORTED VOCATIONAL ADULT EDUCATION IN THE 2007/2008 SCHOOL YEAR				
2007/2008	TOTAL	STATE-FINANCED	% TOTAL	% STATE-SUPPORTED
VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	5 874	5 874	0.08	0.08
SECONDARY VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	39 882	39 882	0.58	0.58
HIGHER LEVEL VET PART-TIME/DISTANCE LEARNING	2 179	1680	0.03	0.02
BACHELOR (COLLEGE) LEVEL PART-TIME/DISTANCE LEARNING PROGRAMMES	110 295	24 099	1.60	0.35
MASTER (AND UNIVERSITY) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	18 520	1 248	0.27	0.02
UNDIVIDED TRAINING PROGRAMMES PART-TIME/DISTANCE LEARNING	3 458	268	0.05	0.00
POSTGRADUATE SPECIALISATION PROGRAMMES	18 762	14	0.27	0.00
PHD/DLA	7 153	2 981	0.10	0.04
TOTAL	206 123	76 046	2.98	1.10

Source: Central Statistical Office (Központi Statisztikai Hivatal, KSH)

ANNEX 5: INDICATORS OF PARTICIPATION IN ADULT TRAINING PROVIDED OUTSIDE THE SCHOOL SYSTEM

TABLE 5.1: PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN ADULT LEARNING BY AGE GROUP, 2008

AGE GROUP*	PARTICIPANTS IN ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM		POPULATION
	NUMBER	RATIO TO POPULATION (%)	
15-24	45 242	3.6	1 273 287
15-64	259 958	3.8	6 912 704
25-34	94 654	5.9	1 604 184
25-64	214 716	3.8	5 639 417
35-49	86 460	4.4	1 981 558
25-49	181 114	5.1	3 585 742
50-64	33 602	1.6	2 053 675

* The national statistical collection includes the categories "Under 18 years of age" and "Over 55 years of age".

Source: Ministry of Social Affairs and Labour (Szociális és Munkaügyi Minisztérium, SZMM)

TABLE 5.2: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY THE TYPE OF TRAINING, 2008

TYPE OF TRAINING	TRAINING PROGRAMMES		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
FOUNDATIONAL VOCATIONAL TRAINING GROUNDING A VOCATIONAL QUALIFICATION	578	2.88	7 442	2.22
AWARDING A STATE-RECOGNISED OKJ QUALIFICATION	5 821	29.02	98 903	29.51
AWARDING A NON-OKJ QUALIFICATION REQUIRED FOR A JOB/PROFESSION	3 108	15.50	45 426	13.56
CVET	6 113	30.48	126 899	37.87
CATCHING-UP TRAINING FOR DISADVANTAGED PEOPLE	33	0.16	531	0.16
TRAINING ASSISTING EMPLOYMENT, ENTREPRENEURSHIP	237	1.18	6 025	1.80
TRAINING PREPARING FOR A QUALIFICATION AWARDED BY PUBLIC AUTHORITIES (TRANSPORTATION, COMMUNICATION AND WATER MANAGEMENT SECTORS)	1 478	7.37	24 372	7.27
FOREIGN LANGUAGE TRAINING	10 897	n/a	53 135	n/a
GENERAL ADULT TRAINING	2 107	n/a	42 106	n/a
REHABILITATION TRAINING OF PEOPLE WITH REDUCED WORKING ABILITY	7	0.03	84	0.03
IT TRAINING	2 682	13.37	25 427	7.59
TOTAL VOCATIONAL (VOCATIONAL PREPARATORY) TRAINING	20 057	100.00	335 109	100.00
TOTAL	33 061	n/a	430 350	n/a

Source: SZMM

ISCED LEVEL	OKJ PROGRAMMES		PARTICIPANTS WHO HAVE PASSED THE EXAM	
	NUMBER	%	NUMBER	%
2C	134	2.3	2 485	2.7
3C	4 149	71.3	68 717	73.3
4C	1 444	24.8	20 822	22.2
5B	16	0.3	298	0.3
5A	78	1.3	1 383	1.5
Total	5 821	100.0	93 705	100.0

*The ISCED level of non-OKJ training programmes is unknown.

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

MINIMUM SCHOOL GRADUATION CERTIFICATE REQUIRED FOR ENTRY	PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%
(0) less than the 8 th year of primary school	65 753	15.28
(1) completion of the 8 th year of primary school	184 696	42.92
(10) completion of 10 years	5 680	1.32
(11) completion of the 12 th year in a secondary vocational school	35 550	8.26
(12) completion of the 12 th year in a grammar school	1 632	0.38
(13) assessment of competences required for entry (at OKJ level 3)	980	0.23
(2) vocational school	2 087	0.48
(3) special vocational school	85	0.02
(4) skilled workers' school	22 514	5.23
(5) secondary vocational school	60 083	13.96
(6) grammar school	18 348	4.26
(7) technical school	3 570	0.83
(8) college	29 064	6.75
(9) university	273	0.06
indefinable	35	0.01
Total	430 350	100.00

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.5: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS BY THE DURATION OF TRAINING, 2008				
DURATION	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
SHORTER THAN 1 YEAR	31 883	96.44	417 541	97.02
1-1.5 YEARS	636	1.92	7 211	1.68
1.5-2 YEARS	268	0.81	2 562	0.60
LONGER THAN 2 YEARS	272	0.82	3 002	0.70
INDEFINABLE	2	0.01	34	0.01
TOTAL	33 061	3.56	430 350	2.98

* Excluding 'trainings regulated by public authorities' (hatósági jellegű képzések) and courses of less than 25 hours.

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.6: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY COURSE HOURS, 2008				
COURSE HOURS	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
200 HOURS OR LESS	28 605	86.52	356 717	82.89
201-400 HOURS	2 803	8.48	46 902	10.90
401-600 HOURS	813	2.46	12 643	2.94
601-800 HOURS	321	0.97	5 292	1.23
801-1 000 HOURS	190	0.57	2 928	0.68
1 001-2 000 HOURS	311	0.94	5 172	1.20
MORE THAN 2 001 HOURS	18	0.05	696	0.16
TOTAL	33 061	99.00	430 350	100.00

* Excluding distance learning programmes

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.7: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY COURSE FEE CATEGORIES, 2008				
TUITION FEE (HUF) [HUF 100=EUR 0.4]	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
30 000 OR LESS	8 076	24.4	168 616	39.2
30 001 - 100 000	14 132	42.7	159 485	37.1
100 001 - 200 000	5 780	17.5	59 735	13.9
200 001 - 300 000	2 541	7.7	23 114	5.4
MORE THAN 300 001	2 532	7.7	19 400	4.5
TOTAL	33 061	100.0	430 350	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.8: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS BY THE TYPE OF FINANCING SOURCE, 2008		
FINANCING SOURCE	PARTICIPANTS REGISTERED	
	NUMBER	%
THE TRAINING PARTICIPANT	148 503	31.3
ENTERPRISES (AS EMPLOYERS) NOT DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION, AND NON-PROFIT ORGANIZATIONS	121 035	25.5
ENTERPRISES (AS EMPLOYERS) DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION	94 874	20.0
ADULTS SUPPORTED BY EU AND NATIONAL CO-FINANCING	42 738	9.0
BUDGETARY ORGANIZATIONS (AS EMPLOYERS)	30 438	6.4
ADULTS SUPPORTED BY THE REGIONAL (CAPITAL) LABOUR CENTRES FROM THE LABOUR MARKET FUND	25 459	5.4
ADULTS SUPPORTED FROM OTHER INTERNATIONAL AND EU SOURCES	6 235	1.3
SCHOLARSHIPS, SUPPORT (EXCLUDING EU SOURCES) FROM NON-PROFIT AND OTHER ORGANIZATIONS	4 113	0.9
PER CAPITA SUPPORT OF ADULT TRAINING FOR ADULTS OBTAINING THEIR FIRST STATE-RECOGNIZED VOCATIONAL QUALIFICATION	1 054	0.2
PER CAPITA SUPPORT OF ADULT TRAINING FOR ADULTS LIVING WITH DISABILITIES	564	0.1
TOTAL	475 013	100.7

* According to the SZMM, the discrepancy between these data and those of other databases results from the fact that adult training providers define the financing source differently if the training is financed from multiple sources, and that occasionally they categorize a certain financing source incorrectly.

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.9: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY THE (DELIVERY) FORM OF TRAINING, 2008

FORM OF TRAINING	PROGRAMMES (COURSES)		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
GROUP TRAINING	29 556	89.40	390 226	90.68
DISTANCE EDUCATION/CORRESPONDENCE EDUCATION/INDIVIDUAL TRAINING	3 212	9.72	37 939	8.82
INFORMAL/NONFORMAL PREPARATION	3	0.01	18	0.00
INDEFINABLE	290	0.88	2 167	0.50
TOTAL	33 061	100.00	430 350	99.49

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 June 2009

TABLE 5.10: NUMBER AND DISTRIBUTION OF REGISTERED ADULT TRAINING PARTICIPANTS BY THE HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT, 2008

HIGHER LEVEL OF EDUCATIONAL ATTAINMENT OF REGISTERED PARTICIPANTS	NUMBER	%
LESS THAN THE 8 YEARS OF PRIMARY SCHOOL	1 993	0.77
COMPLETED 8 YEAR OF PRIMARY SCHOOL	33 889	13.04
COMPLETED 10 YEARS	4 609	1.77
VOCATIONAL SCHOOL	2 423	0.93
SPECIAL VOCATIONAL SCHOOL	684	0.26
SKILLED WORKER SCHOOL (PREDECESSOR OF VOCATIONAL SCHOOL)	34 754	13.37
COMPLETED 12 YEARS IN SECONDARY VOCATIONAL SCHOOL	1 036	0.40
COMPLETED 12 YEARS IN GRAMMAR SCHOOL	1 294	0.50
SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN SECONDARY VOCATIONAL SCHOOL	43 458	16.72
SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN GRAMMAR SCHOOL	42 381	16.30
TECHNICIAN QUALIFICATION	10 746	4.13
HIGHER EDUCATION CERTIFICATE, DIPLOMA	76 249	29.33
VOCATIONAL QUALIFICATION OBTAINED OUTSIDE THE SCHOOL SYSTEM	6 442	2.48
TOTAL	259 958	100.00

Source: SZMM

ANNEX 6: INDICATORS OF PARTICIPATION IN TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION ON THE LABOUR MARKET

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
UNEMPL.	56 933	86 227	89 295	66 506	66 700	71 484	75 482	80 383	83 151	86 203	78 691	73 882	52 429	38 868	43539	38513	53500
EMPL.	3 533	3 024	4 632	4 676	5 280	4 509	4 122	4 381	5 022	5 316	4 144	9 013	7 465	4 857	3602	3303	3564
TOTAL	60 466	89 251	93 927	71 182	71 980	75 993	79 604	84 764	88 173	91 519	82 835	82 895	59 894	43 725	47141	41816	57064

* The number of adults who participated in training for at least one day in the given year

Source: Employment and Social Office (Foglalkoztatási és Szociális Hivatal, FSZH)

2008	PARTICIPANTS		POPULATION
	RATIO TO POPULATION (%)	NUMBER	
15-24	1.47	18 725	1 273 287
15-64	0.77	53 500	6 912 704
25-34	n/a	n/a	1 604 184
25-64	0.62	34 775	5 639 417
35-49	n/a	n/a	1 981 558
25-49	0.83	29 639	3 585 742
50-64	0.25	5 190	2 053 675

Source: FSZH

TABLE 6.3: DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY EMPLOYMENT STATUS, 2008		
2008	NUMBER	%
UNEMPLOYED	53 000	93.8
EMPLOYED	3 564	6.2
TOTAL	57 064	100.0

Source: FSZH

TABLE 6.4: DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY TARGET GROUP, 2008		
2008	NUMBER	%
UNEMPLOYED NEW ENTRANT TO LABOUR MARKET	12 604	22.1
LONG TERM UNEMPLOYED	1 920	3.4
DISABLED	791	1.4
ON CHILD CARE BENEFIT	116	0.2
OTHER NOT SPECIFIED	41 633	73.0
TOTAL	57 064	100.0

Source: FSZH

ANNEX 7: SUMMARY TABLE OF CURRENT MEASURES/PROGRAMMES TO PROMOTE THE PARTICIPATION OF JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION IN THE LABOUR MARKET IN TRAINING¹

NAME OF THE PROGRAMME/ MEASURE	TARGET GROUP(S)	ADMISSION CRITERIA	MAIN OBJECTIVES	DURATION OF TRAINING	CERTIFICATION
MPA LABOUR MARKET TRAININGS	Registered job-seekers, people at risk of getting unemployed. More specifically the target groups defined in §14 of Act IV of 1991 (see section 5.3).	<p><i>For registered job-seekers:</i> Training support may be provided if the training programme was offered by the labour centre or if the centre had initially agreed with participation in that specific programme. The client wishing to participate in the training programme submits an application to the competent labour centre of his/her place of residence. The labour centre and the client together choose the field of training, and they make an official contract about the support. Following the completion of the training, training support can again be provided only after a period of at least twice as long as the duration of the previous training programme. If the individual who received support participated in several courses built on each other, the date of completing the training is the date of completing the last course.</p> <p><i>For people at risk of getting unemployed:</i> the employer undertakes in writing to continue the employment of the participants of the training after its completion for at least as long as the duration of the training programme; the employer co-finances the training - except if the employee participating in the training is over 45 at the time when the application for support is submitted; the training providers fulfil the conditions defined by legislation; the curricula of the training programme fulfil the criteria defined by legislation.</p>	To improve the job-seekers' chances to find employment, and to assist employed people to keep their jobs.	Varying.	The types of training programmes that can be supported are specified in 1§ (1) of 6/1996. (VII. 16.) Decree of the Ministry of Labour (see section 5.3). Participation in courses preparing for further training in university (college) can only be supported if it is organized by or with the cooperation of a Roma minority self-government, a partnership of such self-governments or a registered Roma representative association. Pursuant to the decree, the training has to assist participants in finding employment or keeping their jobs. The labour centre has to choose those fields of study in which those who complete the training will find employment in the largest proportion.

NAME OF THE PROGRAMME/ MEASURE	TARGET GROUP(S)	ADMISSION CRITERIA	MAIN OBJECTIVES	DURATION OF TRAINING	CERTIFICATION
STRENGTHENING THE OBLIGATION OF THE PUBLIC EMPLOYMENT SERVICE (<i>ÁLLAMI FOGLALKOZTATÁSI SZERV, ÁFSZ</i>) AND EMPLOYERS TO COOPERATE	Employers with valid needs for labour, undertaking to provide employment. Registered job-seekers who can be directed to employers in need of labour.	The ÁFSZ makes without any initial considerations an agreement with an employer who has valid needs for labour and undertakes to provide employment, if there is a job-seeker who can be directed to the employer. In this agreement the ÁFSZ undertakes to support the training of registered job-seekers which is necessary for entering the job specified in the employer's written labour needs. The employer undertakes to employ the job-seeker.	To increase the efficiency of labour market trainings, to facilitate the employment of job-seekers participating in training in the greatest numbers.	Varying.	Support can be provided for training programmes that award state-recognized vocational qualifications or professional driving licences category C, D and E, which are required to enter the job specified in the employer's written labour needs.
SROP 1.1.2 'DECENTRALIZED PROGRAMMES FOR PROMOTING THE EMPLOYMENT OF DISADVANTAGED PEOPLE'	The most disadvantaged clients of the ÁFSZ: low-qualified people; new entrants to the labour market as defined in <i>Act IV of 1991</i> , and those under 25 years of age; people over 50 years of age; those returning to work after being at home receiving childcare support; people at risk of becoming permanently unemployed.	Job-seeker as defined in <i>Act IV of 1991</i> , belongs to one of the target groups, his/her working status cannot be improved with traditional tools, is motivated to participate, no exclusion criteria apply to inhibit the completion of the training, the opportunity to participate in the programme is offered by the labour centre.	To assist the labour market integration of disadvantaged people with complex, tailor-made services and support in line with the local labour market opportunities and needs.	Varying.	The training should effectively assist participants to find employment again, to remain in employment or become self-employed, by providing skills required by the labour market. The programme also supports trainings which make it easier for participants to cope with unemployment, and facilitate the improvement of the quality of life. Thus the training programme can be: an accredited programme; a course awarding a state-recognized (vocational) qualification; an adult training-related service; or a training covered by the VET Act.

NAME OF THE PROGRAMME/ MEASURE	TARGET GROUP(S)	ADMISSION CRITERIA	MAIN OBJECTIVES	DURATION OF TRAINING	CERTIFICATION
SROP 1.1.1 'FACILITATING THE REHABILITATION AND EMPLOYMENT OF PEOPLE WITH REDUCED WORKING ABILITY'	People receiving rehabilitation allowance pursuant to <i>Act LXXXIV of 2007</i> .	Preparation of a rehabilitation plan and a cooperation agreement, to implement which the person receiving rehabilitation allowance is obliged to cooperate with the labour organisation.	To provide such employment rehabilitation services which assist the beneficiaries to return to their previous job or find employment again. To encourage employers to employ people with reduced working abilities.	Varying.	The training can be: an accredited programme; one awarding a state-recognized (vocational) qualification; an adult training-related service; or a training covered by the VET Act.
COMPLEX PROGRAMME FOR PEOPLE LIVING WITH DISABILITIES	Adults living with disabilities as verified by the National Institute of Medical Experts (<i>Országos Orvosszakértői Intézet</i>) or by a competent consultant.	The adult undertakes to find employment for at least 6 months + 1 day in 3 months after completing the training, or makes an agreement with an alternative labour market service provider in 3 months after completing the training and finds employment for at least 6 months +1 day in 6 months after making the agreement.	To enable at least 50% of adults participating in the supported general, vocational and language training programmes to enter employment rehabilitation and at least 40% of training participants to find permanent employment.	Varying.	Vocational qualifications in demand on the labour market, required for jobs that can be fulfilled by adults living with disabilities, specified by the Regional Labour Centres in the invitations to tender, or general or language trainings if the Regional Labour Centre or the employer undertaking to employ the participant certifies that the training facilitates the adult's employment.
ECDL TRAINING OF ROMA MINORITY SELF-GOVERNMENT REPRESENTATIVES AND STAFF MEMBERS ACCOMPANIED BY REINTEGRATION TRAINING	Representatives and staff members of Roma minority self-governments.	The applicant should at least have completed the eight years of primary school (<i>általános iskola</i>). Accepts the conditions concerning the training. Presents a certification from the employer that certifies his/her employment and need for training. Works at those Roma self-governments which are recommended by the Roma main department to be included in the programme.	To provide participants IT skills that they can apply effectively in their everyday work, to improve their work skills.	200 hours including module exams and training, but participants join the programme flexibly based on the assessment of their prior knowledge	ECDL Start Certificate.

NAME OF THE P/M	TARGET GROUP(S)	ADMISSION CRITERIA	MAIN OBJECTIVES	DURATION OF TRAINING	CERTIFICATION
OPPORTUNITY TO OBTAIN A PARTIAL VOCATIONAL QUALIFICATION (RÉSZ-SZAKKÉPESÍTÉS)	Students of special vocational schools, skills developing special vocational schools (speciális szakiskola, készségfejlesztő speciális szakiskola), students in vocational school catching-up education organized pursuant to §27 (8) of the Public Education Act, adults participating in VET provided outside the formal school system.	Belongs to the target groups.	To increase the number of people obtaining state-recognized marketable vocational qualification by taking special needs and life situations more into account.	Depends on the professional and examination requirements (szakmai és vizsgakövetelmény) of the pursued partial vocational qualification	State-recognized partial vocational qualification, possessing which enables one to obtain further qualifications.
VOCATIONAL SCHOOL DEVELOPMENT PROGRAMME (SZAKISKOLAI FEJLESZTÉSI PROGRAM, SZFP) - 'REINTEGRATION OF DISADVANTAGED STUDENTS' DEVELOPMENT FIELD, 'VET PREPARATORY YEAR' PROGRAMME ²	Students over 15 years of age without a primary school certificate who wish to enter VET.	Pursuant to §27 (8) of the Public Education Act, the parent can at the earliest ask that his/her child begin the next school year in 'catching-up' education - instead of continuing his/her primary school studies - in the year when the student turns 15 years of age. In the case of a disadvantaged student, the school principle has in all cases to ask for the opinion of the child welfare service and send it to the career guidance, orientation counsellor service. Those who have not yet turned 16 years of age when starting the 'catching-up' programme can enter the programme on the basis of the recommendation of the career guidance, orientation counsellor service.	The 'VET preparatory year' programme developed within the framework of SZFP is one form of the 'catching-up' education referred to in the Public Education Act. Participants obtain the theoretical and practical knowledge elements (competences) required for entering VET in this programme, and in the VET year they can prepare for obtaining a vocational qualification that requires theoretical and practical knowledge elements (competences) specified in the professional and examination requirements.	1 year (10 months)	The awarded school certificate entitles one to enter the first VET year of vocational school.

¹ The Social Renewal Operational Programme includes some additional programmes promoting the training of these target groups, see section 5.3.

² Although this programme does not directly concern adults, the competence-development courses preparing participants to enter VET developed within the framework of SZFP increasingly serve as models for launching similar programmes in adult training.

Source: compilation by Judit Tauszig (Ministry of Social Affairs and Labour)

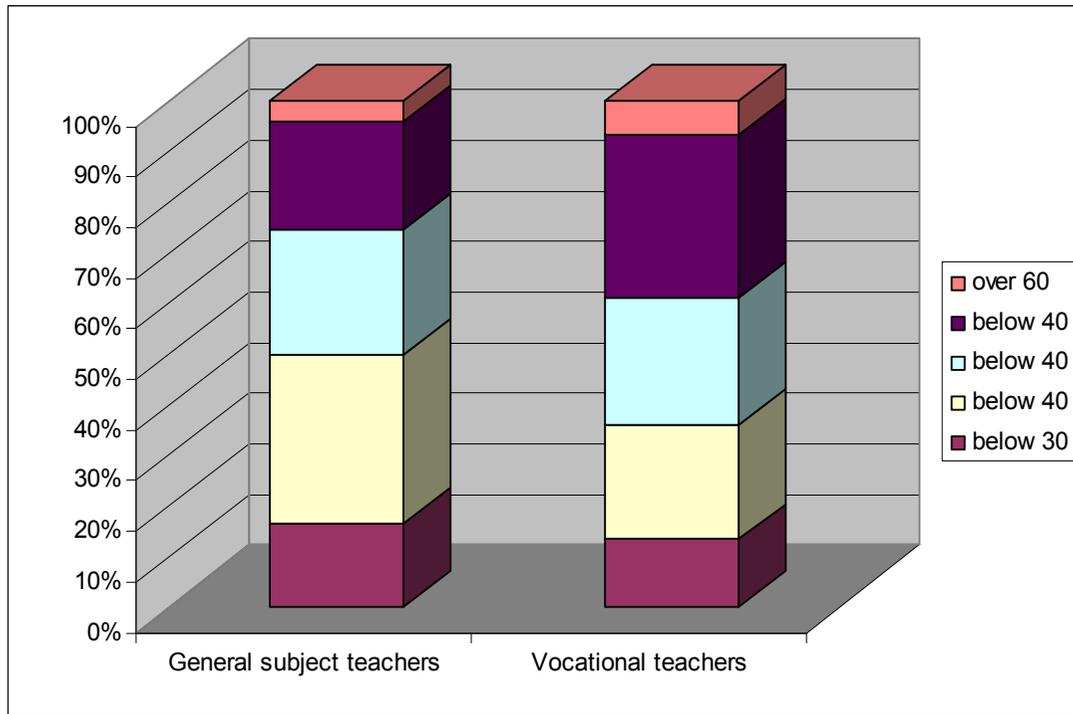
ANNEX 8

TABLE 8. 1: TYPES OF RECOGNISED TEACHING AND LEARNING OCCUPATIONS IN HUNGARY WITHIN IVET AND CVET

		TYPE OF TRAINING	CATEGORY OF OCCUPATION	OCCUPATION	OTHER ROLES			
IVET	WITHIN THE SCHOOL SYSTEM	TERTIARY EDUCATION	HIGHER EDUCATION DEGREE PROGRAMMES (ISCED 5A)	TEACHERS, TRAINERS AND OTHER LEARNING FACILITATORS	instructors entitled to use 'instructor titles' (oktatói címek)	college/university professor* (főiskolai/egyetemi tanár)	curriculum development, assessment	
					college/university associate professor* (főiskolai/egyetemi adjunktus)			
				college/university assistant professor* (főiskolai/egyetemi docens)				
				college/university teaching assistant* (főiskolai/egyetemi tanársegéd)				
		HIGHER LEVEL VET (ISCED 5B)	TEACHERS	see Higher education degree programmes	TRAINERS AND OTHER LEARNING FACILITATORS	see VET at upper and post secondary level		
				see Higher education degree programmes		see VET at upper and post secondary level		
			VET AT LOWER, UPPER AND POST-SECONDARY LEVEL (ISCED 2C, 3A, 3C AND 4C)	TEACHERS	general subjects teacher (közismereti szakos tanár)	TRAINERS	vocational teacher (szakmai tanár)	curriculum development, assessment
				TRAINERS	vocational trainer (szakoktató)		practice trainer (gyakorlati oktató)	
		OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING AWARDDING AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C)	TEACHERS	POSITIONS TO ASSIST THE PEDAGOGICAL-TEACHING WORK	e. g. pedagogical assistant, child and youth protection assistant, pedagogic supervisor, family care advisor, child and youth supervisor, special pedagogic assistant, specialist (psychiatrist), spare time organiser, family care school psychologists, social worker, technical manager etc	curriculum development, assessment	
	TRAINERS			instructor of vocational theoretical subjects				
	OTHER LEARNING FACILITATORS			instructor of vocational practical training				
	CVET	WITHIN THE SCHOOL SYSTEM	HIGHER EDUCATION (PART TIME DEGREE AND NON-DEGREE PROGRAMMES AT ISCED 5B AND 5A LEVELS; POSTGRADUATE PROGRAMMES AT ISCED 5A AND 6 LEVELS)	TEACHERS	same as in IVET			
TRAINERS				same as in IVET				
POSITIONS TO ASSIST THE PEDAGOGICAL-TEACHING WORK				same as in IVET				
UPPER AND POST-SECONDARY ADULT EDUCATION (ISCED 3A, 3B, 3C, 4A, 4C)			TEACHERS	same as in IVET	TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET		
			TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET				
			TEACHERS	instructor of vocational theoretical subjects		curriculum development, assessment		
ADULT TRAINING		instructor of general education						
		instructor of language education						
		TRAINERS	instructor of vocational practical training					
OUTSIDE THE SCHOOL SYSTEM		ADULT TRAINING	OTHER LEARNING FACILITATORS	practitioners organizing, planning, managing, evaluating, animating, etc. adult training				

* The distinction of college-university positions in the former dual system (replaced gradually by the multi-cycle training structure from 2006) was justified by the fact that university education was rather theory-, while college education was rather practice-oriented. Regarding professional expectations, the college professor position is comparable with that of a university assistant professor. Act CXXXIX of 2005 on Higher education dissolves the distinction of the college/university character concerning teaching assistants and assistant professors from 2008, following a transition period.

Figure 8.1. Number of full-time teachers on staff by age and vocational area



Source: Statistical data on public education 2007, OKM

TABLE 8.2. TYPES OF RECOGNISED TEACHING AND LEARNING OCCUPATIONS IN HUNGARY WITHIN IVET

TYPE OF TRAINING		CATEGORY OF OCCUPATION	OCCUPATION	PLACE OF WORK			
IVET	WITHIN THE SCHOOL SYSTEM	TERTIARY EDUCATION	HIGHER EDUCATION DEGREE PROGRAMMES (ISCED 5A)	TEACHERS, TRAINERS AND OTHER LEARNING FACILITATORS	instructors entitled to use 'instructor titles' (oktatói címek)	college/university professor* (főiskolai/egyetemi tanár)	higher education institution (college, university)
						college/university associate professor* (főiskolai/egyetemi adjunktus)	
						college/university assistant professor* (főiskolai/egyetemi docens)	
						college/university teaching assistant* (főiskolai/egyetemi tanársegéd)	
		HIGHER LEVEL VET (ISCED 5B)	TEACHERS	see Higher education	higher education institution (college, university)		
				see VET at upper and post secondary level	secondary vocational school		
				TRAINERS AND OTHER LEARNING FACILITATORS	see Higher education	higher education institution (college, university)	
					see VET at upper and post secondary level	secondary vocational school	
			VET AT LOWER, UPPER AND POST SECONDARY LEVEL (ISCED 2C, 3A, 3C AND 4C)	TEACHERS	general subjects teacher (közismereti szakos tanár)	secondary vocational school, vocational school	
					vocational teacher (szakmai tanár)		
				TRAINERS	vocational trainer (szakoktató)	secondary vocational school, vocational school workshop	
					practice trainer (gyakorlati oktató)	enterprise (budgetary institution, workshop maintained by one or more enterprises, by a regional training centre or a TISZK, workplace)	
ADULT TRAINING AWARDING AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C, 5B)	OTHER LEARNING FACILITATORS	positions to assist the pedagogical-teaching work	secondary vocational school, vocational school				
		TEACHERS	instructor of vocational theoretical subjects	adult training providers (public and higher education institutions, regional training centres, training companies, non-profit organizations, the workplace, chambers, etc.)			
		TRAINERS	instructor of vocational practical training				
practitioners organizing, planning, managing, evaluating, animating, etc. adult training							

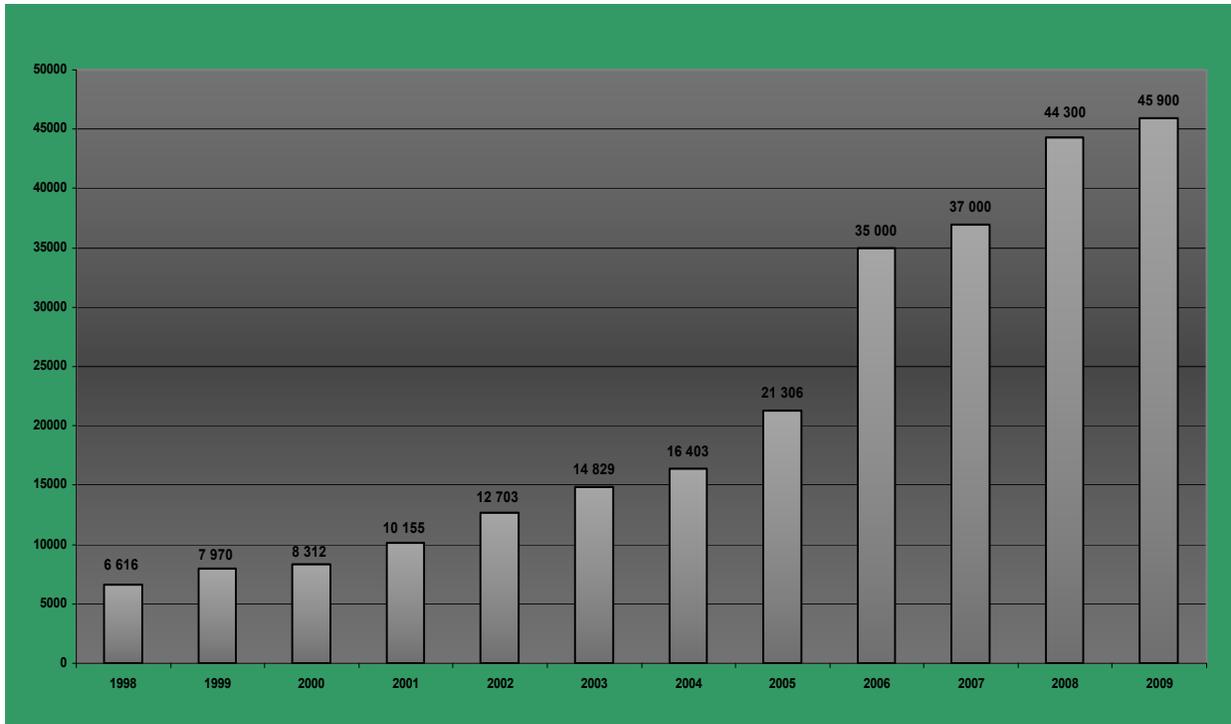
* The distinction of college-university positions in the former dual system (replaced gradually by the multi-cycle training structure from 2006) was justified by the fact that university education was rather theory-, while college education was rather practice-oriented. Regarding professional expectations, the college professor position is comparable with that of a university assistant professor. Act CXXXIX of 2005 on Higher education dissolves the distinction of the college/university character concerning teaching assistants and assistant professors from 2008, following a transition period.

TABLE 8.3: TYPES OF RECOGNISED TEACHING AND LEARNING OCCUPATIONS IN HUNGARY WITHIN CVET

		TYPE OF TRAINING	CATEGORY OF OCCUPATION	OCCUPATION	PLACE OF WORK	
CVET	WITHIN THE SCHOOL SYSTEM	HIGHER EDUCATION (PART TIME DEGREE AND NON-DEGREE PROGRAMMES AT ISCED 5B AND 5A LEVELS; POSTGRADUATE PROGRAMMES AT ISCED 5A AND 6 LEVELS)	TEACHERS	same as in IVET	higher education institution (college, university)	
			TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET		
		UPPER AND POST-SECONDARY ADULT EDUCATION (ISCED 3A, 3B, 3C, 4A AND 4C)	TEACHERS	same as in IVET	secondary vocational school, vocational school, grammar school	
			TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET	VET school	
		OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING	TEACHERS	instructor of vocational theoretical subjects	adult training providers (public and higher education institutions, regional training centres, training companies, non-profit organizations, employers, chambers, etc.)
					instructor of general education	
	instructor of language education					
	TRAINERS AND OTHER LEARNING FACILITATORS			instructor of vocational practical training		
		practitioners organizing, planning, managing, evaluating, animating, etc. adult training				

ANNEX 9

Number of student contracts 1998-2009



Source: Hungarian Chamber of Commerce and Industry, 2009.

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- Hungarian Association of Vocational Education and Training
- Hungarian Central Statistical Office - Department of Social Services Statistics
- Hungarian Chamber of Agriculture
- Hungarian Chamber of Commerce and Industry
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12.3. ABBREVIATIONS

ÁFSZ	Állami Foglalkoztatási Szolgálat (<i>Public Employment Service</i>)
ÁPB	ágazati párbeszéd bizottság (<i>sectoral dialogue committee</i>)
CVET	continuing vocational education and training (<i>szakmai továbbképzés, SZT</i>)
ECTS	European Credit Transfer System (<i>európai kreditátviteli rendszer</i>)
ECVET	European Credit Transfer for VET
EFQM	European Foundation for Quality Management (<i>Európai Alapítvány a Minőségmenedzsmentért</i>)
ELGPN	European Lifelong Guidance Policy Network
EQF	European Qualifications Framework
FAT	Felnőttképzési Akkreditáló Testület (<i>Adult Training Accreditation Body</i>)
FEOR	foglalkozások egységes osztályozási rendszere (<i>unified job classification system</i>)
FIT	Foglalkozási Információs Tanácsadó (szervezetek és bázisok) (<i>Employment Information Counselling organisations and bases</i>)
FTT	Felsőoktatási és Tudományos Tanács (<i>Higher Education and Scientific Council</i>)
HÖÖK	Hallgatói Önkormányzatok Országos Konferenciája (National Union of Students in Hungary)
HRD OP	Human Resources Development Operational Programme (<i>Humánerőforrás-fejlesztési Operatív Program, HEFOP</i>)
ICT	information and communication technology (<i>információs és kommunikációs technológiák, IKT</i>)
ISCED	International Standard Classification of Education (<i>az oktatási egységes nemzetközi osztályozási rendszere</i>)

IVET	initial vocational education and training (<i>szakmai alapképzés avagy az első szakképzés megszerzésére irányuló szakképzés</i>)
KSH	Központi Statisztikai Hivatal (<i>Central Statistical Office</i>)
LLL	lifelong learning (<i>élethosszig tartó tanulás</i>)
MA	Magyar Agrárkamara (<i>Hungarian Chamber of Agriculture</i>)
MAB	Magyar Felsőoktatási Akkreditációs Bizottság (<i>Hungarian Higher Education Accreditation Committee</i>)
MKIK	Magyar Kereskedelmi és Iparkamara (<i>Hungarian Chamber of Commerce and Industry</i>)
MPA	Munkaerő-piaci Alap (<i>Labour Market Fund</i>)
NAT	Nemzeti Alaptanterv (<i>National Core Curriculum</i>)
NFI	Nemzeti Felnőttképzési Intézet (<i>National Institute for Adult Education, predecessor of NSZFI</i>)
NFT	Nemzeti Fejlesztési Terv (<i>National Development Plan</i>)
NPK	Nemzeti Pályainformációs Központ (<i>National Career Information Centre</i>)
NPT	Nemzeti Pályaorientációs Tanács (<i>National Career Guidance Committee</i>)
NQF	national qualification framework
NSZFI	Nemzeti Szakképzési és Felnőttképzési Intézet (<i>National Institute of Vocational and Adult Education</i>)
NSZFT	Nemzeti Szakképzési és Felnőttképzési Tanács (<i>National Vocational and Adult Training Council</i>)
NSZI	Nemzeti Szakképzési Intézet (<i>National Institute of Vocational Education, predecessor of NSZFI</i>)
OÉT	Országos Érdekegyeztető Tanács (<i>National Interest Reconciliation Council</i>)
OFA	Országos Foglalkoztatási Közalapítvány (<i>National Employment Foundation</i>)
OFI	Oktatáskutató és Fejlesztő Intézet (<i>Institute for Educational Research and Development</i>)
OH	Oktatási Hivatal (<i>Education Office</i>)
OKJ	Országos Képzési Jegyzék (<i>National Qualifications Register</i>)

OKM	Oktatási és Kulturális Minisztérium (<i>Ministry of Education and Culture</i>)
PAT	Pedagógus-továbbképzési Akkreditációs Testületet (<i>In-service Teacher Training Accreditation Body</i>)
PKR	szakképzési pályakövetési rendszer (VET monitoring system)
RFKB	regional development and training committee (<i>regionális fejlesztési és képzési bizottság</i>)
SRÖP	Social Renewal Operational Programme (<i>Társadalmi Megújulás Operatív Program</i>)
SZFP	Szakiskola Fejlesztési Program (<i>Vocational School Development Programme</i>)
SZH	szakképzési hozzájárulás (<i>vocational training contribution</i>)
SZMBK	Szakképzési Minőségbiztosítási Keretrendszer (<i>VET Quality Assurance Framework</i>)
SZMM	Szociális és Munkaügyi Minisztérium (<i>Ministry of Social Affairs and Labour</i>)
SZÖM	Szakiskolai Önértékelési Modell (<i>Vocational school self-assessment model</i>)
SZVK	szakmai és vizsgakövetelmények (<i>professional and examination requirements</i>)
TISZK	térségi integrált szakképző központ (<i>regional integrated vocational training centres</i>)
VET	vocational education and training (<i>szakképzés, szakmai képzés</i>)