

Hungary

VET in Europe - Country Report

2010

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The preparation of this report has been co-financed by the European Community.

Title: Hungary. VET in Europe - Country Report 2010

Author: ReferNet Hungary

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. VET in times of crisis
4. Historical background, Legislative and Institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Guidance and counselling for learning, career and employment
10. Financing: investment in human resources
11. National VET statistics - allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:

<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

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

TABLE OF CONTENTS

1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY	6
1.1. Political And Socio-Economic Context	6
1.2. Population and demographics	6
1.3. Economy And Labour Market Indicators	7
1.4. Educational Attainment Of The Population	10
1.5. Definitions.....	12
2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES	20
2.1 Objectives And Priorities Of The National Policy Development Areas Of VET	20
2.2. The Latest Developments In The Field Of European Tools.....	26
3. VET IN TIMES OF CRISIS	29
3.1. Overview	29
3.2. Effects Of The Crisis On Vet And Corresponding Measures	30
3.3. Longer term consequences and future responses.....	32
4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK.....	34
4.1. Historical Background	34
4.2. Legislative Framework For IVET	34
4.3. Institutional framework for IVET and organigram	35
4.4. Legislative Framework For CVET	39
4.5. Institutional Framework for Cvet and organigram	39
5. INITIAL VOCATIONAL EDUCATION AND TRAINING.....	41
5.1. Background To The Initial Vocational Education And Training System and Diagram of the Education and Training System.....	41
5.2 Ivet At Lower Secondary Level.....	47
5.3. Ivet At Upper Secondary Level (School-Based And Alternance)	49
5.4. Apprenticeship Training.....	53
5.5. Other Youth Programmes And Alternative Pathways.....	55
5.6. Vocational Education And Training At Post-Secondary (Non-Tertiary) Level	56
5.7. Vocational education And Training At Tertiary Level	57
6. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS	62
6.1. Formal Education	62

6.2. Non-Formal Education	67
6.3. Measures To Help Job-Seekers And People Vulnerable To Exclusion On The Labour Market.....	72
7. TRAINING VET TEACHERS AND TRAINERS	75
7.1. Types of teachers and teaching Occupations in VET	75
7.2. Types Of Teachers And Trainers In Ivet	78
7. 3. Types Of Teachers And Trainers In Cvet.....	81
8. MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)	83
8.1. Systems And Mechanisms For The Anticipation Of Skill Needs (In Sectors, Occupations, And Education Level).....	83
8.2. Practices to Match VET Provision (skills) with Skill Needs (jobs).....	86
9. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT	90
9.1. Strategy And Provision	90
9.2. Target Groups And Modes Of Delivery	93
9.3. Guidance And Counselling Personnel	96
10. FINANCING: INVESTMENT IN HUMAN RESOURCES	98
10.1. Funding For Initial Vocational Education And Training	98
10.2. Funding For Continuing Vocational Education And Training, And Adult Learning.....	101
10.3. Funding For Training For Unemployed People And Other Groups Excluded From The Labour Market	102
10.4. General Funding Arrangements And Mechanisms.....	103
11. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES	106
11.1. Classification Of National VET Programs.....	106
11.2. Fields Of Education And Training	110
11.3. Links Between National Qualifications And International Qualifications Or Classifications.....	110
12. ANNEXES	111
13. AUTHORS, SOURCES, BIBLIOGRAPHY, ACKNOWLEDGEMENTS AND ABBREVIATIONS	154
13.1. Authors	154
13.2. Sources, References And Websites	155
13.3. Abbreviations.....	174

1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1. POLITICAL AND SOCIO-ECONOMIC CONTEXT

Hungary has been a parliamentary republic since 1989. Its main legislative body is the Parliament, currently 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 a more than 3,000 local governments with extensive rights and responsibilities in organising the life of local communities, including education and training. At the same time, however, middle level structures are either weak or completely missing. The traditional mid-level public administration units are the 19 counties and the capital city of Budapest. In accordance with EU requirements, seven NUTS II level regions were created in 1999 for planning and statistical purposes. They were further divided into altogether 174 statistical micro-regions, i.e. regional development and statistical units established on the basis of functional relationships between the settlements.

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 just a handful of deconcentrated organisations can be found. 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. In addition, from 1 January 2007 county labour centres (*megyei munkaügyi központ*), supporting the training of the unemployed and other target groups, were replaced by regional labour centres (*regionális munkaügyi központ*, see 4.2).

1.2. POPULATION AND DEMOGRAPHICS

Hungary occupies an area of 93 030 km² and its population was 10 014 324 on 1 January 2010 (source: Hungarian Central Statistical Office, *Központi Statisztikai Hivatal, KSH*). The majority of the population are ethnically Hungarian (*magyar*), and approx. 98% of the people speak Hungarian as their native language¹. The single largest minority group in the country is the Roma, numbering approximately 600 000 (6%). Even though birth rate among the Roma - similar to general demographic trends - has also been decreasing, it is significantly higher than that of the non-Roma majority. In consequence, the proportion of Roma among children of school age is higher than among other age groups. Other minorities (German, Croatian, Slovakian, Romanian, etc.) comprise at most 2% of the population.

¹ According to the 2001 census data, 98.85% of all respondents described themselves as native Hungarian speakers. Source: Hungarian Central Statistics Office (Központi Statisztikai Hivatal) <http://www.nepszamlalas.hu/hun/kotetek/04/tabhun/tabl03/load03.html>

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)				
GEO\TIME	2003	2006	2009	2010 (FORECAST)
EU 27	486647831	493226936	499723520(p)	501259840
HU	10142362	10076581	10030975	10013628

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 02 May 2010

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 on the decline and will continue to drop over 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 34.06% in 2030. That indicates a further decrease of students in generally low-prestige VET, as well as an increase in the demand for CVET and lifelong learning programmes.

TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010-2060							
GEO\TIME	2010	2015	2020	2030	2040	2050	2060
EU 27	25.9	28.26	31.05	38.04	45.36	50.42	53.47
HU	24.22	26.3	30.31	34.06	40.11	50.83	57.64

Source of Data: Eurostat (EUROPOP2008 - Convergence scenario, national level (proj_08c)

Date of extraction: 30 Apr 2010; Last update: 11.03.2010

TABLE 3: AGE-SPECIFIC DEMOGRAPHIC TRENDS FOR 2009, BASELINE SCENARIO UNTIL 2025				
	2009	2010	2020	2025
TOTAL	10,034,623	10,016,709	9,839,679	9,743,137
AGED 0-24	2,754,078	2,726,172	2,479,672	2,432,901
AGED 25 -64	5,638,564	5,623,462	5,386,078	5,194,115
AGED 65+	1,641,981	1,667,075	1,973,929	2,116,121

Source: Hungarian Central Statistics Office (Központi Statisztikai Hivatal)

The natural decrease in population has been, to a small extent, 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 from the neighbouring countries - is low and declining (especially since Romania has joined the EU). Immigration from developing countries is insignificant. On the other hand, the emigration of qualified people - both college/university graduates and skilled workers - to Western Europe is accelerating under the current financial crisis and economic depression.

1.3. ECONOMY AND LABOUR MARKET INDICATORS

The economy of Hungary is small and open. The vast majority of enterprises are micro enterprises (94.7%), the proportion of small and medium enterprises is 4.4% and 0.7% respectively; MSME's together employed 71.0% of employees, and produced half of gross value added in 2009. That is, in European comparison the Hungarian economy is characterized by a higher than average number of MSME employees producing relatively lower gross value added (see Annex, Table 1).

In 2009 the largest proportion of the workforce (28.0%) was employed in the distribution and transport sector, followed by non marketed services (22.5%), and manufacturing (21.0%). The primary sector and utilities, as well as construction and business and other services accounted for 28.6% of employment (7.1%, 7.8% and 13.7%, 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, Table 2.)

The Hungarian labour market continues to be characterized by an exceptionally low employment rate, especially among the low qualified, the disadvantaged, women and the elderly. In 2009 only 55.4% of the population aged 15-64 was employed (61.1% of males and 49.9% of females), lagging behind the EU27 average rate of 64.6% (see Annex, Table 3). In addition to the large proportion of inactive population, this can be accounted for by low employment rates at the two ends of the active age spectrum (15-24 and 55-64). The employment rate of young people between 15 and 24 years was almost half of the EU-27 average in 2010 (18.1% as opposed to 35.2%), while only 46.2% of the 55-64 age group worked in the same period, which is 10 percentage point lower than the EU27 average. Low employment figures are accompanied by a comparatively high inactivity rate, in fact it is one of the highest in the European Union (see Annex, Figure 1).

TABLE 4: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009

G E O	TIME ISCED / AGE	2003			2006			2009		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
E U 2 7	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	22.8	64.1	43.3
	3-4	47.2(i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5-6	62.0(i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	No ANSWER	14.9 i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	TOTAL	36.0(i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
H U	0-2	7.8	53.4	22.7	7.3	49.9	26.7	5.0	47.1	26.8
	3-4	42.3	78.2	53.7	34.3	78.6	53.4	29.2	76.5	49.1
	5-6	70.0	89.0	70.2	65.8	87.6	69.7	61.4	84.5	65.9
	No ANSWER	:	:	:	:	:	:	:	:	:
	TOTAL	26.7	75.2	43.9	21.7	75.4	47.9	18.1	73.6	46.2

Source: Eurostat (Labour Force Survey); Extracted on 30-04-2010; Last update: 23-04-2010

(i) - see explanatory notes:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

Unemployment has been increasing in recent years; unemployment rates in 2009 were 10.1% for the total population aged 15-64, 10.3% among males, 9.8% among females (see Annex, Table 4). After a moderately declining 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 rise in the 15-24 age group, followed by an even steeper (6.6 percentage point) increase in 2009. The number of unemployed youth is particularly high among those with the lowest level of educational attainment (ISCED 0-2): 45.9%, that is 20% higher than the EU-27 average (see Annex 1, Table 5).

TABLE 5. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009

TIME		2003			2006			2009		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	No ANSWER	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
HU	0-2	26.4	12.6	6.4	31.8	17.8	8.8	45.9	24.0	14.6
	3-4	10.5	5.1	3.4	15.7	6.5	4.8	22.5	8.7	6.7
	5-6	:	1.1	:	16.9	2.5	1.6 (u)	18.4	3.8	2.7
	No ANSWER	:	:	:	:	:	:	:	:	:
	TOTAL	12.9	5.5	3.5	19.1	7.1	4.8	26.5	9.4	7.1

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 23-04-2010

(u) - unreliable/uncertain data; (i) - see explanatory notes:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

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-specific inequalities and low sectoral and geographical mobility are further important characteristics of the economy and the labour market.

TABLE 6: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2001-2006

GEO	2001	2002	2003	2004	2005	2006
EU27	2.27 (s)	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)
HU	2.13	2.29	2.68	2.46	2.36	2.33

Source: Eurostat (UOE); extracted on: 04-05-2010; Last update: 13-01-2010

(s) - Eurostat 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 (see Annex, Figure 2 and Table 6).

Currently, the vast majority (around 98.5%) of students complete the eight years of primary school (*általános iskola*, ISCED 2A) by the age of 16. A significant expansion of secondary and tertiary education began in the early 1990s. Initiated primarily by the growing social and economic demand for higher qualifications, it soon became one of the top priorities in education policy. The higher education boom has changed the function of secondary education. Enrolment in upper secondary schools (ISCED 3A) awarding the secondary school leaving certificate (*érettségi bizonyítvány*) has grown considerably, for that is the prerequisite for successful entry into colleges and universities. Vocational schools (*szakiskola*, ISCED 2C-3C), however, do not offer their students the option of taking the exam; as a result, they cannot participate in the opportunities offered by the expansion of (higher) education, and cannot take advantage of the subsequent labour market advantages that are available for those with higher educational attainment. Vocational schools have lost out both in prestige and student numbers vis-à-vis grammar schools and secondary vocational schools (see Annex, Table 7 and 8a). While the number of people with tertiary level qualifications has been continuously increasing (see Annex, Table 8b) the rate for the working-age population is still lower than in most member states, especially among men.

TABLE 7: EARLY SCHOOL LEAVERS (%), 2002-2008							
GEO /TIM E	2002	2003	2004	2005	2006	2007	2008
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9
HU	12.2	12.0 (b)	12.6	12.5	12.6	11.4	11.7

Source of data Eurostat (LFS); Extracted: 30-04-2010; Last update 26-04-2010

(b) - break in series

The proportion of early school leavers is lower than the EU average (see Table 7). In addition to the expansion of secondary education mentioned above, this, in part, may be accounted for by the fact that the first (and in the period of 1999-2005 also the second) vocational qualification - supported by per capita state funding - can be obtained free of charge in full-time public education until the age of 23. Furthermore, the 'soft' output regulations characterising the Hungarian educational system - due to which it is relatively easy to obtain a secondary level general or vocational qualification - should also be considered (see also Annex, Table 9). Nevertheless, the high number of drop-outs in certain disadvantaged groups and institution types, especially in vocational schools (*szakiskola*, ISCED 2C-3C) poses a very severe problem. As research studies confirm the Hungarian education system has become exceedingly selective and polarized. Disadvantaged students are more likely to end up in school types which are unable to compensate for their drawbacks, and thus produce high drop-out rates (reproduction of inequalities).

The government has introduced various measures in recent years to increase participation in adult education and training (see 6.1., 6.3. and 10.2.). However, participation rates are far below the EU average (2.9% in 2002, 3.9% in 2005 and 3.1% in 2008) and have in fact been declining since 2004. The national target by 2013 - as opposed to the EU target of

12.5% - is 8%. As regards gender, fewer men tend to partake in lifelong learning (LLL) than women (see Table 8 below). One of the reasons for these low figures is that adult learning activity is concentrated in the more educated and younger population who tend to be more motivated to be trained. Even though participation of the low-educated unemployed (max. 8 years of primary school) in labour training increased between 2005 and 2008 (from 24.0% to 27.5%), participation according to age groups has not changed significantly: almost half of the participants were under 30 years of age (50.5% in 2005, 46.1% in 2008%).

TABLE 8: LIFELONG LEARNING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2008

TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
HU	2.9	3.3	2.6	3.9	4.6	3.2	3.1	3.5	2.7

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 26-04-2010

The most well-known VET mobility programmes are conducted within the framework of the Leonardo da Vinci (LdV) programme, coordinated by Tempus Public Foundation. In fact, the most successful LdV projects, such as practical training abroad, study visits, exchange programmes, are related to mobility goals in Hungary (see Annex, Table 10). Statistical data confirm the relative dominance of mobility projects within the Leonardo programme: most of the applications are submitted in this area, and approximately three quarters of the successful applications receive funding for mobility-related projects. Since 2007, the launching of the Lifelong Learning Programme, applications are accepted in three categories. The majority of (successful) applications are submitted by IVET students (see Annex, Table 11). The other two groups are comprised of employees (including the unemployed) and VET professionals (teachers/trainers and experts). A substantial amount of the total LdV budget is spent on mobility programmes (60, 52 and 68% between 2007 and 2009) financing the travelling of approx. 2000 people every year. As a result, there are now a great number of institutions for which international cooperation and project-based work have become part of their routine activities, and which support practice-oriented language teaching and, in some cases, methodological modernization.

The success of the LdV mobility projects was used as an example for domestically organized mobility programmes. For schools participating in the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, 2003-2009), a “Leonardo-type” programme was developed, adjusted to the vocational school segment underrepresented in LdV. The programme was sponsored by the Labour Market Fund (*Munkaerőpiaci Alap*). Despite its relatively modest scale both in terms of funding and number of participants (163, 308 and 584), the programme was well-received and the number of students was steadily increasing. However, with the termination of SZFP at the end of 2009, vocational schools wishing to continue the mobility projects will have to seek funding elsewhere.

Domestic (“in-country”) mobility programmes were also launched, modelled upon the LdV programme. The funding available was limited (HUF 50 million/EUR 200 000 in 2007, and even less - 15 and 20 million HUF - in 2008 and in 2009), and supported the study visits of 130 on average every year. Furthermore, there is a novel initiative that supports cooperation between VET institutions in Hungary and Hungarian VET schools and institutions in the neighbouring countries (Romania, Slovakia, Serbia and the Ukraine). The initiative “Without borders!” (*Határtalanul!*) was launched as a pilot programme in November 2009, in the total amount of HUF 199 500 000 (EUR 740 000). As many as 6000 Hungarian VET students will have the opportunity to go on study visits to vocational schools in the neighbouring countries between May and October 2010. Continuation of the

programme in the following years is contingent upon the results of the pilot programme this year.

1.5. DEFINITIONS

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 levels. Fundamental assets of education are 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 grades of primary school (*általános iskola*, ISCED 1-2) and grades 9-10 of vocational school (*szakiskola*, ISCED 3C) and grades 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 names 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* (trade group related grounding)

Between 1998 and 2010 VET awarding a vocational qualification could be commenced at the age of 16 at the earliest. Pursuant to the 7 July 2009 amendment of the Public Education Act since September 2010 VET can also begin in grade 9 of vocational school in 86 vocations, for those who have completed the eight grades of primary school (this 3-year programme is called “early” or “alternative” VET). However, pre-vocational education can be provided to students in the general education grades of VET schools. Such preparatory programmes include (see also 5.1):

- in vocational schools: career orientation (*pályorientáció*) and practical training in grade 9, and ‘pre-vocational grounding’ (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen trade group in grade 10 (until 2010 in 40%, since 2010 50% 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 grade 9, and ‘trade group related grounding’ (*szakmacsoportos alapozó oktatás*) from grade 11 - the vocational competences acquired in this kind of education can be recognised in the VET grades 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 grades, and they do not yet lead to a labour-market relevant vocational qualification.

Likewise do not give labour-market relevant vocational qualifications the so-called catching-up, often competence-based programmes, which prepare students without the primary school graduation certificate to enter VET (in school year 2009/2010 2099 students participated in such programmes, see section 5.5).

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 ISCED definitions inasmuch as it is also used 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 6.2.) - 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 an advanced 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 participants to find employment or start 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

advanced 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 ISCED 5A level degrees and qualifications, 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 advanced level VET (*felsőfokú szakképzés*) have been available since 1998.

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').

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 grades of secondary vocational schools since the second half of the 1990s when the structure of VET schools was substantially transformed. As a result, general education was extended until grade 10 in vocational schools and grade 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 grades of secondary vocational schools at the age of 18 at the earliest, typically after having obtained the Secondary School Leaving Certificate (ISCED 3A). The duration of the vocational training programme depends on the OKJ qualification awarded and is defined in its vocational 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 advanced level VET programmes). While in secondary vocational schools vocational training awarding an OKJ qualification is undertaken after full-time compulsory education (in the VET grades 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 grades 11-12/13, or possibly, from 2010, in grades 9-11). 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 or 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 advanced 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, a business organization or an individual entrepreneur “where the preconditions of preparing students for the practical requirements prescribed by legislation are ensured” (except since 2010 for VET commenced in grade 9 where it has to be organized in the school). A training centre of a Regional Integrated Vocational Training Centre (*térségi integrált szakképző központ*, TISZK, see 2.1.) can also participate in

practical training provision, on the basis of an agreement with the practical training provider. In fact current education policy - 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 grade 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). The VET Act furthermore 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.

As the above indicates, 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

There is no official/uniformly used Hungarian equivalent (because it is not a separate pathway, see the definition, although a major part of vocational school and a minor part of secondary vocational school training is provided in such form combining periods in the school and in the workplace).

Pursuant to the VET Act practical training of VET school students can also be provided at a business organization (see above under 'school-based programme'). The legislation permits two possible forms of practical training organized by an enterprise, although the form preferred by the law and education policy is apprenticeship training based on a student contract (*tanulószerződés*, see below). This can be replaced by training based on a cooperation agreement (*együttműködési megállapodás*) of the VET school and a business organization 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 TISZK training centre.

In contrast to cooperation agreement the student contract is concluded by the student and a business organization which in the contract undertakes to provide practical training as well as a regular allowance for the student (for the peculiarities of student contract see section 5.4). 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 a business organization.

As the above shows neither training based on a cooperation agreement nor training based on a student contract constitute separate pathways in IVET. They are rather possible forms of delivery for the practical training aspect - in whole or in part - of a vocational training programme provided within the school system.

APPRENTICESHIP - TANULÓSZERZŐDÉS ALAPJÁN FOLYÓ GYAKORLATI KÉPZÉS (PRACTICAL TRAINING PROVIDED ON THE BASIS OF A STUDENT CONTRACT), FOR ITS EXPLANATION SEE ABOVE UNDER 'ALTERNANCE TRAINING'

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 trade groups;
- VET: the school's local curriculum termed 'vocational programme' (*szakmai program*) is developed by the 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 (by one of twelve responsible ministries); in higher level VET, the curriculum called 'VET programme' (*szakképzési program*) is developed by the training provider higher education institution (also for the cooperating secondary vocational school that provides training), based on the SZVK, taking into account the recommended training programme published by the minister of the relevant field; in the case of OKJ courses offered in adult training, curricula (called 'training programme', *képzési program*) are developed by the training provider based on the SZVKs only;
- 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 the type of education and training:

- a vocational qualification (*szakképesítés*) obtainable in VET either within or outside the formal school system, 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)

The vocational and examination requirements of qualifications listed in the new, modular OKJ published in 2006 specify the professional, personal, social and methodological competences required to obtain the qualification. The required vocational skills are listed under the vocational competences.

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

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

NATIONAL LLL STRATEGY

In 2005 the government approved a large number of strategic documents in the fields of employment and VET policy, as well as lifelong learning. The implementation of these strategies was envisaged in the framework of the operational programmes of the national development plans, which provide the framework for the use of the Structural Funds, as well as within other, lower budget domestic and EU programmes.

While the Strategy of the Development of Vocational Education and Training (Szakképzés-fejlesztési stratégia) lists the specific goals related vocational education and training, the LLL Strategy identifies long-term development objectives. The strategy builds upon 5 objectives deemed the most important:

- (a) strengthening the role of education and training in creating equal opportunities;
- (b) strengthening the links between education, training and the economy;
- (c) the implementation of new governance methods and public policy procedures (decision-making on the basis of broad cooperation);
- (d) improving the efficiency of education and training systems, increasing overall national expenditure on education;
- (e) improving the quality of education and training.

Each priority development area is directly related to vocational education and training as well:

- (a) the development of basic skills and key competences in public education;
- (b) providing a broad and rich variety of learning opportunities in vocational, higher and adult education;
- (c) continuously broadening learning opportunities (e.g. ICT techniques);
- (d) promoting training at the workplace, with special regard to the employees of SMEs;
- (e) career guidance, counselling and monitoring;
- (f) recognition of informal and non-formal learning (e.g. transforming the qualifications system);
- (g) providing support for disadvantaged and vulnerable groups on the labour market;
- (h) adaptation of a new teaching/learning culture.

In line with the strategy, government decree 2212/2005. (X. 13.) defined the tasks to be completed by 2013, as well as the framework of implementation (e.g. measures and control mechanisms). In the period 2005-2010, the central measures related to VET were developed on the basis of the VET Strategy and government decree 1057/2005, the latter regulating the implementation of the Strategy. One part of the tasks identified in the decree has been carried out within the framework of the Human Resource Development Operational Programme (*Humánerőforrás-fejlesztési Operatív Program, HEFOP*) of the National Development Plan (e.g. the renewal of the national qualification register, institutional concentration). Others are still in progress, including for instance the development of a unified quality assurance system for VET institutions to be worked out in the framework of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*). In some other areas no steps have been taken yet. Such areas include the recognition of non-formal learning and the introduction of the so-called employee training card which is envisaged to promote participation in adult training.

POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

GOVERNANCE AND FUNDING

The main objective of the 2005 VET development strategy was to ensure efficient use of the resources 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*). In 2005 sixteen TISZKs were established in the framework of HEFOP with the aim of creating a modern, flexible system with fully utilized centres of vocational practice and training. Pursuant to a 2007 legal amendment, from 2009 development subsidies are only available to maintainers of TISZKs training at least 1500 full-time VET students (see section 10.1). The regulation permits TISZKs (including VET organisation partnership of school maintainer local government, non-profit enterprise, VET organisation company, merging of schools into one institution, etc.) to take a variety of possible legal forms, which can emerge on the basis of voluntary association of school maintainers, possibly together with enterprises which provide practical training and higher education institutions providing higher level VET programmes. The TISZKs can maintain VET schools and can also engage in adult training, they are entitled to define the number of classes that they or their member institutions may start during the vocational grades, and have the right to give consent to the schools' VET curricula. By July 2009, seventy-seven such centres had been established, including the previously founded, close to 1000 VET institutions.

Another condition for the institutions to apply for development subsidies is that they must observe the recommendations - on the qualifications and their number that can be started - of the regional development and training committees, which involve mainly economic actors (see section 4.3 and 10.1). As a result of the strengthening of regional governance, the establishment of the TISZKs and making the operation of counselling bodies compulsory in these centres (see section 4.2), training and the daily demands of the economy came closer.

Since 2002 social partners, especially employer organisations, have had an increasing role in the decision-making and legislative processes, as well as strategy development related to VET, through their representation in relevant decision-making bodies (National Interest Representation Council, National VET Council, the Hungarian Accreditation Committee). Their impact on VET-related decision-making further strengthened with their involvement in setting the directions and proportions of training on a regional level through the regional development committees (see 4.3).

GUIDANCE AND COUNSELLING

In the course of the first part (2003-2006) of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) various in-service training programmes were organised and teaching aids were developed to prepare teachers in VET schools for providing career orientation. Component 'G' of the SZFP included the development of a curriculum framework, competence-based study materials for career-orientation, a teacher's book and a textbook, which also develop self-knowledge, as well as an information film about various occupations - these materials are accessible on the project website even after the completion of the project.

The National Career Guidance Committee (*Nemzeti Pályaorientációs Tanács, NPT*) was established in January 2008 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 the National Lifelong Guidance (LLG) Council. The committee has already developed its policy position papers and has participated in the elaboration of developments to be implemented within Measure 2.2.2. of TÁMOP.

In 2009 a 50-strong LLG consultative network was established, which is responsible, among others, for the national level management of career guidance activities, furthermore a coordination group will coordinate the developments to be implemented in career guidance and other areas. Developments within TÁMOP 2.2.2 are expected to include the expansion of on-line databases, the training of career guidance professionals and teachers, as well as related research and quality assurance activities (For more on this see chapter 9.).

TEACHER AND TRAINER TRAINING

The Roundtable for Education and Child Opportunities (*Oktatás és Gyermekesély Kerekasztal, OKA*), which consists of education experts, prepared a report on the state of the affairs of Hungarian public education based on data analysis, expert interviews and wide-ranging consultations. They produced the 'Green Book for the Renewal of Public Education in Hungary' (*Zöld könyv a magyar közoktatás megújításáért*) which concludes that one of the most urging tasks is to improve the quality of the work of teachers and increase the prestige of the teaching profession. There have been significant developments with respect to the in-service training of teachers and trainers in the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) which was terminated in 2009, as well as in the TÁMOP 2.2.1 (for more on this see chapter 7.2.2.). The new government that came into office in 2010, will put forward its concept regarding the amendment of the public education and higher education act in October 2010. Preliminary information available on the concept, however, indicates that emphasis will be given to establishing a career model for teachers which ensures greater social prestige for pedagogues and better development and promotion prospects.

A great proportion of students with special educational needs (SEN) attend special vocational schools (see 5.2 and 7.2.2). Non-governmental organisations (such as Salva Vita Foundation, Hand in Hand Foundation, Hungarian Association for Persons with Intellectual Disability) assisting people with disabilities, provide essential support for the further training of teachers responsible for their education, by organising methodological and disseminating information.

An increasing number of mainstream VET schools take on students with special educational needs, motivated in part by governmental incentives, and on the other hand by the decreasing student pool. This, however, does not imply genuine inclusive education, as separate classes are established for them if their number reaches a certain proportion per year, therefore integration remains only on a theoretical level. The development of an efficient, complex integration system has been supported mainly by two centrally coordinated, EU- financed programmes, HEFOP 3.1.1. (Human Resources Operational Programme - *Humán-erőforrás Operatív Program*) TÁMOP 1.4.3. (Social Renewal Operational Programme - *Társadalmi Megújulás Operatív Program*). These programmes provided the framework for the development of supplementary training elements, providing in-service training for teachers, the adaptation of competence-based curriculum to the needs of SEN students, as well as the development of methodological materials useful for the adaptation process.

The target group of the catching-up programme 'Springboard' (*Dobbantó*), launched in 2009 and financed from domestic sources, was youth of 15-24 years of age who have non-organic behavioural and learning disorders. The programme seeks to provide a second chance for young people who dropped out of the education system, or those who lag behind their studies, to catch up with the help of development programmes tailored to their needs, and for the teachers involved to participate in further training and receive ongoing mentoring.

CURRICULUM REFORM AND INNOVATIVE APPROACHES TO TEACHING AND ASSESSMENT

The most substantial changes with respect to the content of VET were brought about by the renewal of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) which lists the recognized vocational qualifications. The two-year development project which preceded the launching of the new OKJ in 2006 was financed from the Human Resource Development Programme (*Humán Erőforrás-fejlesztési Operatív Program, HEFOP*). Its main goals included strengthening the links between VET and the demands of the economy, defining the development of (methodological, social and personal) competences, and promoting lifelong learning by introducing a modular qualification. 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 can obtain a full qualification upon the completion of a set of training modules, and which also facilitates lifelong learning through defining partial and specialised 'built-on' qualifications.

The development of the vocational and examination requirements (*szakmai és vizsgakövetelmények, SZVK*, see 5.3) based on the new OKJ took place between 2006-2008, which was followed by the development of framework curricula. The shift in VET to the new OKJ and the SZVK had to be implemented by no later than 1 January 2007 in adult training, and in school-based VET from the 2008/2009 school year the latest, following to the publication of the central programmes. Modular level content development will take place in the near future, so will a large scale IT development project the goal of which is to make available online the learning materials for each module.

Schools had to face considerable challenges in the course of this period: the new, competence based outcomes require the reviewing and modification of educational goals and methods, while the development of new tools and the in-service training of teachers is conducted in parallel with or after the development of the new demands. The most significant developments with respect to content and method are taking place within SZFP and TÁMOP (see 7.2.2).

TÁMOP 2.2.1 provides the framework for the development of a competence based assessment and evaluation system which complies with the new VET structure, a related “exercise bank”, consisting of samples of exercises which teachers can use in their classes, and methodological tools for competence evaluation. During the development work particular attention is paid to developing the requirements and evaluation methods relevant for students’ disabilities with the aim of facilitating their integration into VET.

SKILLS NEEDS STRATEGY

At present there is no strategy in Hungary for anticipating skill needs. For the past three years VET policy has focused on two main goals related to the anticipation of skill needs or the labour market demands: ensuring that training supply corresponds to regional and local labour market demands; and modernizing the structure and content of the OKJ. Recent measures related to the former include:

- (a) the regional development and training committees (*regionális fejlesztési és képzési bizottságok, RFKB*) have been assigned the task of defining the list of vocations in short supply in the regional labour market;
- (b) in order to promote training in these vocations financial incentives have been introduced benefitting students who work under apprenticeship contracts and training provider companies (see 10.1.1.)
- (c) from 2008 onwards RFKB’s also define the regional demands towards VET, as well as the directions in VET and student enrolment rates (see 4.2.);
- (d) consultative bodies are to be established in every TISZK to assist local level planning in VET (see 4.2.);
- (e) developing a national career monitoring system of VET graduates (see below).

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Strategies addressing education and training, action plans and various regulations emphasize the importance of the validation of non-formal and informal learning. Its legal framework has been created as well. Although the introduction of the competence based, modular education system provides new opportunities in VET, the methodology of assessing the knowledge acquired in non-formal or informal education has not yet been worked out. This question, however, does not appear emphatically in relation to VET in the Social Renewal Operational Programme (TÁMOP), which embraces the most significant developments planned for the period 2007-2013. TÁMOP 4.1.3., however, includes an initiative the goal of which is to create a validation system in higher education, including a tender for higher education institutions to develop their own system.

CURRENT DEBATES

New Form Of Training Introduced In Hungarian Vet

On 8 June 2009 the Hungarian Parliament adopted the Amendment of the Public Education Law, which prescribes that a new form of VET is to be introduced starting from the school year 2010/11. The so-called early VET (*előrehozott szakképzés*) allows students to start vocational training right after the completion of the eighth grade of primary school, at the

age of 14. Early VET programmes take 3 years to complete, therefore students may obtain a vocational qualification as early as the age of 17.

Although in Hungary the compulsory school attendance age is 18, one section of the 1993 Public Education Act allows for an earlier completion of studies for those attaining vocational qualifications. It is up to the parents to decide whether their child should be enrolled in early vocational training or not, and schools can decide whether to offer this form of training besides the “normal” training. However, if a VET institution introduces early VET, then it has to offer regular training as well.

A core curriculum has been developed for general training IN early VET; furthermore, vocational programmes have been developed for the 86 vocations in which early VET is offered. In September 2010 more than 10% of vocational training schools launched such training programs and it is estimated that around 10% of all VET students are now enrolled in this form of training.

The Parliament adopted the amendment with an overwhelming majority (95,2%), which seems to reflect the unequivocal discontent with the performance of vocational education and training. Interest representation organisations of employers have long voiced their dissatisfaction with respect to the existing structure of VET, introduced in 1998, calling for major changes and advocated for the introduction of a more practice-oriented training that better meets the demands of the economy. The expected outcome of the introduction of early VET programmes is a more flexible and more productive VET, one that is more in sync with the demands of the labour market.

Policy context - new VET policy in the making

After the general elections held in May 2010, a new government came into office, which considers the restructuring of the VET system a priority. The key concepts guiding the elaboration of the new VET strategy include, among others, emphasis on practice-orientation; ensuring a better quality assurance system with the introduction of a greater number of level examinations; the introduction of a vocation-based financing of training, both with respect to per capita funding, as well as the scholarship schemes; shorter and more transparent examination procedures; introducing a new kind of apprenticeship scheme for students after the completion of the vocational examination. An additional element of the development concepts is giving an increasing role to three-year structure in vocational training, instead of the predominant 2+3 set-up; from this point of view it will be especially important to see the results and experience from the one year of early VET.

Controversy about early VET

However, the concept and the introduction of this VET system has caused controversy among professionals working in VET. Some critics hold that this form of VET - though it may somewhat alleviate the current crisis in vocational training - is not only insufficient to bring about substantial change in the predicament of disadvantaged students with severe gaps in basic competences, but also inadequate. Given the fact that a great proportion of VET students come from disadvantaged background, with many of them performing very poorly on the PISA tests, it is likely - critics claim - that they will end up in the shortened training programme. The 3-year VET programme will hardly allow the improvement of the skills and competences of these students, who would need catching-up programmes and more time to improve their competences, thus opposing experts forecast gloomy labour market prospects for a segment of a population among which unemployment is already soaring. According to the conclusions of several surveys and analyses (e.g. Kézdi-Köllő-Varga, 2008) the massive unemployment rates among VET graduates, even in those jobs which are in short supply in the labour market, is due in large part to the low level of their

competences, therefore the existence of a VET certificate is not expected to bring about positive changes.

2.2. THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The development of the National Qualification Framework (*országos képesítési keretrendszer, OKKR*) took place under the leadership of the Ministry of Education, in the framework of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*). 2009 saw the completion of preparatory studies for each educational sector (public education, vocational education and training, higher education, adult training), containing analyses of the legal regulations, governance and the interrelationship between sectors, as well as the descriptions of outcome requirements, thus allowing the possibility of harmonization with the EQF levels. The project, lasting until autumn 2010, resulted in the close cooperation of experts from these sectors.

The fact that the various sectors apply differing interpretations and attribute different weight to the concept of outcome was a problem to count with. While in VET outcome requirements were defined on the basis of competence, in higher education the training and outcome requirements were specified, meaning that in the latter domain the concept of learning outcomes was dominant. All those concerned agree on the importance of using a common interpretation frame for the two approaches, however, this approach can only prevail on the longer term.

The first proposal had been prepared by spring 2010, containing suggestions for the organisational, legal and financing requirements of the National Qualifications Framework (*Országos Képesítési Keretrendszer, OKKR*). It is held that a high level legal regulation (a law or government decree) must be adopted in order to support the implementation of OKKR, all the more so, because it is typically a cross-ministerial domain. The development work, focusing on elaborating the details and preparing the introduction, is expected to take place between 2011 and 2013.

The VET Quality Assurance Framework (*Szakképzési Minősegbiztosítási Keretrendszer, SZMBK*) was developed in 2006 as the national adaptation of the Common Quality Assurance Framework (CQAF) (*Közös Minősegbiztosítási Keretrendszer*); its adaptation to adult training has also begun. In order to ensure that this EQARF-compatible system is introduced unequivocally for all VET institutions, a sub-programme has been dedicated within TÁMOP 2.2.1 to develop a unified quality assurance system based on the ones previously used.

The introduction of career tracking in VET (*szakképzési pályakövetési rendszer, PKR*) was stipulated - based on the 2005 VET Strategy - in the 2007 amendment of the Public Education Act; at present its development is in process. The goal of the a career tracking system is to collect direct feedback on the labour market benefits of VET and the efficiency of VET institutions, and later on to assist career guidance with choosing among education paths. The Act stipulates that information be collected about the educational attainment of people with OKJ qualification, as well as about the workplace, jobs they had within three years after their graduation. The development of the career tracking system is expected to be completed and piloted by the end of 2010. The greatest challenge in the

development is how to make stakeholders interested in data provision, as well as ensuring data protection.

MOBILITY IN THE EDUCATION SYSTEM

Pursuant to the VET Act, formal studies previously conducted at a VET school or a higher education institution must be counted towards the fulfilment of the requirements of any vocational programme with the same content (thus giving exemption for the student from participating in that part of the programme). Similarly, exemption must be given from certain parts, subjects or modules of the vocational examination based on examinations that the student had previously passed. The request for validation must be submitted to the head of the training institution who then decides about the extent and the coverage of the extension.

The law also has provisions about the recognition of preparatory vocational courses completed in general education, which can shorten the duration of the vocational training programme, in fact it often does at ISCED 4 level - subject to the decision of the head of the institution. Since 2007, the SZVK should regulate for each qualification the recognition of competences acquired in school-based education, during pre-vocational grounding and trade group related grounding, in VET and in higher education, and also whether the secondary school leaving examination can be counted towards the completion of the VET qualification.

The recently revamped, modularized OKJ (see 2.1.2) also allows for the attainment of partial qualifications at the vocational examination, which can later be supplemented by the missing modules towards a complete qualification obtainable either in school-based VET or in adult training.

As to 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 which can be obtained in IVET do not allow direct access neither to general nor to higher education.

INITIATIVES FOR IMPLEMENTING A UNIT-BASED CREDIT SYSTEM IN VET

Based on the working paper 'European Credit Transfer for VET (ECVET)', published by the European Committee in November 2006, the Hungarian Ministry of Social Affairs and Labour (*Szociális és a Munkaügyi Minisztérium, SZMM*) organised a national consultation forum in February 2007. Since then the description of 280 competences was completed in international cooperation, in line with EQF, and the development of further competences is under way. Establishing domestic partnerships related to ECVET is also in progress. Credit-based training is a priority issue in strategic policy thinking and its introduction will be facilitated both by the recently introduced modular and competence-based training structure, which is based on the renewed OKJ, as well as the progress with respect to the National Qualification Framework. At present only advanced level VET (*felsőfokú szakképzés, FSZ*) applies the credit system (see 5.7). Although the process of elaborating the legal framework started already in 2001 and one or two pilot projects had been launched, a systematic approach is still lacking when it comes to creating the conditions. Such an approach would include creating a system for validating knowledge acquired in the

course of non-formal and informal learning, the adoption of which is hindered by conflicting interests.

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 authorizes training institutions to decide about the recognition of incomplete studies. The primary tasks of the Hungarian Equivalence and Information Centre (*Magyar Ekvivalencia és Információs Központ*), operating as part of the Education Office (*Oktatási Hivatal*), include the recognition of qualifications obtained abroad that allows access either to further education or to employment, and the promotion of teacher and student mobility via information provision.

The international mobility programmes coordinated by Tempus Public Foundation since 1996 have been outstanding even in a European comparison. In addition, for the past few years VET policy has provided additional sources on a regular basis for such initiatives, among others, within the framework of SZFP. The National Europass Centre is run by Educatio Kht., a support institution of the ministry of education, and the Europass system implemented in Hungary has proven 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.

One obstacle to student mobility lies, among others, in the weak purchasing power of Hungarian students; besides the occasional funding for mobility projects, additional state funds have not been available to support this kind of learning. The autonomy of higher education represents a further obstacle, which often stands in the way of completing the mandatory practice abroad or of recognizing partial training.

Mobility programmes, similar to those included in LLP and managed by Tempus Foundation, were launched three times in 2003, 2005 and 2009, all within the SZFP. These programmes, financed from domestic sources, benefitted fewer students than the European ones. (see 1.4)

3. VET IN TIMES OF CRISIS

3.1. OVERVIEW

As a consequence of the economic crisis, in 2009 the employment rate of the Hungarian population between 15-64 years of age (55.4%) was 1.3 percentage point lower than a year before, while the unemployment rate increased by 2.2 percentage points to 10.5% - the highest value since 1995. Even though employment and unemployment figures had improved by May 2010 when compared with previous months, when compared with the respective figures of the same period last year, employment rates declined and unemployment increased: the employment rate was 55% in the age group 15-64.

Most typically blue-collar workers were employed most by the job cuts. Besides, the dismissals were influenced less by employees social status or age, but the location and the sector of their employer. The crisis hit hardest the best performing sectors and companies in Hungary's most developed regions, Central and Western Transdanubia. Thus, interestingly enough, the crisis had a levelling impact with respect to company groups and regions by decreasing differences between them. In May 2010 the following economic sectors showed the greatest rate of job cuts:

- (a) the processing industry had 8.8% fewer jobs than a year before
- (b) there were considerable job cuts (13.5%) in the following fields: the production of textiles, clothing, leather, rubber, plastic, metal products, as well as computers, electronic and optical items;
- (c) in construction 7.2% of the jobs were slashed; also, it is in this sector where companies are least likely to hire new employees;
- (d) the commerce and automotive industries employed 4.4% fewer employees than last year².

According to the business cycle study of the Research Institute of Economics and Enterprises of the Hungarian Chamber of Commerce and Industry (Magyar Kereskedelmi és Iparkamara, Gazdaság és Vállalkozáskutató Intézet, MKIK GVI), the expected labour market demand has increased since October 2009, which suggests a halt in the decreasing trend in unemployment. Expansion is most likely to take place at large companies operating in industry, as well as large, export-driven, foreign-owned companies. Although on aggregate the study forecasts the continuing of the decreasing trend in employment level, rather than increase, there is some improvement in every sector, with the exception of the construction industry, with the strengthening of the improving trend in the past six months. It is mainly in industry, where the improvement can be perceived, but commerce and other services also show some positive signs.

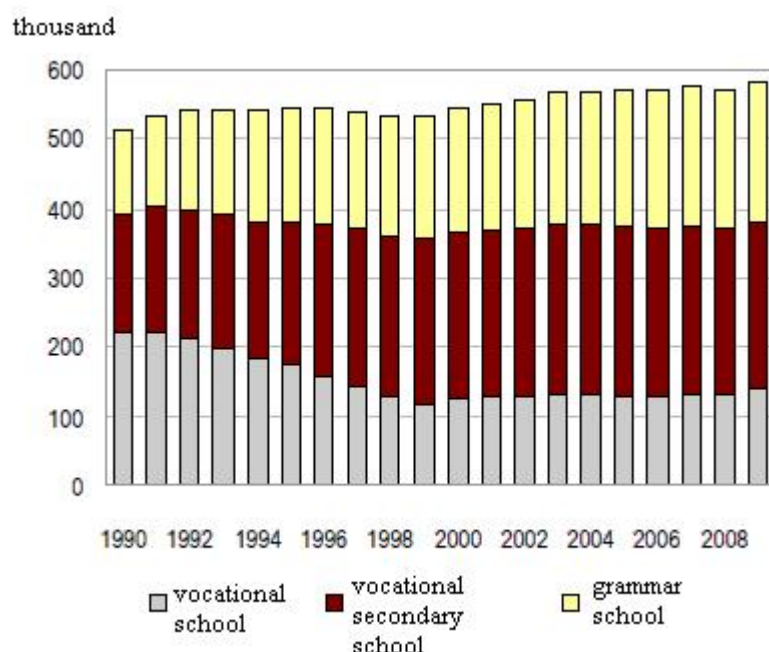
² Statisztikai Tükör, 2010

3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

TRENDS IN LEARNER'S BEHAVIOUR

In the past years VET policy has placed particular emphasis on increasing enrolment rates in VET schools, especially in occupations in short supply in the labour market (see for instance, the introduction of the vocational school grants, described in 8.2). In line with the VET policy directions of the past years, the number of pupils wishing to study further in grammar schools (*gimnázium*) (ISCED 3A) has shown a decreasing trend in the past years and has declined by 8 percentage points (from 42% to 34%), while the proportion of pupils going on to study in vocational schools (*szakiskola*, ISCED 3C) has increased from 19.1% to 24%. The proportion of students applying to secondary vocational schools (*szakközépiskola*, ISCED 3A-4C) has also increased from 39% to 42%.

FIGURE 1. NUMBER OF FULL TIME SECONDARY SCHOOL STUDENTS 1990 - 2009



Source: KSH, 2010

The number of pupils applying to higher education increased significantly in 2009, which indicates a break with the previously decreasing trend, and 2010 saw a further increase of 10%. Over two thirds (69.7%, i.e. 97,743 persons) of all applicants were accepted. Some random factors had a great role in this increase:

- (a) 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;
- (b) Application statistics were affected by the fact that many of the students who had begun their studies in the new system completed their BA training with a delay of one year, or half a year;
- (c) In 2008 a referendum abolished tuition fees in higher education;

- (d) The so-called ‘Világ-Nyelv Program’ was launched in 2004. This included the extension of the secondary training programme by one year dedicated to language learning. As many as 12,000 students participated in the programme, who submitted their higher education applications a year later than their peers. The first cohort that took part in this programme graduated, and thus applied to colleges or universities in 2009.

A study conducted in 2009³ found that students felt that the economic crisis had a negative impact on their labour market prospects: half of the respondents considered their employment and career building prospects bad. When exploring the way they perceived their opportunities after graduation, the results came to be similar to those found in previous years, with the most optimistic groups being students of national defence, law and public administration and information technology. Students of agriculture and economy foresaw the greatest challenges in finding a job.

TRENDS IN ENTERPRISES’ BEHAVIOUR

The training activity within enterprises was not affected significantly by the economic crisis. While large, foreign-owned companies continue to demonstrate the largest training activity with respect to employee training, over a year there was a 2 percentage point drop in companies’ propensity to train employees (see Annex Figure 3). It was found that the proportion of companies offering practical training opportunities increased in 2009, especially among smaller, domestically-owned companies (see Annex Figure 4) although the 2010 figures indicate a slight decline again.

MEASURES TAKEN AT GOVERNMENT LEVEL

A number of measures, though introduced before the onset of the crisis, contributed to mitigating its impacts:

- (a) support for training people with altered work capacity (see 10.3);
- (b) support for training people without qualifications or with low educational attainment (see 6.3.);
- (c) the introduction of scholarship for vocational school students training in occupations high in demand (see 6.3)

In 2009, two measures were implemented, prompted by the crisis, which had negative impact on school-based VET. One was that the Regional Integrated Vocational Training Centres were not eligible to apply for development subsidies from the decentralized training fund of the Labour Market Fund, which a shortage of 3-4 billion in their budget compared to previous years. The other measure involved the closing of the Vocational School Development Programme, a development portfolio aiming at the comprehensive renewal of school-based VET, which had brought positive results in many areas, and which was originally planned to run until 2011 (Volt egyszer.... 2010).

The most important VET-related measures introduced to mitigate the impact of the crisis sought to boost adult training. The so-called “4+1 Programme” („Négy nap munka, egy nap tanulás”) was launched in May 2009 with co-financing from the European Social Fund, and implemented within a TÁMOP 2.3.3 sub-programme. Its objectives included:

³ Diplomás Pályakövetés, 2009 [Career tracking of higher education graduates, 2009]

- to maintain the employment capacity/potential of enterprises particularly affected by the crisis, which, on the other hand, are viable in the long term.
- to contribute to preventing employees from becoming unemployed by providing training for them.

The measure is not specific to any sectors and aims to support both employees individually, as well as enterprises. An important target group, however, is micro-, small- and medium enterprises. The non-repayable financial support, for which companies have to apply, can be used to cover the training and examination costs of their own employees, as well as to finance the wage costs during the training. A certain number of employees at the recipient enterprises thus have the opportunity to take part in vocational, general or catching-up training, or in training aiming to improve their key competences (e.g. foreign language or ICT competences) for 3-10 months, in 20% of their working time. One condition of receiving the funding is that after the training the employer must continue employing the worker for as long at least as the length of the training.

The funds available in the amount of HUF 30 billion (EUR 107 million), as much as HUF 20 billion (EUR 71 million) is earmarked for small and medium size enterprises, HUF 10 billion (EUR 35 million) is allocated to support large companies. Additional HUF 2.5 billion (EUR 9 million) is available to support micro enterprises employing less than 5.

The number of people that had started the programme as of January 2009 was 16 000, which helped to save 46 000 jobs to date.

The consequences of the economic crisis in Hungary are mitigated by the fact that in the period of 2007-2013 significant amounts of development funds will be available from the Structural Funds. Besides, in 2009 Hungary was authorized to reallocate funds between operational programmes (the programmes providing the framework for the development) with the explicit aim to alleviate the effects of the crisis. As a result, the volume of the Operational Programme for Economic Development (Gazdaságfejlesztési Operatív Program, GOP) has been increased by HUF 111 billion (EUR 395 million). These funds were used to support the operation of micro, small and medium size enterprises. The propensity of companies to provide training for their employees is also enhanced by the fact that each operational programme provides substantial amounts for training.

3.3. LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

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 theory is supported by estimations which forecast that with the retirement of the large number of currently active population, the Hungarian labour market will be short of about 150,000 skilled workers. This view implies the risk of dismissing the possibility of a paradigm shift in labour market processes and expects that after the crisis the quantitative and qualitative structure of labour demand will be restored to what prevailed before.

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 replaced by a new structure 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 on a general level only - 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.

The introduction of the so-called early VET (see 2.1) runs counter to the latter assumption. It can be expected that many families who are facing dire financial situation will opt for it for financial reasons, given that students who enrol in this type of training will be able to obtain qualifications sooner, i.e. only after three years of training, while others spend 4-5 years in VET schools. At the same time, this group, which is considered to be disadvantaged already, is very likely to have smaller chances to acquire skills and competences posteriorly that are most rewarded in the labour market.

The results of a study carried out by the National Association of Accredited Adult Training Institutions (Akkreditált Felnőttképzési Intézmények Országos Egyesülete)⁴, the number of participants in adults training (OKJ courses, training programmes and other programmes), who are able to finance their participation on their own, decreased by half in the second half of 2009. These participants are therefore more exposed than before to policies setting the directions of state-financed or EU-funded training (often on disputable grounds). Although the scale of the above-mentioned decline is not yet reflected in the statistics, thanks to various support measures (see 6.), it is possible that with the ending of crisis management initiatives, the otherwise small number of adult training participants will decrease at a greater degree than what has been observed so far.

⁴ cited by Szaklapozó, 2010

4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1. HISTORICAL BACKGROUND

The beginnings of the development of VET go back to the Middle Ages, but it became fully institutionalized and legally regulated only in the second half of the 19th century. The more immediate antecedent of the current VET system emerged after World War II, within the framework of a new nationalized public education system. The majority of skilled workers were trained in skilled workers' training schools (*szakmunkásképző iskola*) offering short-term (2- or 3-year) training originating from the German-type dual model (apprenticeship training was integrated in the formal school system in 1969 after which the legal status of apprentices became the same as other students'). Secondary vocational schools (*szakközépiskola*) were set up by the 1961 Education Act in order to train skilled workers and also provide them with the Secondary School Leaving Exam Certificate (*érettségi bizonyítvány*) that allows access to tertiary level studies. In addition, four-grade technical schools (*technikum*) were set up in 1950-51 providing access to further studies as well as to the labour market in medium level management positions or skilled worker jobs, but after 1969 they were transformed partly into secondary vocational schools, partly into 'upper' technical schools awarding tertiary-level vocational diplomas (predecessors of technical colleges).

The change of the political system (1989) brought along the profound transformation of the economy and the society which in turn changed the conditions, as well as the tasks of VET. The 1990s were characterized by the expansion of secondary (general) and higher education (see 1.4) at the expense of skilled workers' training schools and their successor vocational schools (*szakiskola*). Although the structure of VET was also transformed in the second half of the 1990s - general education was extended until the 10th grade and as a result, VET was partly moved to post-secondary level (in secondary vocational schools), while also a new form of VET was introduced in 1998 at ISCED 5B level -, the prestige and attractiveness of VET continued to decrease. Vocational schools have by now become the collecting point of disadvantaged students with very poor prior education and motivation, the victims of previous education levels which are unable to neutralize the effects of social inequality, and this has also led to the decreasing effectiveness of VET.

4.2. 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 vocational 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 (pre-vocational grounding (both theoretical and practical), 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 development funds from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see section 10.4).

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.

4.3. INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

DECISION-MAKING (POLICY AND LEGISLATIVE) LEVEL

Bodies responsible for decision-making in IVET include:

- (a) European Union policy-makers;
- (b) the central government;
- (c) county governments; and
- (d) 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 (from 2010 these areas are still handled in an integrated way under the supervision of the Ministry for National Economy). 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*, from 2010 the Minister of National Resources) 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 development funds from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see section 10), is also prescribed by the law. The relevant sectoral ministers have responsibilities regarding the content of VET: they define the outcome requirements and publish the central curricula of vocational qualifications listed in the (National Qualifications Register (*Országos Képzési Jegyzék, 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, OÉT*) 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 shortage-jobs, 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 operate at each Regional Integrated Vocational Training Centre (*Térségi Integrált Szakképző Központ, TISZK*, see 2.1.). The board reviews, 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 TISZK training centre (*központi képzőhely*), and can make recommendations for the modification of the training offer of the schools and the training centre, and 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 (from 2010 the Minister for National Economy) 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, of accredited adult training institutions and programmes and TISZKs.

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 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 5.3). 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 schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*), respectively (though the majority of institutions offer both types of VET school programmes). Advanced level VET programmes (ISCED 5B) are provided by higher education institutions (colleges, universities) or secondary vocational 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, enterprises, 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.

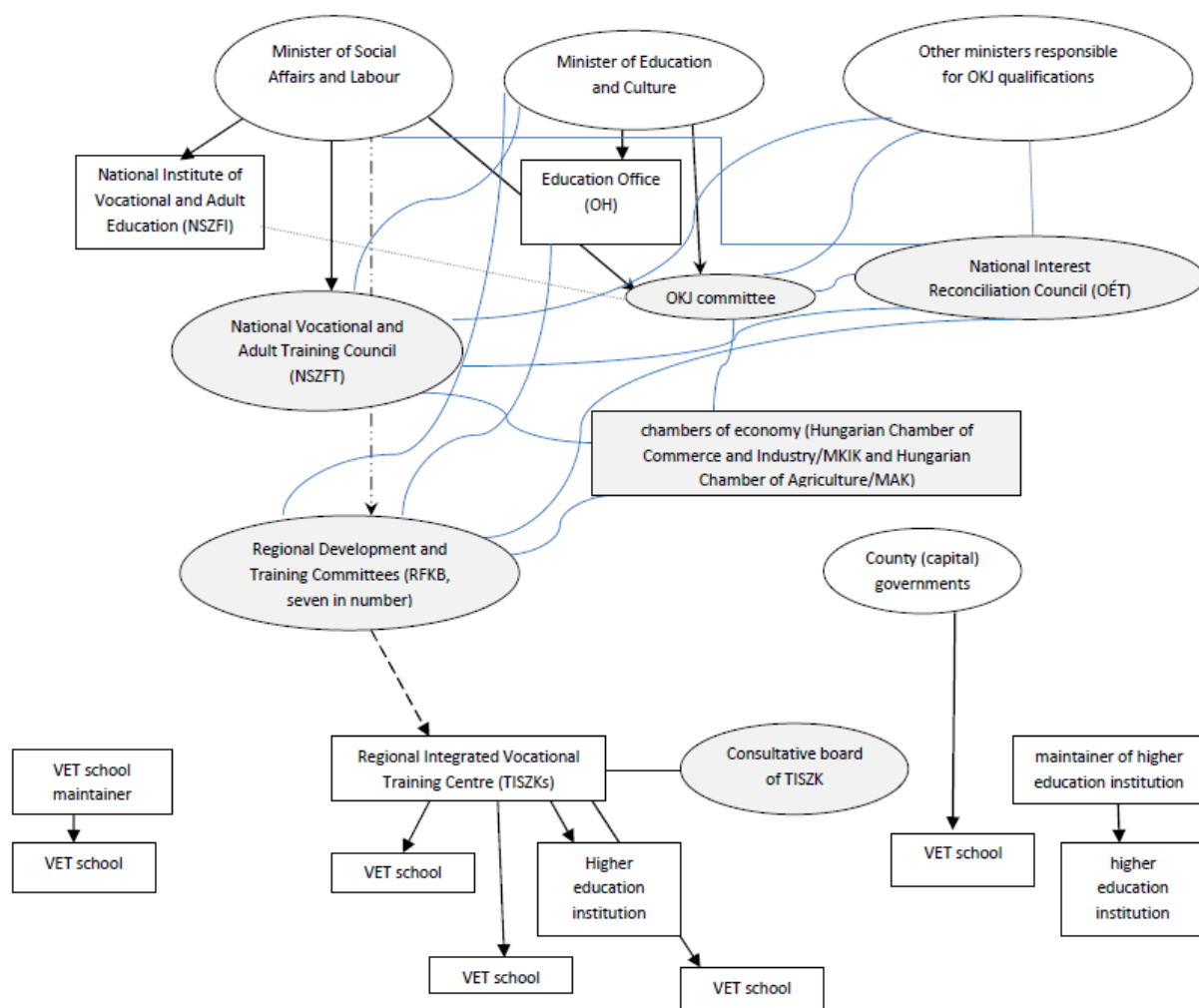
The county (and capital city) governments are charged with the provision of the public education services that municipalities (local governments of cities and villages) are not obliged to provide, including upper- and post-secondary VET. In addition to general maintenance duties, a school maintainer 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 nearly all indeed have formed - VET-organisation associations (*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 associations 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 by considerable resources, some ten billion HUF of the Social Renewal Operational Programme.

ORGANIGRAM FOR IVET*



*This organigram describes the most important institutions and bodies responsible for governing IVET and implementing policy as well as their most important relationships as of December 2009. The change of government in 2010 has resulted in the change of governmental structure and further significant changes are expected in this respect.

4.4. 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 4.2.

4.5. INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

DECISION-MAKING (POLICY AND LEGISLATIVE) LEVEL

The bodies responsible for decision-making in CVET offered in adult training include 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 4.3 - and the Regional Labour Councils (*munkaügyi tanács*) which involving the social partners serve as tripartite forums for regional-level interest reconciliation concerning the training of the unemployed and other target groups supported by the labour organisation.

IMPLEMENTATION LEVEL

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

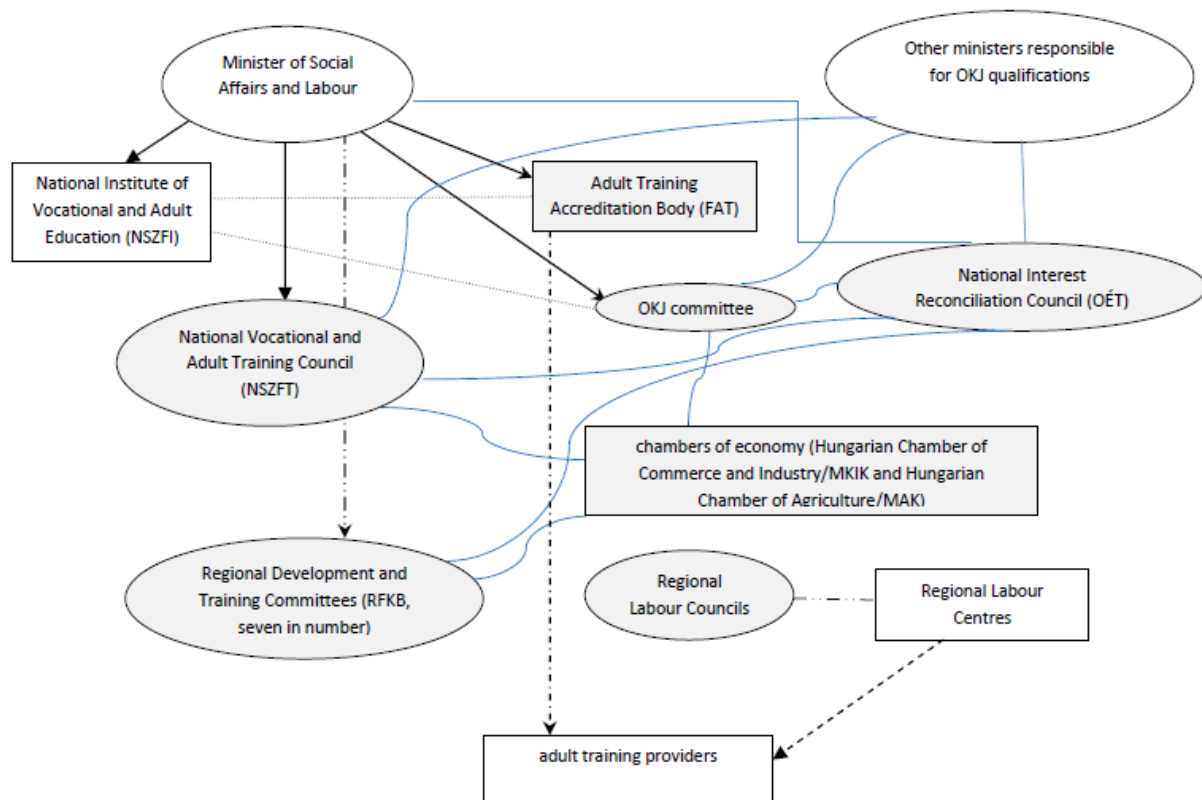
- (a) the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület*), involving representatives of the social partners, performing tasks related to (voluntary) institution and programme accreditation;
- (b) Regional Labour Centres (*regionális munkaügyi központ*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), charged with registering adult training providers and programmes and inspecting their legal operation; and
- (c) 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.

For bodies involved in formal CVET provided in public and higher education, see section 4.3.

ORGANIGRAM FOR IVET*



*This organigram describes the most important institutions and bodies responsible for governing CVET and implementing policy as well as their most important relationships as of December 2009. The change of government in 2010 has resulted in the change of governmental structure and further significant changes are expected in this respect.

5. INITIAL VOCATIONAL EDUCATION AND TRAINING

5.1. BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

BACKGROUND INFORMATION TO THE IVET SYSTEM AND DIAGRAM

The Public Education Act determines the structural characteristics of the educational system⁵. In accordance with the current regulation, education in Hungary is compulsory from the age of 5 (last year of kindergarten, *óvoda*). Pursuant to the Public Education Act as amended in 1996, the period of compulsory school attendance has been extended from the age of 16 to 18 for all who started school after 1 September 1998. 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 public and higher education programmes, are presented in Annex, Figure 5.

Kindergarten (*óvoda*) training may begin when a child reaches three years of age and is compulsory after age 5, and is followed by an 8-year long primary education. It can be offered by primary schools (*általános iskola*) from the 1st to the 8th grade (ISCED 1A- 2A) as well as by so-called six- or eight-grade grammar schools (*gimnázium*) that usually target more talented/middle class pupils providing education for the 7th-8th and 5th-8th grades, respectively (ISCED 2A). Upon completion of primary education, students may go on to grammar schools that provide general education and prepare for the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A) which is the prerequisite for admission to higher education. Alternatively, students may opt for VET 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 8th grade of primary school (*általános iskola*). Generally speaking, they can provide only vocational preparatory/pre-vocational programmes in their first two (9th-10th) or four (9th-12th) grades of general education. From September 2010, however, so-called early VET (*előrehozott szakképzés*) programmes allow students to start vocational training right after the completion of the eighth grade of primary school, at the age of 14. Early VET programmes will take 3 years to complete so students may obtain a vocational qualification as early as the age of 17 (for more details see 2.1).

Students of vocational schools may obtain ISCED 3C or 2C level OKJ (*Országos Képzési Jegyzék*, National Qualifications Register) qualifications typically within 2 or 3 years by completing the 11-12 or the 11-13 grades (the majority of vocational school students now participate in three-year programmes).

The first four or five grades of secondary vocational schools end with the secondary school leaving examination (*érettségi vizsga*) measuring the general knowledge of students. After

⁵ Act LXXIX of 1993 on Public Education. It has been amended several times (most notably in 1996, 1999, 2003 and 2007). It should be noted, however, that the new government that came into office in 2010 is planning to draft a new act to replace the current one by the beginning of the next school year in 2011.

this, in the course of post-secondary (13th/14th/15th) VET grades secondary vocational schools provide 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.

MAINTAINERS

According to the Public Education Act, public education institutions may be established and maintained by the state, local (county or municipal) governments, church and business entities, foundations, associations, etc. Their primary source of financing in all instances is the central state budget; the per capita financial support is based on the number of students and the type of the tasks undertaken, and is supplemented by the maintainer. The latter is responsible for the legal operation of the school and for validating its internal rules and regulations as well as the educational and pedagogical programmes. Otherwise, public education institutions enjoy considerable autonomy in professional and pedagogical issues.

TABLE 9: NUMBER OF STUDENTS IN IVET BY THE MAINTAINER OF THE TRAINING VENUE					
TYPE OF TRAINING	STUDENT NUMBER	MAINTAINER			
		STATE	CHURCH	FOUNDATION, PRIVATE INDIVIDUAL	OTHER
Secondary vocational school	242,004	199,196	5,689	26,034	11,085
Vocational school	128,674	108,061	4,168	10,067	6,378
Special vocational school	9,968	9,392	176	378	22
Total	380,646	316,649	10,033	36,479	17,485

Source: Ministry of National Resources, Department of Statistics (KIR-STAT 2009)

The establishment of regional integrated vocational training centres (*térségi integrált szakképző központ, TISZK*), supported by the Structural Funds, has induced a significant concentration process with regard to the institutional system of IVET (see 3.2).

Higher education institutions receive per capita state support regardless of their maintainer, which is then supplemented by various other sources (see 10.1). The maintainer (the state, church, foundation etc.) oversees the functioning and efficiency of the professional work in colleges and universities. Nevertheless, these institutions exercise a high degree of autonomy both in administrative and educational issues.

Since the state supports the acquisition of the first OKJ vocational qualification, all full-time programmes mentioned in this chapter are free of charge as long as they lead to the first qualification. The acquisition of the second vocational qualification is free of charge for students with disabilities. Part-time students and those who have already obtained an OKJ vocational qualification have to pay tuition, the amount of which is set - within the limits laid down by the law - by the training institution.

PROMOTING PARTICIPATION IN IVET

Increasing the participation in IVET is a highlighted component of every governmental strategy and action plan concerning education and training. From time to time, state funded media campaigns are run to improve the public appeal of vocational education. Participation in the Euroskills and Worldskills competitions is also meant to contribute towards this goal. Inspired by international examples, the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) organizes the finals of the Outstanding Student Competition in the vocations that fall under chamber's supervision. The annual contest takes place during the 'Trade Star Festival' which by now has become an important media event.

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

- (a) Those with student contracts receive 20% of the mandatory minimum wage during the first term of first grade, and the amount is supplemented by another 20% for students training for shortage jobs (see 8.2). Thereafter every year the training provider sets the rate of mandatory increase, depending on the performance and diligence of the participant.
- (b) Participants in training based on a cooperation agreement receive payment during their uninterrupted summer practice.
- (c) In February 2010 a scholarship programme was launched for vocational school students training in occupations in high demand in the labour market. The overall objective of the programme is to improve the competitiveness of the economy by making VET more demand driven, and at the same time to improve the prestige of VET and to make the career of skilled workers a more attractive option for students. Eligible students receive 10-30 000 HUF (38-114 EUR) per month, depending on their grade point average (see 8.2).
- (d) Some cities have introduced their own local scholarship schemes to attract more students to specific vocational programmes as a means to compensate locally for the mismatch between VET supply and labour market demand (see 8.2).

Altogether the different types of financial support may add up to an amount similar to the minimum wage, albeit very few students earn that much.

QUALITY ASSURANCE MECHANISMS: SELF ASSESSMENT AND EXTERNAL MONITORING

Institutions providing VET within the school system - like all public education institutions since 2003 - must prepare a quality management programme (*intézményi minőségirányítási program, IMIP*), the implementation of which must be annually assessed and adjusted, taking into account the opinion of both the teaching staff and the parents' association. In practice, however, a lot depends on just how important the particular institution's management regards the feedback received through the quality management programme.

On the one hand, there are institutions which of their own accord have been carrying out quality assurance tasks for several years, for example within the framework of ISO (International Organization for Standardization). The 160 vocational schools involved in the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*)

between 2003 and 2009 also introduced a quality assurance model based on the Common Quality Assurance Framework (CQAF). On the other hand, others consider compulsory quality assurance tasks a nuisance, yet another administrative duty to be performed by school employees without being paid for.

Quality control carried out by maintainers extends mainly to management and legal issues as well as accident prevention and safety. The network of district school inspectors - that was responsible for external quality control according to uniform standards - was eliminated by the Education Act of 1985. Expert consultancy provided within the system of pedagogical services (*pedagógiai szakszolgálatok*) has been introduced to replace institutionalized inspection, at least in part. However, educational consultants may visit schools only at the invitation of directors or maintainers, and that seldom ever happens.

The Quality Award in Public Education is modelled upon the European Excellence Award and recognizes institutions for outstanding performance in quality improvement.

The annual national assessment of basic competences is administered for all students in 6th, 8th and 10th grades. The results of the yearly assessments in mathematics and reading comprehension can be used to monitor the performance of schools, and thus should be taken into consideration during the IMIP assessment. The reports summing up the results of these assessments are public and published on the website of the Educational Authority.

The quality assurance of practical training is performed by the chambers. That is, appropriate territorial chambers are responsible for supervising the practical training of students which is provided by business organisations. Chambers are also responsible for conducting the accreditation process at the end of which they issue certificates to economic organizations that offer practical training (which they will need to request a refund of their expenses related to practical training). Since 2006 it is also within the chambers' scope of authority to supervise practical training provided in school workshops in the case of qualifications for which vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK) have been developed by the chamber.

Within the framework of Measure 2.2.1 of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*) a unified quality assurance system is to be worked out between 2008 and 2013. Based on previous Hungarian and European (EQARF) models, it is designed specifically to meet the needs of Hungarian VET and will be introduced in all VET institutions (see 2.2 for more details).

Education and training offered by higher education institutions is supervised by the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság, MAB*). At least every eighth year higher education institutions are reviewed to ensure that they meet all the requirements and adhere to the plans their quality assurance programme contains.

CURRICULA, METHODS AND INNOVATIONS

Since 1998 only pre-vocational training can be provided in VET schools - in addition to general education, of course - to students below the age of 16. (For the one exception, so-called early VET just introduced in September 2010, see 5.3.) In both vocational schools and secondary vocational schools general subjects in the years of general education are taught in compliance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv, NAT*), the recommendations of framework curricula issued by the minister responsible for education, 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), following the guidelines of framework curricula developed for each of the 21 trade groups (*szakmacsoport*)⁶. Secondary vocational schools must also adhere to the requirements of the secondary school leaving examination. Such preparatory programmes include

- In vocational schools: career orientation (*pályorientáció*) and practical training in grade 9, and “pre-vocational grounding” (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen trade group in grade 10 (not exceeding 40% of the compulsory teaching hours), where the introduction of such subjects has been mandatory since 2006, and
- in secondary vocational schools: vocational orientation (*szakmai orientáció*) from grade 9, and “trade group related grounding ” (*szakmacsoportos alapozó oktatás*) from grade 11.

The curricula for VET grades, termed 'vocational programme' (*szakmai program*), are also developed by schools, relying on the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK) of the OKJ qualifications to be awarded as well as the guidelines of the central curricula (*központi program*) of vocational subjects or modules, both of which are issued by the relevant minister.

The process of creating/modifying/deleting an OKJ vocational qualification can be initiated either by the relevant minister, or by anyone who submits an application to the minister. The application should include the proposed SZVKs, along with statements of support by the appropriate economic chamber, employer and employee associations, labour centres, etc. concerning the economic and labour market demand for the qualification in question. The minister sends the proposal for opinion 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 recommendation (except for ISCED 5B advanced vocational programmes for which SZVKs may be developed jointly by a higher education institution and the relevant economic/professional chamber). If accepted, the proposal is forwarded to the minister responsible for VET and adult training who makes the 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.

As a result of a series of agreements (2004-2008) with the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*), the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*, MKIK) also plays an important role - in cooperation with national organisations of economic interest representation - in overseeing the content management and SZVK development of a number of vocations. In the 27 vocations which have been ‘handed over’ to MKIK so far, the Chamber exercises rights and responsibilities that had previously belonged to the central (ministerial) administration. Altogether the 27 vocations cover the larger part of ISCED 3 level VET provision (see 8.2).

For each OKJ qualification the SZVK specifies:

⁶ The 21 trade groups are as follows: 1. health care, 2. social services, 3. education, 4. arts, public education, communication, 5. engineering 6. electrical and electronical engineering, 7. information technology, 8. chemical industry, 9. architecture, 10. light industry, 11. timber industry, 12. printing industry, 13. traffic industry, 14. environmental protection and water management, 15. economy, 16. management, 17. trade and marketing, business administration, 18. catering and tourism, 19. other services, 20. agriculture, 21. food industry.

- (a) the admission requirements (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 grades or hours);
- (c) the proportion of time devoted to theoretical and practical training (that varies greatly, e.g.: from 15%-85% in the training of 'clockmakers' to 80%-20% in the training of 'technical business-manager technician');
- (d) the professional (learning outcome) requirements or - for the new OKJ qualifications, see below - the professional competence modules which specify the task profile and the related professional, methodological, social and personal competences (see 2.1); and
- (e) the prerequisites, components and content of the vocational examination, or for the new OKJ qualifications - the examination requirement modules which specify the characteristics of the vocational examination.

The VET Act prescribes that - whenever possible - practical training should alternate with theoretical classes within a week during the study period, and should be provided without interruption during the summer holiday. Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training. The latter may be delivered in the school workshop and/or at an enterprise workshop or workplace. (see Annex, Table 12).

The development of key competences occupies a central place in the basic documents of both general and vocational education. The NAT contains the compulsory common content of public education divided according to different cultural domains. In addition to the development tasks assigned to each area, so called key development tasks - that target the development of key competences - are also highlighted. The new, competence-based secondary school leaving examination was introduced in 2006 (see 5.3) as a definitive output regulator in general education.

The competence-based and outcome-oriented approach has been more central to VET than to general education. The OKJ and the related SZVKs that were developed within the framework of the Human Resources Development Operational Programme, 3.2.1 (*Humánerőforrás-fejlesztési Operatív Program, HEFOP*) in 2004-2006 define learning outputs on the basis of scope of activity and competence.

Competence profiles for each occupation were defined by teams of VET professionals and practical experts. They specify not only the professional knowledge and skills necessary to perform the various tasks involved in a given occupation/job, but also the methodological (thinking, problem-solving and work style), social (communication, cooperation and conflict-resolution) and personal (flexibility, creativity, independence, personality traits and capabilities) competences. The new central programmes worked out with the participation of teachers/trainers - and the local VET curricula based on these - thus consist of curriculum modules (*tananyagegység*) corresponding to the professional requirements defined in the SZVKs, and focus on the development of competences.

In line with these developments, there have been changes in teaching and learning methods as well (i.e. the spread of project and problem-solving teaching, web-based learning, electronic learning frameworks, virtual classroom work, co-operative learning). However, in-service teacher/trainer training programmes need to be improved, and sufficient further training opportunities should be provided to bring about comprehensive changes and ensure the success of curriculum renewal, as highlighted in the Strategy for VET development (see 2.1)

Special and special skills development vocational schools develop their curriculum on the basis of the same documents that other vocational schools rely on, but adapt them to the capabilities of their students. If necessary, the length of their studies is increased, thus the number of years determined in the OKJ for each vocational qualification may be modified depending on special training and educational needs. Education in these schools is conducted by special education teachers (*gyógypedagógus*), using special curricula, training materials and methods.

Within the framework of SZFP, the needs of those with learning difficulties were specifically taken into consideration in the course of curriculum development for 'catching-up' programmes (*felzárkóztató oktatás*) as well as for programmes containing preparatory vocational training elements. Even though it has been possible since the introduction of the new OKJ (2006) to define competence-based admission requirements for qualifications at all levels below advanced vocational programmes (ISCED 5B), such competence criteria have only been used in ISCED 3 level vocations. The innovative, one or two year long catching-up programmes rely on the project method; teachers work with students in small groups, with the active involvement of social assistants. Development and assessment are carried out on the basis of individual development plans and according to an individual schedule.

5.2 IVET 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 grades 5 - 8 of secondary vocational school of arts (regular full-time education)	Non-marketed services (Training in one of the 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; grade 11-12 vocational training ⁷	Contains both school and work based elements (for more detail see the explanation below and Annex, Table 12)	4 years	

⁷ According to the recommendations set forth in the framework curriculum of vocational schools, the rate of pre-vocational training and general education in grades 9-10 should be 40 and 60%, respectively. However, special and skills developing special vocational schools are allowed to modify this rate according to the special

Up until the 2010/2011 schoolyear, the earliest point at which vocational educational and training could be started in Hungary was at the age of 16, and prior to this point only vocational preparatory training could be conducted⁸. However, there has been an exception specified under the law. In secondary vocational school of arts where students are prepared for vocational examination in one of the arts, VET may be provided parallel with general education. However, while VET may thus begin in grade 5 in such schools (that is, at the age of 10), vocational qualification can only be obtained in grade 10 in vocational schools of arts (*művészeti szakiskola*), and only 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.

Participation in these programmes is contingent upon primary school graduation certificate (ISCED 2A); in addition, vocational schools of art may organize entrance or aptitude exams as well.

The assessment of general and vocational training and types of practical trainings at ISCED 2 level is conducted according to the same requirements as applied in upper-secondary education (see 5.3).

STATISTICS

In the 2009/2010 academic year special vocational schools prepared students for 85 different vocational qualifications (with successful examinations taken in 66 occupations). The most popular fields of training were the following: agriculture, textile industry, other services and construction.

The number of students enrolled in ISCED 2 level VET as shown in Table 10 are below the EU-27 average, since training at ISCED 2 level takes place only in some special vocational schools, and even there more and more of the students obtain ISCED 3 level vocational qualification. Moreover, the numbers below do not exactly correspond to the actual figures. That is because they do not include those in secondary vocational schools pursuing parallel training programmes provided in secondary vocational schools of arts in grade 5-8.

GEO	TOTAL ISCED2	ISCED2GEN (NUM)	ISCE2 GEN (%)	ISCED2PV (NUM)	ISCE2PV (%)	ISCED2VOC (NUM)	ISCED2 VOC (%)
EU 27	22283865	21716207	97.5	291250	1.3	276408	1.2
HU	464820	461177	99.2	1890	0.4	1753	0.4

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

needs of their students. Regarding grades 11 and 12, 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).

⁸ On the 2009 Amendment of the Public Education Act and the consequent introduction of early VET programmes in 2010, see 2.1 and 5.3.

5.3. IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

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 school	every sector, in 20 out of the 21 trade groups (except business)	ISCED 3C	grades 9-10: general education and (in max. 40% of the mandatory teaching hours): career orientation and pre-vocational grounding; grades 11-12: vocational training ⁹	school-based and work-based (see also sub-section “Forms of practical training”)	4.5 years	in general education grades: secondary vocational school & grammar school
early VET	manufacturing, construction, agriculture, business and other services	(ISCED 3C) ¹⁰	general education constitutes 1/3 (approx. 1000 hours) of the programme	primarily work-based	3 years	--
secondary vocational school, grades 9-12	every sector	ISCED 3A	primarily general education, and (in max. 16-26% of the mandatory teaching hours) vocational orientation and trade group related grounding	mainly school-based training, but it may contain work-based elements as well	4 years	<ul style="list-style-type: none"> • grammar school; • another trade group programme at a secondary vocational school (in grade 9 or 10)¹¹
parallel training in vocational schools of arts, grades 9-12 (regular full-time and part-time)	non-marketed services (training in the arts)	ISCED 3C	parallel vocational and general education	school-based training	4 years	<ul style="list-style-type: none"> • grammar school; • general training grades (9-12) of secondary vocational school
parallel training in secondary vocational schools of arts, grades 9-12 (regular full-time and part-time)	non-marketed services (training in the of arts)	ISCED 3A	parallel vocational and general education	school-based training	4 years	<ul style="list-style-type: none"> • grammar school; • vocational school (in grade 9 or 10)

⁹ Fields and time frames of general education that supplements vocational theoretical training is defined by the specific pedagogic programme of the school, i.e. not by the central programme.

¹⁰ Introduced in September 2010, not yet classified.

¹¹ Regarding transfer from one IVET programme to another the VET Act allows that prior formal studies at a VET school or a higher education institution shall be credited towards the fulfilment of requirements in any vocational programme of the same content (thus giving exemption from participating in that part of the programme).

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

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

Pursuant to the 2009 amendment of the Public Education Act, a new form of VET is to be introduced in the school year 2010/11. The so-called early VET (*előrehozott szakképzés*) allows students to start vocational training right after the completion of the eighth grade of primary school, at the age of 14. Early VET programmes take 3 years to complete so students may obtain a vocational qualification as early as the age of 17 (for more detail see 2.1).

FORMS OF PRACTICAL TRAINING

Regarding practical training, there is no difference between IVET schools in public education: school-based, alternance and apprenticeship trainings (i.e. their Hungarian equivalents) are all provided - although in varying proportions - in both types of schools. Current education policy, however encourages students, schools and enterprises alike to organise practical training in such a way that its first phase, when basic vocational skills are to be mastered, is provided in a workshop (typically on school premises). Preferably this is to be followed by training at a real workplace in the final vocational grade so that students have the opportunity to develop specialised vocational skills and competences.

Although the VET Act recognizes two (legal) forms of practical training to be organised at an enterprise, the form preferred both by the law and also by education policy is apprenticeship training based on a student contract (*tanulószerződés*, see 5.4). This can be replaced by alternance training under certain conditions. In such cases VET schools may enter into a contract of cooperation with a business organisation to provide practical training for its students (the official term is 'cooperation agreement', *együttműködési megállapodás*).

ADMISSION REQUIREMENTS

Generally speaking, in order to be admitted to a VET school, students must complete their (primary and) lower secondary general education first (i.e. the eight grades of primary school, (*általános iskola*), ISCED 1A-2A) However, those without a primary school graduation certificate can participate in so-called catching-up programmes where they can obtain the competences necessary to enter VET (see 5.5). Further admission requirements may be specified by individual schools (although the county as school maintainer designates a school in every district to admit every applicant of compulsory school age). Schools may admit students based on their performance in primary school, or they may also conduct an entrance examination the form and content of which is set by the school principal. This can be, for example, a centrally organised written exam in Maths and Hungarian Language. In addition, the admission requirements of OKJ qualifications may include vocational/career aptitude tests or certain medical requirements specified in the vocational and examination requirements (see below) of the OKJ qualifications offered.

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, the grading of students, including oral and written tests, and the requirements for progression to higher levels are defined in the pedagogical programme (*pedagógiai program*) of the school. Teachers evaluate students' performance and progress in every subject on a regular basis by giving marks during the school year, and by awarding final grades at the end of term. Continuous assessment includes keeping a 'work log' (*foglalkozási napló*) to monitor practical training: it is maintained by the provider of practical training who records the tasks assigned, the time provided for them and the evaluation of students, and keeps track of the attendance or absence of students.

A national examination of general education - the secondary school leaving examination (*érettségi*) - is conducted only in secondary vocational schools, at the end of the last (12th) grade of general education (or at the end of grade 13 in bilingual schools). The secondary school leaving examination - awarding an ISCED 3A level certificate which is the prerequisite for higher level studies - is based on nationally uniform requirements, regardless of whether it is conducted in secondary grammar schools or secondary vocational schools. Since the school year of 2004/2005, it can be taken at either intermediate or advanced level in five subjects, four of which 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 local school teachers and a president delegated by the ministry of education, the external advanced level exam constitutes a rigorous output regulator (although the ratio of advanced level exams has been only 6% on average since the dual system was introduced). The numerous optional, accredited exam subjects include vocational preparatory subjects as well; however, taking the secondary school leaving exam in one such subject is not mandatory, even in secondary vocational schools.

In VET grades, pursuant to the Public Education Act, students' performance in practical training may be assessed in a level examination (*szintvizsga*), scheduled to take place about half way through the training. The exam is conducted by the training provider, with the assistance of the relevant local economic chamber, and in cooperation with national economic interest representation organisations and the VET school. Currently, level examinations can be organised in those ISCED 3C level vocational qualifications which have been handed over to the Hungarian Chamber of Commerce and Industry (see 8.2) for content management and SZVK development as well as for conducting the examinations themselves. The level examinations are designed to assess the competences necessary for working under supervision and the professional and technological skills the student has mastered so far.

At the end of the VET programme the OKJ vocational qualification - which entitles its holder to practice the occupation specified in the vocational and examination requirements - can be obtained in a state vocational examination in front of an independent examination committee. It should be noted, however, that these exams usually take place at the training institution and approx. 95% of students are able to pass them.

In the case of qualifications listed in the 'new OKJ' introduced in 2006, the examination consists of different examination tasks as per the required modules, and different (written, interactive, practical and oral) examination activities. The new OKJ allows for obtaining partial vocational qualifications, which later can be complemented with the

missing modules to obtain a complete vocational qualification, either in VET provided within the school system or in adult training.

The OKJ qualifications that can be obtained in vocational schools do not offer the possibility of direct entry to further/higher level education. (It should be noted, however that in upper-secondary VET there are specific conditions under which it is possible to switch between training pathways). As a result, those who have completed 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 certificate (ISCED 3A), which is the prerequisite to enter post-secondary training and higher education.

In upper-secondary VET students may acquire qualifications in all trade groups with the only exception of economics (see 11.2).

In the 2009/2010 academic year vocational schools prepared students for 234 different vocational qualifications (with successful examinations taken in 219 vocations). The most popular fields of training were the following: catering and tourism, retail industry, metal works and mechanics, and social work.

POSSIBLE IMPACT OF A NATIONAL QUALIFICATION FRAMEWORK ON IVET

According to a government decree, the National Qualification Framework (*Országos Képesítési Keretrendszer, OKKR*) is expected to be introduced in 2013. Hence, at present, there is no impact to be discussed yet, except for some issues that are bound to come up over the course of the development of the OKKR and which may have an influence on national goals and developments. The working out of the National Qualification Framework requires the coordination of developments - which were typically carried out independently from one another in the past - in the various sectors and on the different levels of education. This coordination will no doubt have a positive impact on the efficiency of quality assurance systems, on the recognition of non-formal and formal studies as well as on the coherence and flexibility of learning pathways.

STATISTICS

The figures in Table 11 suggest a very uneven distribution of students between vocational vis-à-vis general education at upper secondary level: currently only around 13% of all students seem to participate in VET as such. Upper secondary VET has undergone a fundamental restructuring: vocational schools (*szakiskola*) on the whole have drastically shrunk; on the other, the number of students attending secondary vocational schools (*szakközépiskola*) has significantly risen (see Annex Figure 6). That is, a large proportion of VET has been shifted to a higher level. In other words, the data below may be accurate but the overall picture they suggest is misleading: the decrease in upper secondary VET looks more dramatic than that which has actually occurred.

TABLE 11: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007							
GEO	TOTAL ISCED3	ISCED3GE N (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VO C (NUM)	ISCED3 VOC (%)
EU 27	22085482	10719847	48.5	1130868	5.1	10234767	46.3
HU	544400	416175	76.4	56419	10.4	71806	13.2

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

What the figures in the table above do not show is that in the 1990s the structure of VET schools was substantially transformed so that general education was extended until grade 10 in vocational schools and grade 12 (or 13) in secondary vocational schools. Consequently, vocational training programmes in secondary vocational schools have been moved from ISCED 3 to ISCED 4 level. Nevertheless, pre-vocational training is part of the curriculum of general education grades in both types of VET schools (see above), even if it is a small part (20-40%). However, secondary vocational school students participating in pre-vocational training - which is recognised in the post-secondary level VET grades of secondary vocational schools so that it typically reduces the duration of their vocational training programme by 1-2 terms (see 5.6.) - are not included in the figures of Table 11. In fact, as Table 12 below shows, in the school year 2009/2010 nearly two thirds of full-time students at upper secondary level studied in one of the two types of VET schools.

TABLE 12: NUMBER OF FULL TIME STUDENTS IN UPPER-SECONDARY (& POST-SECONDARY, NON-TERTIARY) EDUCATION AND DISTRIBUTION BY SCHOOL TYPE (2009/2010)			
		NUMBER	IN TOTAL %
Vocational school ⁽¹⁾	Grades providing general education together with pre-vocational training	55,138	11.5
	Vocational training grades	73,536	15.3
	Total:	128,674	26.8
Secondary vocational school	Grades providing general education together with pre-vocational training	177,020	36.8
	Vocational training grades	64,984	-
	Total:	242,004	-
Grammar school (9-12/ 13. grade)		175,259	36.4
Subtotal (upper-secondary level):		480,953	100.0
Total:		545,937	-

(1) Excluding special vocational schools

Source: Ministry of National Resources

5.4. APPRENTICESHIP TRAINING

Apprenticeship training - as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) made between the student and an enterprise - is not a separate IVET pathway in Hungary. Rather, it is one of the specific forms of conducting (in whole or in part) the practical training component of VET provided within the school system, available at:

- upper secondary level: in the VET grades of vocational schools and special vocational schools, and
- post-secondary level: in the VET grades of secondary vocational schools.

In addition, apprenticeship training is also provided at tertiary (ISCED 5B) level, as part of advanced level VET programmes that last on average and at least for 2 years.

Table 12 of Annex shows that apprenticeship training, especially in vocational schools, has become quite widespread in relatively a short time.

ADMISSION REQUIREMENTS, CONTENT REGULATION, TEACHING METHODS AND ASSESSMENT

There is no difference between apprenticeship and school-based/alternance training as discussed in section 5.3 in terms of the age of students, programme duration, admission requirements, curriculum, or assessment procedures, since these are all defined uniformly in the vocational programme (*szakmai program*) of the VET school and in accordance with the SZVK and the central programme of the specific vocational qualification. Students can enter an apprenticeship contract to receive practical training at an enterprise in the VET grades of a VET school, i.e. at the age of 15 at the earliest in vocational schools, and at the age of 18 in secondary vocational schools. Admission requirements consist of uniformly established 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 Measure 2.2.1 of TÁMOP (“Encouraging practical training at the workplace”) is to promote apprenticeship contracts with an innovative content as well as to increase the number of business organisations that offer practical training. The intention is that the innovative pedagogical methods, teaching materials and tools developed in this project will help students’ integration in the workplace and will also improve the pedagogical-didactic competences of trainers conducting practical training at enterprises. In order to achieve these goals, extensive surveys and research studies have been prepared to identify the weak spots in the current system of apprenticeship training. The findings will be used as a foundation for further steps to be taken.

MAJOR CHARACTERISTICS OF APPRENTICESHIP CONTRACTS

One of the distinctive characteristics of apprenticeship training is that apprenticeship (student) contracts are concluded between the enterprise and the student (and not the VET school), under the supervision of a representative of the appropriate territorial economic chamber. The chamber is responsible for inspecting the conditions and standards of training prior to and afterwards the programme begins. The preconditions and content of the student contract are regulated by Act LXXVI of 1993 on Vocational Education and Training. Under the contract the enterprise is obliged to provide adequate practical training for the student in a safe and healthy work environment, in accordance with the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see section 5.3.) of the vocational qualification pursued. The student is likewise obliged to comply with the training scheme of the enterprise as well as 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; it may be terminated by mutual agreement only or under conditions specified by law. It should be noted that the contract does not alter the student’s status within education; it does, however, provide them various advantages (see 5.1).

Another important feature of apprenticeships is that the practical training provider has to pay a regular monthly allowance to the student, covering holiday periods as well. (In school-based and alternance training payment of the allowance is optional, except for the period of uninterrupted 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 period of employment when calculating pensions.

Apprenticeship training has been increasingly promoted by education policy (particularly in the last year of VET) as the form of practical training best suited to strengthen the relationship between VET and the economy. In order to further increase the number of

apprentices, the *Act LXXVI of 1993 on Vocational Education and Training* was amended so that as of January 2007, practical training outside the school should be based on a student contract alone if more than 50% of the duration of the practical training is provided at a business organisation (that is, in such cases cooperation agreement between the school and the enterprise is no longer an option). The costs of practical training provided on the basis of the apprenticeship contract are covered by the business organisation. They may spend some or all of their vocational training contribution (*szakképzési hozzájárulás*, see 10.1 and 10.4) on covering the expenses incurred in connection with practical training. In addition, they can claim reimbursement for additional expenses from the training sub-fund of the Labour Market Fund.

Several steps have been taken to make apprenticeship training an attractive option to all parties concerned. Various financial incentives have been introduced to increase the involvement of not only VET schools (partial per capita support) and VET students (increased monthly allowance) but also of business organisations (tax deductibles). In addition, the administrative burden of enterprises providing student contract-based practical training has been reduced, too. As a result of these measures, the number of student contracts increased to 48000 by 2010 (see Annex, Table 13) and the number of enterprises providing student contract-based training has also grown. (As it can be seen in Annex, Table 14, it has been between 8500 and 9000 since 2007).

VOCATIONAL QUALIFICATIONS

In principle, vocational qualifications obtained in apprenticeship training are the same as vocational qualifications available to other students in VET schools. Although the law does not differentiate apprenticeship schemes, the availability of this form of practical training does vary geographically and also by sector/trade group/vocation. In 2009, students of VET schools participated in student contract-based trainings in a total of 277 professions; almost 90% of the apprentices in vocational schools, however, were training for an ISCED 3 level qualification in one of the 10 vocations as presented in Annex Table 15.

5.5. OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

The target groups of the programmes presented in this section are made up of those youth who - due to various drawbacks (learning difficulties, disadvantaged social background or life situation) - have not completed their primary education or have dropped out of the education system without obtaining a vocational qualification or the secondary school leaving certificate. Catching-up programmes, and vocational training built upon them, are aimed to compensate for the lack of basic skills and to overcome the obstacles specific to these students' situation. That is, to enable them to enter VET and, eventually, the labour market as well.

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 over 15 without the primary school graduation certificate (*általános iskolai bizonyítvány*, ISCED 2A) to acquire the competences necessary for entering a VET programme. The certificate awarded is equivalent to the primary school certificate provided that the participant has completed at least 6 grades of primary school. Having secured the certificate students may go on and continue their studies in the VET grades of vocational schools.

Those who have completed less than 6 grades of primary school and those who do not wish to obtain a primary school leaving certificate may still acquire the necessary academic and

practical elements of knowledge (competences) needed for joining VET in a one or two grade long preparatory training, depending on how many grades they have completed. If the school decides that they meet the criteria, they may enter vocational training where they may train for a vocational qualification. According to the modified admission requirements that came into effect in the school year of 2005/2006, ISCED 2 or 3 level vocational qualifications listed in the OKJ may be obtained even by those with no formal school certificate but attended a VET preparatory programme and obtained the necessary competences. Such programmes are open to youth aged 15-23.

In school year 2009/2010, 17.5% of vocational schools offered such preparatory, catching-up programmes for altogether 3099 (2.4%) students (source: NEFMI statistics, 2009). However, the very rationale for catching-up programmes may be questioned by a new measure to be introduced in September 2010. The 2009 amendment of Act LXXIX of 1993 on Public Education allows the introduction of so-called early VET. That is, in 86 vocations students may enter vocational training before the age of 16, right after the completion of the eight-grade primary school (see 5.2). According to a survey conducted in November 2009, approximately three-quarters of vocational schools are planning to launch such a programme. In these schools competence-based catching-up programmes will become devoid of purpose (see 2.1).

5.6. 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 grades of secondary vocational school built on the last grade of secondary school or on the secondary school leaving exam In non-tertiary OKJ vocations	All economic sectors	4C	Vocational training only	Contains both school and work based elements (for more details see 5.3)	1.5 years ⁽¹²⁾

Although secondary vocational schools (*szakközépiskola*) may provide vocational preparatory training in their general education grades (9-12), they only offer VET awarding ISCED 4C level OKJ vocational qualification in grade 13 and onwards. The actual duration of the vocational training programme depends on the OKJ qualification awarded and is defined by the relevant SZVK. Training typically lasts for 1.5 years, (However, there are shorter as well as longer programmes spanning from 2 to 6 terms.)

This kind of (school-based full time) training is available for youth between the ages of 18 and 23. Those over 24 may participate in VET within the framework of adult training (see 6.1).

¹² However, the generally 2-year long vocational training programme is often reduced to one year if participation in ISCED 3A level pre-vocational education and orientation (provided in the general grades of secondary vocational schools) is recognised.

The general admission requirement to VET grades in secondary vocational schools is either the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A) or the completion of the last (12th) grade of secondary school. There may also be medical/vocational aptitude or vocational pre-qualification requirements as specified in the SZVKs. That is, this type of IVET is also open to students who only have completed an upper-secondary level grammar school that provides grounding in general education.

Pursuant to *Act LXXIX of 1993 on Public Education*, secondary vocational schools may also operate with VET grades alone, provided that students have already obtained the secondary school leaving certificate elsewhere. While this is very rare in VET schools maintained by local governments or the state, it is quite typical for secondary vocational schools run by foundations, churches, etc.

The ISCED 4C level OKJ vocational qualification awarded at the vocational examination (*szakmai vizsga*) allows the holder to practice the occupation(s) specified in its SZVK (see 11.2 for more details.) In the 2009/2010 school year secondary vocational schools prepared students for 298 different vocational qualifications (with successful examinations taken in 267 vocations), attracting the highest number of students in the following fields of training: business administration, catering and tourism, computer science, communication and marketing, art and design.

TABLE 13: STUDENTS ENROLLED IN POST SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007					
GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU 27	1516312	174028	11.5	1342284 (s)	88.5
HU	75762	: (-)	:	75762	100.0

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010;

5.7. VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary level education offered by higher education institutions includes:

- advanced vocational programmes (*felsőfokú szakképzés*, FSZ) 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 entitles the holder to pursue a specific profession.

ADVANCED VOCATIONAL PROGRAMMES

Advanced vocational programmes (*felsőfokú szakképzés*, FSZ), a relatively new level of VET in Hungary, was introduced in 1998 (see Annex, Figure 7). The initial goal of ISCED 5B programmes awarding a higher level vocational qualification but no higher education graduation degree was to offer a shorter modular training that can quickly respond to the demands of a changing labour market. Advanced vocational programmes prepare for high

quality professional work and at the same time, through the transferability of credits, they help transition from VET to higher education as well.

FSZ programmes can only be run by colleges (*főiskola*) or universities (*egyetem*). However, training can be provided - and is in fact provided in half of the cases - by secondary vocational schools (*szakközépiskola*) as well, under the supervision of a higher education institution. Thus both the legal status of training providers and the administration and financing of the training can vary, depending on the type of the institution where the training is actually organized. That is, some of the FSZ participants have student status at a higher education institution, while the legal status of those enrolled in secondary vocational schools is secondary school student.

TABLE 14: NUMBER OF FSZ STUDENTS AND DISTRIBUTION BY TRAINING INSTITUTIONS AND LEGAL STATUS 2009/2010		
LEGAL STATUS OF PARTICIPANTS	NR OF PARTICIPANTS	
	NR	%
Higher education student	18,511	49.85
Secondary vocational student	18,619	50.15
Total	37,130	100

Source: Ministry of National Resources

The provision of VET is regulated by *Act LXXVI of 1993 on Vocational Education and Training*; other aspects advanced vocational programmes 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 duration of training is four terms.

Applicants for advanced vocational programmes must generally hold a secondary school leaving certificate (ISCED 3A), and may also have to meet specific professional, medical etc. requirements as set by the SZVK of the OKJ qualification they intend to pursue. If the training takes place at a higher education institution, entry to advanced vocational programmes is conducted according to the general admission requirements - specified in a government decree - which take into account both the results of the two-level secondary school leaving examination and grades obtained in the course of secondary school studies. If the training is provided in a secondary vocational school, admission requirements are prescribed by the school, according to specifications set by the maintainer. Prior formal studies in VET of the same content can be recognised up to 30-60 credit points.

The curriculum (central programme) of FSZ courses are developed by higher education institutions in accordance with the SZVK and the training programme of the particular OKJ vocational qualification, both issued by the minister of the relevant field.

The SZVKs of advanced vocational programmes are developed -based on an agreement with the responsible minister - jointly by a higher education institution and the appropriate economic (professional) chamber - based on an agreement on SZVKs on the part of the responsible minister, and then they will initiate the new vocational qualification to be registered in the OKJ. As is the case with all OKJ vocational qualifications, the SZVK specifies 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 used in advanced VET are of a modular structure, and consist of the following components: development of basic education/competences, mandatory vocational and optional (specialisation) modules.

Practical training may be provided in similar forms to those described in section 5.3, both in school workshops and at business organisations. Student contracts (*hallgatói szerződés*, see 5.4) have also been available since 1 January 2006 provided that the practical training is provided without interruption for at least 25% of the total duration of the training.

FSZ is open to anyone over 18. However, there is an upper age limit (age 23) for those who apply to state-funded advanced VET programmes provided by public education institutions.

Assessment and education management depend on the type of the institution that organises the programme. That is, in the case of VET institutions the rules and regulations of public education, whereas at higher education institutions those of higher education are to be followed.

FSZ students have the opportunity - and in fact a large number of them takes it - to transfer the credits (minimum 30, maximum 60) they have obtained in an advanced vocational programme to a BA/BSc programme in the same field (thus reducing the length of their training period typically by 1-2 terms).

The ISCED 5B level OKJ vocational qualifications (*felsőfokú szakképesítés*) awarded upon passing the vocational examination do not provide a higher education graduation degree; however, they entitle the holder to practice the occupations which are specified in their respective SZVKs. The number of FSZ level qualifications currently listed in the OKJ (i.e. the number of qualification without any branches and the number of branches altogether) is 73.

Advanced vocational programmes are fully state funded, even in the case of those students who have already obtained a vocational qualification at ISCED 3 or 4 level. Furthermore, in order to encourage FSZ participants to move on to pursue higher education studies, they are allowed to do so free of charge (in the case of 1st 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 to be part of vocational education and training.

Although these qualifications entitle the holder to pursue different occupations, these professions are regulated not by the OKJ but by the governmental decree defining undergraduate (Bachelor) and graduate (Master) degree programmes as well as by the training and outcome requirements issued by the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium, OKM*)

ENTRY AND LEARNING PATHWAYS

Within the context of the Bologna process the Hungarian higher education system is undergoing major transformation. A new Act on Higher Education (Act CXXXIX of 2005) took effect on 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) leads to a BA/BSc degree and qualification (ISCED

5A). To gain entry applicants must have the secondary school leaving certificate; further admission requirements are specified 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 a given training field specify jointly the subjects which have to be taken at advanced level. That, however, rarely ever happens for fear of not recruiting enough students. Medical and vocational aptitude tests as well as a practical examination may be conducted in certain training programmes.

Students of higher education may obtain their first advanced level OKJ vocational qualification (see above) or BA/BSc degree in state-supported training free of charge. The quota of state-funded students admissible to higher education programmes is set every year by the government for each field of training, taking into account the capacities of specific institutions as established by the Educational Authority. (The same applies to the first MA/MSc and Ph.D. degrees, albeit with a significantly smaller quota available for state-funded places.) Those students whose entry points do not reach the minimum level of the state-funded quota but pass the training institution's requirement, may be admitted to fee-paying training.

Master level programmes (2-5 terms) awarding an MA/MSc degree and qualification (ISCED 5A) are open to those who have successfully completed a BA/BSc degree qualification. However, in a handful of training programmes (for medical doctors, veterinaries, pharmacists, dentists, lawyers, architects and also in the fine arts), students continue to study in integrated one-tier programmes of 10-12 terms directly leading to MA/MSc degrees.

CURRICULUM, ASSESSMENT AND PROGRESS

Pursuant to the 289/2005. (XII. 22.) Government Decree, the curricula of the undergraduate and master cycle programmes, including the academic and examination requirements, are defined by the higher education institution in the 'training programme' (*képzési program*), based on the training and outcome requirements (*képzési és kimeneti követelmények*) of each programme issued by the minister of education in Decrees. These requirements specify the level of the degree and the title of the qualification (*szakképzettség*), the duration of the programme in terms, the number of required credits, the training objective, the vocational competences to be mastered, the main fields of study, and the foreign language requirements. The precondition of launching training in any given programme is that it be accredited by the MAB.

The new regulation of higher education contains several measures that promote practice-oriented training and the development of competences. For example, in several areas of training the length of practical training has been increased and in certain programmes it should last for half a year, uninterrupted. Required competences are specified in the training and outcome requirements.

BA/BSc programmes include a training cycle (*képzési szakasz*) common to all programmes in the given branch of training (*képzési ág*), and they may provide training in various specialisations (*szakirány*). Every programme consists of a practical training component, some of which - according to a government decree - must be organised off-campus, running for a whole semester. The curricula of MA/MSc programmes include mandatory and optional course-units (with some of latter to be chosen from a specific set of subjects) as well as practical training. The training and outcome requirements of these programmes specify the set of first cycle programmes whose total credit value may be recognised and

define the special conditions under which prior studies in other BA/BSc programmes may be given credit for.

Forms of assessment are defined by the higher education institution in line with the academic and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution. Student performance may be assessed both during the term period (*szorgalmi időszak*) and examination period (*vizsgaidőszak*) which together make up a term. As a general rule, periodic (usually mid-term and end of term) assessment is typical in academic subjects, while assessment in practice-oriented subjects is more likely to be carried out on a continuous basis. Since 2003 the use of the European Credit Transfer System (ECTS) is mandatory in higher education. However, monitoring studies have revealed that in practice higher education institutions - citing their claims to autonomy - very often refuse to recognise credits obtained in another Hungarian institution or abroad. The introduction of the credit system in upper-secondary education, and the recognition of earlier experience and studies in order to support life long learning still need to be worked out.

Undergraduate 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. To obtain these qualifications students have to obtain a state-recognised foreign language proficiency certificate and the final pre-degree certificate (*abszolutórium*). The latter is issued upon meeting all examination and other academic requirements and the completion of practical training as specified by the curriculum. The final examination (*záróvizsga*) is administered in the presence of an examination board that consists of a chairperson and at least two other members (one university/college professor or associate professor and at least one external specialist who is not employed by the institution). The final examination may consist of several parts, including the defence of a thesis/diploma work as well as oral, written and practical parts as defined in the curriculum.

STATISTICS

TABLE 15: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2007						
GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU 27	18359029	15893156	86.6	2465873	13.4	525809
HU	423788	397722	93.8	26066	6.2	7784

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Most students participating in higher education in Hungary are enrolled in programmes that award 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 several reasons: ISCED 5B level FSZ was introduced to Hungary only in 1998, and although the number of participants in this type of training is continuously rising, the labour market is not particularly welcoming to - let alone informed about - this type of qualification. Furthermore, the prestige of and labour market returns to ISCED 5A level degrees are significantly higher; graduates with a higher education degree have a better chance to land on a good job with a higher salary.

6. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

6.1. FORMAL EDUCATION

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 10.2). 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/or 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 6.1 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 6.2.

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 evening or correspondence classes. A new initiative for bringing learning closer to learners aims to set up 'second chance' schools and offer distance learning opportunities at or near the target group's place of residence (see section 6.1).

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 2.1), 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 more flexible opportunities for CVET provided either within or outside the school system.

Representatives of the economy participated in defining the competence profiles of the new OKJ qualifications and social partner organizations are also involved in the formal process of OKJ development (see 4.3 and 8.2). The chambers of economy define the outcome requirements of and also organize the master examinations (see section 6.2). Many of the economic interest representative organisations consider the development of

CVET in their sector a prioritized objective and several of them also engage in adult training provision (often by maintaining their own training institutions), although their involvement in CVET is rather limited due to lack of resources, informational and professional background. VET and adult training is often on the agenda of the bipartite sectoral dialogue committees (*ágazati párbeszéd bizottság, ÁPB*) established in 2005 which also have initiated some interesting new projects to improve and promote CVET in their sector.

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 (see section 5).

The quality standards and evaluation mechanisms for adult education are the same as for regular full-time education (see section 5.1).

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 school graduation certificate or a 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 National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) that increases their chances to enter the labour market.

The primary target groups thus include:

- (a) disadvantaged people who dropped out of initial education or are forced to continue their 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 2/3C) who aim to obtain the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) which is a precondition of pursuing higher level studies; and
- (c) grammar school (*gimnázium*) 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 school programmes is evening education, and only a very few adults participate in programmes offered in the 'other' delivery mode (see Table 18 in Annex).

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) are the same as in regular full-time education (see section 5). 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. The most disadvantaged students and those living with disabilities 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 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 2008/2009 academic year, 138 105 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 OKJ advanced level vocational qualification (*felsőfokú szakképesítés*, see section 5.7);
- (b) undergraduate programmes (ISCED 5A, see section 5.7) to obtain a degree and qualification (*szakképzettség*), including:
 - i. bachelor level training (*alapképzés*) awarding the first higher education degree and qualification, available also in part-time or distance learning;
 - ii. master level training (*mesterképzés*) accessible to those having at least a bachelor level degree;
 - iii. supplementary undergraduate training (*kiegészítő képzés*) to obtain a university level degree and qualification targeting college graduates, and
 - iv. 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;
- c) 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

- d) 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 2008/2009 academic year (as in previous years), part-time education and distance learning courses (the latter with the exception of advanced level VET, master level, non-divided and doctoral degree programmes) were available at every level and in every type of training, the correspondence format being by far the most popular.

The first advanced 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 10.2). 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.

Pursuant to the Adult Training and Higher Education Acts, participants of postgraduate specialisation programmes (except for those in health care) and of non-state-supported training may also be eligible (under further conditions) for the support schemes specified in the Adult Training Act, if they also conclude an adult training contract with the higher education institutions.

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 vocational and examination requirements (see 5.3). 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 2.1) 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 3.2.1. of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, TÁMOP*) allocates HUF 500 million (EUR 1.8 million) 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 grades 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 10.2). 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 the '4+1' employment and training programme. This measure launched within a TÁMOP 2.3.3 sub-programme in May 2009 aims to maintain the employment capacity/potential of enterprises by financing the training of their employees for 3-10 months, in 20% of their working time (for more information, see 3.2).

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 16 shows, only very few adults with at most ISCED 0-2 qualification participate in school-based education (their participation rate is less than a sixth 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 6.3). Similarly, although participation rates by labour status (see Table 17) for Hungary are actually the lowest among all countries in the 'inactive' and 'unemployed' categories, this results partly from the fact that only non-formal education (i.e., adult training) is supported by the ÁFSZ and most state programmes.

Participation rates in the various forms of adult education programmes available within the school system are presented in Tables 16-18 in Annex.

TABLE 16: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	2.5	5.7	12.2	6.3
HU	0.4	2.5	5.6	2.5

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

TABLE 17: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	6.2	6.4	6.3	6.3
HU	2.9	2	2.5	1.1

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

6.2. NON-FORMAL EDUCATION

GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

As explained in section 6.1.1, 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 National Qualifications Register (*Országos Képzési Jegyzék, 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 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.

MAJOR CHARACTERISTICS OF NON-FORMAL CVET

Adult training providers include:

- (a) 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 6.3),
- (b) private training companies,
- (c) NGOs (non-profit organisations, professional associations, etc.), and
- (d) employers providing in-company (internal) training for their employees.

Pursuant to *Act CI of 2001 on 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:

- (a) the competences that can be mastered,
- (b) the preconditions of participation,
- (c) the duration and delivery form of the training,
- (d) the modules of curricula (including their objective, content and duration),
- (e) the maximum number of participants,
- (f) the methods of assessment,
- (g) the preconditions of issuing a certificate concerning the completion of the training or of its parts (modules), and
- (h) 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:

- (a) vocational training programmes that award a state-recognised vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*);
- (b) 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;
- (c) 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
- (d) courses of various types and duration that do not award a nationally recognised qualification.

Accreditation of adult training institutions and programmes is not mandatory, however, it is a prerequisite of receiving public subsidy. It is awarded by the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület, FAT*) for a definite period of time (4 years in institutional, 2-5 years in programme accreditation), based on the evaluation of an expert committee. Pursuant to the Adult Training Act and *Act CXXXIX of 2005 on higher education*, in respect of their fee-charging training programmes, higher education institutions are considered as accredited institutions and their programmes as accredited adult training programmes, following only a notification procedure.

According to the 2009 adult training statistics (see Tables 19-28 in Annex) - 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 majority 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 356), 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 15% of participants learn either in distance or correspondence education or individual training.

In the case of training programmes that award an OKJ qualification, the objectives, admission criteria, duration (maximum number of hours), content requirements and type of outcome are specified in the vocational and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given qualification, published by a Decree from the minister of the relevant field. 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.

The outcome requirements of master examinations are defined by the Hungarian Chambers of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) and of 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 only in 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 has to 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 2.1). 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 examination of module completion (*modulzáró vizsga*,) and the vocational exam (*szakmai vizsga*, see 5.3) 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 adverse 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 and in fact are the lowest among all EU countries (see Tables 18-19 and also Table 19 in Annex). Similar to adult education provided within the school system, participation in adult training correlates strongly with educational attainment (see also Table 28 in Annex) and age - i.e., adult training activity is concentrated in the more educated and younger population who are also more motivated to be trained. As regards working status, employed and unemployed people participate in significantly greater proportions than the inactive. The vast majority of unemployed people participate in non-formal education which is only supported by the ÁFSZ and most state programmes. Actually, the number of unemployed (and other disadvantaged) people participating in state-supported training varies largely from year to year (see Tables 29-32 in Annex), 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).

Table 33 in Annex includes some more detailed information about participation in non-formal education and training obtained through a 2009 survey of the Central Statistical Office.

TABLE 18: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007

ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	16.3	33.3	52.8	32.7
HU	2.3	6.4	14.6	6.8

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

TABLE 19: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007

WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	40.5	13.2	32.7	20.4
HU	9.6	1.6	6.8	4.5

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

The government has introduced various measures in recent years to increase participation in adult education and training (see 6.1, 6.3 and 10.2), 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:

- (a) 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);
- (b) 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
- (c) 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).

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

There is no uniform national definition of 'groups vulnerable to exclusion on the labour market' (various development programmes and measures specify slightly different target groups), but the most significant such groups include the low educated, people living with disabilities or with altered work capacity, the Roma people, older people with outdated vocational qualifications and women (especially those on maternity leave).

Training support for job-seekers is provided through the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) which also supports the training of some other target groups (see below). In addition there are some central state programmes and invitations to tender aiming to promote the employment of disadvantaged people through training. Table 34 in Annex 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 Labour Market Fund (*Munkaerő-piaci Alap, 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 6.2). 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 length and duration of courses supported is 538 hours and 5.5 months and the majority (around two thirds) award a state-recognised vocational qualification on the OKJ (see Table 32 in Annex).

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 training provider is then chosen by the participant). 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.

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 Human Resources Development and Regional Operational Programmes (*Humánerőforrás-fejlesztési/Regionális Operatív Program, HEFOP/ROP*) is currently supported by Measure 1.4.3 of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, 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 “Step one forward” (*Lépj egyet előre*) programme, coordinated by the ÁFSZ, aimed at improving the qualification level of the adult population through providing cost-free learning opportunities under Measure 2.1.1 of TÁMOP as a continuation of the successful prior HEFOP programme training 20 107 adults in 2006-2007. The target groups were 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 offered 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 (in the second stage people with at most a primary school certificate also received living allowance in this amount after completing every 150 hours of the training). The available budget of HUF 10 665 000 000 (EUR 42 448 thousand) financed the training of 20 391 adults in the period of 2007-2009.

7. TRAINING VET TEACHERS AND TRAINERS

7.1. TYPES OF TEACHERS AND TEACHING OCCUPATIONS IN VET

TEACHERS AND TRAINERS IN VET

The types of teachers and vocational trainers who work in VET are listed in various laws regulating the operation of the education sector (VET, adult training or higher education).

IVET AND SCHOOL BASED CVET

The types of teachers and vocational trainers who work in VET are listed in various laws regulating the operation of the education sector (VET, adult training or higher education).

IVET and school based CVET

The law stipulates the same requirements with respect to teachers/trainers in school-based IVET and CVET as well. General subject and vocational teachers in vocational schools and vocational secondary schools thus can be categorized on the basis of what and where they are teaching (see Table 35 in Annex) general subject teachers (közismereti szakos tanár) teach general subjects in general education, as well as VET grades;

- (a) vocational teachers (szakmai tanár) teach vocational grounding subjects during the general training in VET, while in the VET years they teach theoretical subjects, along with practical subjects requiring a firm theoretical basis;
- (b) vocational trainers (szakoktató) oversee vocational practice during vocational training conducted in the school workshops;
- (c) practical instructors (gyakorlati oktató) oversee practical training conducted in an apprenticeship workshop in the VET grades or on the company premises;
- (d) non-pedagogical positions to assist teaching and educational work (e.g. teaching assistants, child protection and youth worker, pedagogical inspector, family social worker, child and youth work inspector, special education assistant, specialist doctor (psychiatrist), recreation assistant, social worker, technical professional, etc.)

Professionals working in CVET/adult training provided outside the school system

There are a number of different types of professionals working in adult education (teachers, trainers, instructors, tutors, mentors, etc.). Since adult training institutions provide general, as well as vocational and language training programmes, we can differentiate between teachers of general subjects, languages and vocational theory, as well as instructors overseeing vocational practice. Besides, there are a number of positions - training organiser and programme developer, manager, evaluator, animator and consultants - which are designed to support training activity (see Table 37 in Annex).

Teachers in higher education

In higher education the differentiation between teaching positions is ultimately based on academic performance and the higher education institution (HEI) specifies the qualification requirements pertaining to a particular position. Professionals working in higher education fall into 3 categories:

- (a) those who can be promoted on the basis of their scientific and pedagogical performance and are entitled to use the title of 'instructor' (oktató) (assistant lecturer, senior lecturer, associate professor, university or college professor);
- (b) those who are employed in so-called teaching positions (language teacher, dormitory teacher, practical trainer) and who are not entitled to the title 'instructor';
- (c) researchers who may also teach in some part of their working time (e.g. senior researcher, scientific advisor);
- (d) other positions designed to support learning (e.g. mentor, tutor) are not yet specified in the Act. However, in teacher training a new position (mentor) is currently being shaped, which is designed to provide support for teacher trainees undertaking the 6-month teaching practice.

The popularity of teaching

The number of people applying to teacher training programmes, in comparison with other programmes, declined between 2006 and 2008 but this trend changed in 2009 (see Tables 38, 39 a,b and Figures 8 a)-b) in Annex). The decline and then the sudden surge in the number of applications to teacher training programmes are related to changes in the structure of teacher training, thus the statistical data do not allow us drawing conclusions as to the popularity of this type of training.

Tables 5 a)-b) in the Annex indicate that in 2007 the number of teachers in VET dropped, which was followed by a slow but steady growth. The sudden decline was due, among others, to the measure introduced in the framework of Hungary's Convergence Programme, which cut the number of pedagogical jobs by 10,000 on a national scale. The comparison of the numbers of career entrant VET teachers and those who leave the field does not indicate either large scale career leaving, nor a considerable difference in this respect, compared to the number of career leaver teachers in grammar schools.

The greatest differences between teachers in these two school types can be noted in the age of those already working in these school types. Table 20 shows that in 2007 one third of vocational teachers were of age 50-60. Vocational training institutions also report similar trends. Once this generation retires in about 10-15 years, it is expected that there would be considerable shortage of vocational teachers and trainers, all the more so because of the low prestige of the teaching profession. This shortage is most likely to appear first in more profitable vocations, e.g. in the areas of technology and natural sciences. In addition, the small number of trainees in general teacher training in natural sciences also continues to decrease.

TABLE 20: THE NUMBER OF TEACHERS OF GENERAL AND VOCATIONAL SUBJECTS IN SCHOOL-BASED, LOWER SECONDARY EDUCATION - BY AGE

Age	teachers		teachers	
	of general subjects		of vocational subjects	
	number	%	number	%
maximum 30 (years of age)	1 933	16,50	458	13,23
maximum 40 (years of age)	3 902	33,30	788	22,77
maximum 50 (years of age)	2 891	24,67	867	25,05
maximum 60 (years of age)	2 516	21,47	1 114	32,19
over 60 (years of age)	475	4,05	234	6,76
TOTAL	11 717	100	3 461	100

Source: Ministry of Education, 2007

Data on the competences and motivations of young people embarking on teacher training indicate a general shortage of highly skilled labour force in the teaching staff in general. A study completed in 2007 sought to explore the differences between the competences of applicants to teacher training and those applying to other programmes (Varga, 2007). The results point to a counter-selection process at work not only at the application phase, but also at career starting and later on in the career when decisions are made about staying in the field of switching to something else. This means that the people who get accepted to the training programmes and decide to stay in the profession are those with weaker competences, a tendency greatly influenced by low salaries for teachers. Most teachers are paid around the minimum amount determined on the basis of the wage scale applied in the public sphere. In a survey conducted in 2009 the net amount - based on respondents' self-reporting - was equivalent to 109,000 HUF (390 EUR) per month.

INSTITUTIONS RESPONSIBLE FOR THE TRAINING OF TEACHERS AND TRAINERS

VET teachers and trainers are trained in higher education institutions where various training programmes are provided for teacher trainees of general subjects, vocational teachers and trainers working in school workshops.

Curricula for the training of VET teachers and trainers, along with the forms and methods of evaluation, are developed by the HEIs, based on the training and outcome requirements of the given subject. The following institutions are entitled to submit proposals in relation with the requirements of a particular major:

- in case of BSc programmes (the training of vocational instructors): a professional commission of a given field, established by the conference of the heads of higher education institutions,;
- in case of MA/MSc programmes higher education institutions: (general subject and vocational teachers).

The proposals are then published as Resolutions by the Minister of Education. The proposals must be reviewed and endorsed by the Hungarian Accreditation Committee (Magyar Felsőoktatási Akkreditációs Bizottság, MAB), have to be assessed by the relevant professional associations, employers and ministries, and must include social and labour market justification for starting a new programme. The quality of the training, provided by HEIs, and their quality assurance systems are also evaluated by MAB. Every eight years it

carries out an assessment of all institutions to determine whether the given HEI fulfils the requirements and carries out the implementation of the quality assurance plan.

RECENT REFORMS IN VET TEACHER/TRAINER TRAINING

The 2005 Higher Education Act, which supports the implementation of the Bologna process in Hungary, and the related ministerial decree fundamentally transformed the structure of the training system. The most important changes include:

- in the training and outcome requirements of teacher training, outcome requirements receive more emphasis instead of input;
- teacher training can take place in Master courses;
- practical training now includes a six-month teaching practice to be performed at a training site outside the HEI.

These changes give momentum to the rethinking of the content of the training, which is necessitated - among others - by the fact that the duration of teacher training has been reduced to five semesters. However, time constraints related to the elaboration and accreditation of teacher training programmes, along with the absence of a uniform quality assurance system to assess the independent teacher training institutes, may hamper a carefully devised content renewal.

The new training system, introduced hastily after an insufficient preparatory phase that did not allow a thorough elaboration of all the changes, provoked attacks and resentment among professionals - either out of concern for the quality of training, or because of conflicting interests. The new government that came into office in 2010 intends to review the Bologna system in Hungarian higher education, which may imply, with respect to teacher training, the possibility of restoring the previous one-tier system.

7.2. TYPES OF TEACHERS AND TRAINERS IN IVET

TYPES OF TEACHERS, TRAINERS AND OTHER TEACHING FACILITATORS IN IVET

Tables 36 in Annex demonstrates the types of pedagogues working in IVET.

INITIAL AND CONTINUING TRAINING OF TEACHERS AND TRAINERS IN IVET

INITIAL TRAINING

General subject teachers and those teaching the theory of vocational subject teachers, as well as vocational trainers must hold a degree obtained at a college/university (ISCED 5A). If there is no relevant teacher training programme, the Public Education Act permits also the employment of individuals having only a relevant ISCED 4C or 5B level vocational qualification listed in the National Qualifications Register (Országos Képzési Jegyzék, OKJ), provided they have at least 5 years of professional experience.

To gain entry to teacher/trainer training programmes, applicants must have a minimum of ISCED level 3A qualification (the Secondary School Leaving Certificate, érettségi

bizonyítvány), and also a relevant OKJ qualification if they are to embark on a programme to become vocational trainers.

In the previous dual system of higher education, it was possible to obtain the majority of vocational teaching qualifications after or in parallel with the training in the given professional field. In the new multi-cycle training structure introduced in September 2006 the following changes were implemented:

- qualifications for vocational trainers (technological, agrarian, and business) are awarded after the completion of a seven-term BSc training programme, which includes a period of uninterrupted school-based, as well as vocational practice;
- general and vocational teacher qualifications are offered only in the master cycle for those holding a specific (ISCED 5A level) BA/BSc degree defined in the training and outcome requirements (*képzési és kimeneti követelmények*). However, the new government, which came into office in 2010, is expected to restore the 5-year-long one-cycle training system that had previously been implemented.

The 150-credit teacher training programmes are made up of three modules:

1. vocational training aimed primarily at developing pedagogical/methodological competences (80 credits altogether, 30 credits in the first and 50 in the second qualification);
2. theoretical and practical training in pedagogy and psychology (40 credits), followed by;
3. an uninterrupted practice in a public education or adult training institution (30 credits).

The training and outcome requirements spell out the conditions of taking up a 'second' (supplementary) qualification. The modules of such programmes train students for performing additional general pedagogical tasks within general training or in a specific field of study. Such 'second' qualifications that may only be attained only after obtaining teacher qualification include: teacher of drama pedagogy, recreation teacher, teacher of multicultural education, teacher of inclusive education, teacher specialized in child and family protection, study and career guidance teacher, teacher of programmes for talented students, dormitory teacher, teacher of pedagogical assessment and evaluation, teacher of curriculum development; teacher of andragogy.

The assessment of teacher trainees is carried out in various forms, including examinations, practical assessment and the so-called closing 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*). The precondition of sitting the final examination is the fulfilment of all requirements defined in the curriculum, as well as the submission of a final paper summarizing the trainees' knowledge related to teaching and a thesis, a kind of 'portfolio' containing a summary and an analysis of the teaching experience.

Trainers at business organisations are required to hold only a vocational qualification in the specific field (of at least the same level as they provide training in) and must have at least five years of professional experience.

In-service training

The Public Education Act prescribes compulsory in-service training for teachers/trainers employed by public education institutions to be undertaken at least once in every seven years. The State covers 80% of the training costs from a central budget allocation. This legal obligation can be fulfilled 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 total of 120 hours;
- (b) passing the pedagogical professional examination (pedagógus szakvizsga, ISCED 5A) in the framework of a postgraduate specialisation programme (szakirányú továbbképzés) in higher education;
- (c) obtaining a second or further degree on BA or MA level, completing supplementary undergraduate training (kiegészítő alapképzés) or postgraduate specialisation programmes (szakirányú továbbképzés) (ISCED 5A);
- (d) obtaining a first pedagogical degree and qualification (in case of those who hold a relevant degree and qualification and teach vocational theoretical subjects only, or those who conduct practical training);
- (e) obtaining an advanced level OKJ qualification or a higher level vocational qualification (felsőfokú szakképesítés) improving the pedagogical and teaching work, and
- (f) participation in international in-service teacher training programmes (study visits) may also count as the fulfilment of this obligation.

There have been a number of programmes, financed either by the Hungarian state or by the EU, which contribute - in various ways - to the development and in-service training of VET teachers. Such programmes include the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*), which was implemented between 2003 and 2009 and was financed from domestic sources. In addition to the study visits and in-service training programmes, SZFP supported the self-development of VET teachers as well. A rich source of methodological tools was developed in cooperation with the teachers, which also ensured that the materials are tailored to their needs. A project within the TÁMOP programme 2.2.1. (Social Renewal Operational Programme - *Társadalmi Megújulás Operatív Program, TÁMOP*), financed predominantly from EU sources, finances study visits for VET teachers with the aim of developing their language competences, as well as in-service training at the workplace.

Teachers of students of special educational needs

Over half of the students with special educational needs (SEN) study in special schools and in special vocational schools focusing on skills development (see 5.2). Besides, a slightly increasing proportion of students with SEN take part in inclusive education in mainstream schools.

Special vocational schools employ general subject teachers with a degree in special education, their role is to make sure that the programmes and activities offered by the school match the students' needs. Vocational teachers and trainers, however, usually have no training background in special education. The training objectives of the MA level teacher training and the competences that trainees are to acquire in the framework of the institutional curriculum are specified in order 15/2006 (IV.3.) of the Ministry of Education. This order stipulates that a graduate of teacher training programmes should have sufficient knowledge of the causes, degrees of special educational needs, and should be qualified to carry out differentiated development education that facilitates students' catching up. To

make sure that these requirements appear in the curriculum, however, is the responsibility of the institution that provides teacher training. As a consequence, the majority of teacher trainees in the course of their training do not get more than some information about how to teach students with SEN, but not thorough methodological or pedagogical basis for their education in inclusive or segregated schools. Therefore it is of particular importance in the case of these pedagogues to provide further training opportunities for them. Often, such opportunities are provided by non-governmental organisations (NGOs) supporting people with mental disabilities and these NGO training programmes are often held the most useful by teachers (see more in 2.1).

Pre-service and in-service training of the teaching staff in higher education

Teaching staff in higher education institutions are not obliged to participate in in-service training, nonetheless, this group is the most highly qualified among teachers, which is partly due to the fact that their job requires ongoing self-development on their part. The Higher Education Act stipulates that

- employment as university instructor shall be subject to enrolment in a doctoral course, and employment as assistant professor (*docens*) shall be subject to the completion of PhD / DLA (ISCED 6) degree;
- for scientific-research and teaching positions (which do not imply the title of 'university instructor') candidates must have a qualification and educational attainment of ISCED 5A level.

The Act does not prescribe that lecturers should have pedagogical qualifications, their selection falls within the competence of the higher education institutions.

7. 3. TYPES OF TEACHERS AND TRAINERS IN CVET

TYPES OF TEACHERS/TRAINERS AND OTHER LEARNING FACILITATORS IN CVET

Table 37 in the Annex presents the different types of instructors working in CVET provided within or outside the school system.

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

TEACHERS AND TRAINERS IN SCHOOL-BASED CVET

Since the same teaching/training staff is involved in CVET training programmes as in IVET, the types of teachers and trainers, as well as their pre-service and in-service training, are the same as what has been described in section 7.2

TEACHERS AND TRAINERS IN CVET PROVIDED OUTSIDE THE SCHOOL SYSTEM

Pre-service training

The current legislation stipulates that adult trainers must possess a relevant higher education degree (ISCED 5A) or - provided they have certain years of professional experience - secondary qualifications of at least the same level as the training itself. Those who train students from disadvantaged background are an exception, as in their case it is

required that they should have qualifications in pedagogy (or psychology), in addition, practice trainers must have five years of vocational/adult training practice.

The training of teachers/trainers in adult training takes place in the same higher education institutions as in the case of IVET teachers working in vocational schools, therefore please refer to 7.2.2 for its description.

Although the majority of those working in adult training do not hold a degree in andragogy, there are a number of other types of training programmes as well which train people for various teaching facilitator positions. In the higher education system introduced in September 2006, new courses were launched, including - among others - human resources and andragogy, with four optional specialization areas (human resource specialist, cultural management specialist, human resource manager, career advisor). Among the postgraduate specialisation programmes (*szakirányú továbbképzési szakok*, ISCED 5A) offered in higher education, the four-term adult education expert (*felneveléskészítési szakértő*) training programme trains participants in planning, organising, managing and assessing adult education processes. The two-year OKJ training course, 'training assistant' (*képzési szakasszisztens*) trains people holding the secondary school-leaving certificate to perform organisational tasks in adult training and also to take part in practical training in VET.

In-service training

The current legislation does not prescribe mandatory in-service training for adult trainers, 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 in-service training (see 7.7). 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. There are significant differences among private training companies 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.

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 Measure 3.5.1. As a result of the programme, language teaching materials and textbooks have been prepared, which are accessible for everyone in electronic format.

8. MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

8.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN 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 a year and covered a nine-month period. Since 2004 they are made once a year, for a period of one and a quarter years. The forecasts are based on a stratified sample of companies, representative for sector and size, and data is gathered through face-to-face interviews with company representatives. These forecasts have proven highly accurate. An important by-product of these forecasts is the so-called labour market information matrix (*szakmapozíciós mátrix*) that provides information about prospective layoffs and increasing demand in particular occupations. Since 2005, data gathering and processing have been carried out by the Research Institute of Economics and Enterprises 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*). Since 2008 basic statistics of the survey have been accessible to the public on the Internet through an interactive database¹³.

The database also contains information on the following: the number of prospective layoffs and new hires for each occupation; requirements job career starters need to meet; a list of so-called 'shortage jobs', i.e. occupations with critically low labour 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. Data is also available in regional breakdown, as well as by counties.

Labour 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. Regional breakdown of the data is available for experts, but is not yet accessible to the public.

Every now and then mid-term (3-5 years) and long-term (5-10 years) labour-market forecasts are also prepared, usually commissioned by the ministry responsible for employment-related issues. Most recently research projects on forecasts related to employment and sectoral workforce structure (see Borbély and Fülöp, 2008) were carried out within the framework of the 'Development of Public Employment Service' programme of the Human Resources Development Operational Programme (*Humán Erőforrás Operatív Program, HEFOP*)¹⁴. They were funded by Structural Funds.

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 sectors¹⁵, and in 2008, the latter concentrating on the construction industry¹⁶.

The fact that forecasts are being made does not necessarily guarantee that accurate information is available with regard to future labour market needs. For example, several studies have confirmed the drastic depreciation of vocational qualifications over the past two decades (see for example Kézdi et al. 2008, 2009). The high unemployment rate of

¹³ Hungarian Labour Force Forecast Survey (*Magyar Munkaerőpiaci Prognózis*): <http://www.mmpp.hu>

¹⁴ Borbély, Tibor Bors - Fülöp, Edit (eds.): *Munkaerő-piaci kutatások*, FSZH, 2008., www.employmentpolicy.hu/engine.aspx?page=tanulmany-konyv

¹⁵ www.3kconsens.hu

¹⁶ tpk.org.hu/resource.aspx?ResourceID=apk_dok_epito_kdrmk_20080923

skilled workers as well as the large number of them working in unskilled jobs may be interpreted as results of overproduction in certain areas of training. More importantly, however, they are symptomatic of the deficiencies of an education system that produces - primary as well as secondary level - graduates in great numbers who are lacking in the most basic skills. At the same time, the shortage of skilled labour - often articulated in public discourse by representatives of economic chambers, policy makers, etc. - is not completely unfounded, either. However, a clear understanding of the unemployment and shortage of skilled labour is a necessary precondition in bridging the gap between the potential labour force produced by VET on the one hand, and the needs of the labour market on the other.

However, precise and reliable information regarding the true extent and form of the labour shortage is not available - partly because shortage estimates made by employers, as many experts point out, should be treated with caution (Kézdi et al. 2008, 2009; Mártonfi 2006; Nagy 2008). Exaggerating the number of skilled workers who are alleged to be missing lies in the interests of the corporate-entrepreneurial lobby, and quite understandably so. In this way they can attract attention and cause state funding of vocational training to be increased in areas (in specific occupations) that suit their wishes; thus employers can ensure that they have just the right amount of skilled workers produced for them, to meet their present and short-term needs.

In many cases the paradox of simultaneous shortage and unemployment is just an apparent contradiction; it has little to do with the realities of the labour market since the figures cited rely on questionable methodologies (Juhász et al., 2009). Of course, there is also a real shortage of skilled labour; that, however, is not an issue of quantity. Rather, it has more to do with the quality of VET: properly trained skilled workers who are prepared for lifelong learning and capable of adjusting to constant economic and technological change are, in fact, in short supply.

SURVEYS CONDUCTED BY MKIK GVI

A 2007 law amendment authorized the Regional Development and Training Committees (*regionális fejlesztési és képzési bizottság, RFKB*, see 9.1) - consisting mainly of members delegated by the economic sector - to decide which vocations are to be taught in school based VET at the regional integrated vocational training centres (TISZK, see 2.1) as well as about the number of classes the training should be provided in. RFKBs are also in charge of determining which jobs are in short supply in the labour market, which translates to the allocation of additional funds to both training providers and students. Similarly, the recently introduced scholarship programme (see below) - which has been launched to benefit vocational school students - also relies on the RFKBs' lists of shortage occupations. Furthermore, the same regional bodies are responsible for inviting and evaluating applications for vocational education and training funds. All these tasks require an up-to-date and in-depth knowledge of the regional labour market on the part of RFKB members. From 2008 on, in order to make this information available, 900 million HUF (approx. EUR 3.6 million) are allocated annually for carrying out surveys.¹⁷

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 the first survey, conducted in 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 over the course of the

¹⁷ The 2008 and 2009 reports are available at: <http://www.gvi.hu/index.php/hu/papers/list.html>

next one to four years with respect to 250-300 occupations. Various research methods were applied to estimate the number of students aged 14 participating in secondary education, including those enrolled in vocational schools, in each region in the period until 2015.

MKIK and other business organisations took an active 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, however, should be regarded as merely informative with specific figures often disputed, occasionally even viewed as unreliable, i.e. they 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 - albeit often deviating from them when particular interests proved to be stronger - participants came to a general consensus about the new list of shortage jobs.¹⁸ 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.

Lessons learned from the previous year were used to improve the 2009 survey (see Fazekas 2009): methodology was refined so that previously neglected segments of labour supply and demand could be taken into consideration, too. Data were gathered from a sample of 9000 respondents representing a wider range of the economy; for example, institutions of the public sector were included as well. Furthermore, in addition to using questionnaires of similar structure as before, interviews were also conducted with experts and employers. In addition, based on a sample of several thousands of respondents, a 'career tracking snapshot' was taken to map the labour-market success of those who acquired a vocational qualification in 2008. The most significant change was the increased reliance on qualitative methods - as complementary to quantitative ones - in the course of data gathering. Thus the results could be presented in various forms: not only in tables and charts, but also in more nuanced analytical studies, discussing issues of quality as well. However, due to the very high number of lack of responses, the results of the 2009 survey should still be taken with caution. For example, little more than 40% of all respondents (even less, only 31% in the public sector) answered to questions with regard to demand for vocational school graduates, making it practically impossible to draw valid conclusions.

CAREER TRACKING

For the past couple of 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. Policy makers are committed to using this information not simply as an aid in the planning of training quotas but as the very basis of them. The above-mentioned 'career tracking snapshot', set to provide information to the RFKB about skilled workers, is in line with this trend, too. Career tracking is funded from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*).

18 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

In Hungary there are a number of national systems and local initiatives 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 students who have completed their studies at ISCED 3-4 levels, as well as creating the necessary IT background for such monitoring.

Another sub-project of the TÁMOP 4.1.3 ('The development of a higher education service system') aims at developing the career tracking of system of the ISCED 5 level output, the so-called Graduate Career Monitoring System (*Diplomás Pályakövető Rendszer*). The goal 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 adjust employment and higher education policies.

Measure 2.2.3 ('Improving the system of regional integrated vocational training centres') also relies on funding from TÁMOP. Many of the 43 successful projects involve the launching of a career tracking system at the level of the regional integrated vocational training centres (TISZKs, for more information see 2.1).

8.2. PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILL NEEDS (JOBS)

Due to its modular structure - with its so-called 'partial qualifications', 'branches' and 'built-on vocational qualifications' - the National Qualification Register (*Országos Képzési Jegyzék, OKJ*, see 2.1), launched in February 2006, allows for more flexibility in adapting to the changing demands of the labour market, at least theoretically speaking. In practice, however, these expectations have not been confirmed yet. The OKJ Committee, also established in 2006, monitors and evaluates the development of VET structure and makes recommendations regarding the modification of the OKJ to the minister responsible for VET. Most members of the committee are delegated by economic and professional organisations.

Economic actors also play a decisive role in the advisory boards functioning beside the TISZKs. Although these bodies are not entitled to make decisions, their recommendations do have an influence on training profiles, infrastructure development for practical training or institutional strategies.

Before the onset of the economic crisis in 2008, the shortage of skilled labour was quite characteristic in the Hungarian labour market, particularly in construction and machinery. In order to encourage training provision in these areas, special incentives have been put in place, such as the increase of allowances payable to students with student contracts (see 5.4). This makes training providers, providing practical training in these vocations, more interested in concluding apprenticeship contracts, since they can expect higher refunds from the training sub-fund of the Labour Market Fund (vis-à-vis those who offer practical training in non-shortage occupations).

Pursuant to Government Decree No. 328/2009, a scholarship programme for vocational school¹⁹ students was launched in February 2010 to support students training in

¹⁹ Vocational schools (ISCED 2/3) constitute the most problematic part of VET in Hungary. These schools have become a repository for the most disadvantaged students with the lowest abilities. Vocational schools are characterized by high rates of dropouts, while students graduating from these schools have to face the severe depreciation of their qualifications

occupations in high demand in the labour market. The list of shortage jobs are prepared by the RFKBs, according to the specific economic needs of each region. The overall objective of the scholarship programme is to improve the competitiveness of the economy by making VET more demand driven. More specifically, it intends to support students who are training for vocational qualifications that are high in demand in the labour market but have insufficiently low enrolment figures. That is, to make the vocations in question - and the career of skilled workers in general - a more attractive option for students, and to improve both the quality and the prestige of VET. The fact that the programme supports individual students is meant not only to bolster their motivation for learning - the better the grade point average, the higher the scholarship amount - but also to help disadvantaged young people to complete their schooling and obtain a qualification.

In the first, introductory semester, eligible students receive a uniform amount of HUF 10 000 /month (EUR 37), from the second semester on the monthly amount may range between HUF 10-30 000 (EUR 37-110). Every vocational school student in their VET grades is entitled to receive the monthly allowance who meets the following eligibility criteria:

- (a) trains for a vocation high in demand in the region;
- (b) reaches a minimum grade point average of 2.5;
- (c) has a good attendance record with less than 10 hours of unjustified absence.

Even though the list of vocational qualifications supported by the scholarship programme vary from region to region, the following ones are identified everywhere as being high in demand: bricklayer, metal cutter, welder and joiner-rigger (approx. 8 000 students in total). Altogether 24 vocational qualifications from 11 trade groups have made it to the regional lists. The scholarship programme is funded from the training sub-fund of the Labour Market Fund (MPA); with HUF 2,088,000,000 (EUR 7,700,000) set aside for the year 2010.

Prior to the introduction of the national scholarship for vocational school students a similar programme was already in effect in one of the most significant industrial - and relatively wealthy - towns in Hungary. The local council in Győr launched a VET scholarship scheme in 2008. 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. Thus the allowance vocational school students in Győr receive are funded from several sources: local council scholarships, allowances from the student contract (see 5.4), company scholarships, and from February 2010 the national scholarship programme for vocational school students (mentioned above). Altogether these may add up to an amount similar to the minimum wage.

Since its introduction in 2008 the number of eligible students has almost tripled (from 450 to 1240, the growth of enrolment rate is 8%, approx. 80 students/year). The scholarship scheme is considered a success; it had a positive impact on students' GPAs, and parents are said to make more informed decisions regarding the future of their children. However, it is difficult to say to what extent these incentives have boosted the number of applicants to vocational schools, since simultaneously with their introduction, the number of places offered by secondary grammar schools was reduced by 25% in the 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 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.

The scholarship scheme has attracted nationwide attention; it has been considered in the development of the national scholarship programme, and city leaders are approached for sharing their experience from all over the country

The local council of Zalaegerszeg, a county capital with 60 000 inhabitants, has also developed a local scholarship scheme of their own to support VET students, starting in September 2010. The objective is to at least alleviate the national-level and systemic problems of VET locally. Specifically, they aim to influence the school choice decisions of students and their parents, and to improve the quality and prestige of VET schools. The increased involvement of economic actors and employers in VET is also among the priorities.

At 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 Annex, Table 13).

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 ministry responsible for VET, 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 another 11 vocations. As a result MKIK now is in charge of the content development of the majority of training courses at ISCED 3 level VET. The Chamber also conducts so-called mid-term level examinations in these vocations, which - in addition to testing the effectiveness of the training - allow direct communication of the demands of the labour market as well.

The introduction of the modular OKJ in 2006 implied the launching of new examination regulations as well. Final exams are of a more practical nature than earlier. 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 vocational and examination requirements, related to the new modular OKJ, 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 development of the programme, the basis of which is provided by previous analyses of work descriptions and the so-called DACUM tables.

One of the sub-projects of TÁMOP 2.2.1 aims at creating further training opportunities for vocational teachers and trainers. The main point of further training is that teachers and trainers who have been teaching in vocational schools for a longer period of time (for approximately 10 years) will have the chance to work for a business organization or factory

where they can get to know the most up-to-date technologies and methods used in their field, the respective requirements applicant have to meet as well as the typical working conditions. The pilot phase of the project, which involved approx. 80 VET trainers spending 1-2 months at participating companies, has just concluded.

9. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

9.1. STRATEGY AND PROVISION

In Hungary there is no single owner of career guidance and counselling. Guidance activities and developments are overseen by the ministries responsible for employment as well as for education; i.e. by the Ministry of National Economy (*Nemzetgazdasági Minisztérium*) and the Ministry of National Resources (*Nemzeti Erőforrás Minisztérium*). However, the two ministries do not share a long term strategic agreement on the issue. Furthermore, neither the students and their parents, nor the employers have a clear understanding of the aims, methods or the benefits of guidance, counselling and vocational orientation.

The establishment of the European Lifelong Guidance Policy Network (ELGPN) has propelled forward developments on national level. The Hungarian LLG Council (*Nemzeti Pályaorientációs Tanács, NPT*)²⁰ was founded in January 2008 and in September of the same year a new national programme was launched within the framework of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Programja, TÁMOP*) of the New Hungary Development Plan 2007-2013 (*Új Magyarország Fejlesztési Terv, ÚMFT*) which includes the development of a new national LL guidance network. The Managing Authority for Human Resources Programmes (*Humán Erőforrás Programok Irányító Hatósága*) of the National Development Agency (*Nemzeti Fejlesztési Ügynökség*) also plays an important role as the fully responsible body for national HR developments. Since the new government took office in May 2010, the retrofitting of the ongoing national development programmes has been on the agenda. The new government has changed the name of the 2007-2013 development programme to New Széchenyi Plan (*Új Széchenyi Terv, ÚSZT*) but no decision has been made yet regarding the content of the programme.

The national LLL strategy (2005) also specifies the development of some elements of career guidance activities, and a respective policy document has been drafted by the new Hungarian LLG Council. However, the document is still subject to consultation and has not yet been accepted as the government's official statement.

The main shortcomings of the Hungarian LLG system can be summarized as such:

- (a) there is no organisation in the position of providing complex guidance services;
- (b) there is little coordination between policies and institutions;
- (c) information and publicity about available services is poor;
- (d) guidance tools should be further developed for LLG;
- (e) clients face difficulty in obtaining personalised guidance services.

²⁰ http://internet.afsz.hu/engine.aspx?page=full_kulfoldi_palyaor_eu_magyar_llg_tanacs

The most important acts on education, listed below, include the regulation of guidance and orientation services (for more information on these acts see 4.2 and 4.4):

- (a) Act LXXIX of 1993 on Public Education,
- (b) Act CXXXIX of 2005 on Higher Education,
- (c) Act LXXVI of 1993 on Vocational Education and Training,
- (d) Act CI of 2001 on Adult Training,
- (e) Act IV of 1991 on Facilitating Employment and Provisions for the Unemployed.

Data relevant to career guidance is collected by only one agency, the head office (National Employment and Social Office, *Foglalkoztatási és Szociális Hivatal, FSZH*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) via the seven regional labour centres, the nine regional training centres, as well as from several 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 2004-2006 (*Nemzeti Fejlesztési Terv, NFT*) also consisted of development components for guidance activities, including the preparation of studies and analyses. However, no national databank has been set up to gather the outcomes of these research projects.

Cooperation between the various sectors involved in providing career guidance and counselling services is rather poor in terms of both institutional and professional relations. In fact, the current system of provision is considered inadequate and access to services has not been made widely available yet. The importance of and need for developing guidance and counselling has long been emphasised in policy documents; however, most development programmes launched in recent years have focused primarily on the establishment of information systems, labour market information databases and websites.

Nevertheless, a large-scale development programme aimed at creating a national integrated system of career guidance (career development) was launched in 2008 within the framework of TÁMOP with a budget of EUR 6.878 million. The development of a national career guidance system was completed by the middle of 2010. The results of the first two-year period are available on-line (see Borbély-Pecze, 2010).²¹ It relies on both online and traditional tools, and incorporates already existing and newly established career counselling, guidance and monitoring systems that are linked to labour market information systems which, in turn, can be connected into the EU-27 systems (EQF, EUROPASS, PLOTEUS, EURES, EuroGuidance Network, etc.).

As a result of the cooperation and coordination between different governmental bodies (NSZFI, OH, FSZH, OFI), the new Hungarian LLG Portal was launched in September 2010.²² It serves customers of all ages and covers a wide variety of databases in the field of employment, VET, higher education, adult education and public education.

A coordination network to synchronise policies and programmes was set up in May 2009. By September 2010 approx. 3100 practitioners and 800 institutions joined the regional LLG

²¹http://www.afsz.hu/resource.aspx?ResourceID=afsz_tamop_rendezyenyek_zaroknf_zarokiadvany. The English version will be available after mid-October.

²² www.eletpalya.afsz.hu

network, out of them 500 are highly trained career counselling professionals. These steps are coordinated by the National Employment and Social Office (*Foglalkoztatási és Szociális Hivatal, FSZH*) of the ÁFSZ. FSZH also holds the secretarial duties of the new Hungarian Lifelong Guidance Policy Council (*Nemzeti Pályaorientációs Tanács*). The LLG Council was created by a 2007 decision of the National Vocational Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*).

ÁFSZ is also responsible for maintaining a career guidance web portal,²³ and for operating the Hungarian EuroGuidance office in Szeged.²⁴ The development of a career monitoring system also supported under TÁMOP provides valuable information for guidance and assists career choice. Educatio Kht., one of the agencies of the Ministry of National Resources (prior to 2010: Ministry of Education and Culture), is responsible for collecting and providing information on guidance relevant to higher education,²⁵ as well as for the methodological development of guidance activities in primary and secondary schools. The further development of the Hungarian LLG Portal is one of the most important tasks for the next years of the TÁMOP 2.2.2 programme. The new portal plays an integrative role in the field of LLG for professionals as well as for end-users.

MAJOR BODIES RESPONSIBLE FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES

County pedagogical institutes (*megyei pedagógiai intézet*) and pedagogical 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 a whole county.

Since 2006 higher education institutions are obliged by the Higher Education Act to provide free career information and counselling services to students, and - on the basis of voluntary data provision - perform career monitoring tasks. There are counselling and career centres at approximately 80 higher education institutions. The development of a central programme and of a relevant institutional tendering system is in process within the TÁMOP programme of ÚMFT.

Pursuant to the Employment Act of 1991, the seven regional labour centres (*regionális munkaügyi központ*) of the ÁFSZ and their 169 local branch offices provide career guidance/counselling services. Their clients include adults - both employees and unemployed - as well as students in public education, primarily VET students. In recent years - in line with the provisions of the 30/2000 (IX.15) Decree of the Ministry of Economy - most of the ÁFSZ career services have been outsourced to external providers.

The network of Employment Information Guidance Centres (*Foglalkozási Információs Tanácsadó, FIT*) operated by the labour centres has been set up since 1994 with the support of the German government. Within the framework of the Leonardo Da Vinci programme, Euroguidance Hungary (*Nemzeti Pályainformációs Központ, NPK*) was set up in 2000 as the Hungarian member of EuroGuidance. The Centre's main duties include provision of information on available training programmes and learning opportunities abroad, as well as on the Hungarian education system and labour market. Both the 20 FIT

²³ www.epalya.hu

²⁴ www.npk.hu

²⁵ www.felvi.hu

sites and the National EuroGuidance Centre offer guidance services but mainly at the OECD level 1 (self-service information provision).

Furthermore, the nine regional training centres of the ÁFSZ - established in 1992 with the support of the World Bank - offer career orientation, guidance and counselling services, including career orientation training programmes to various disadvantaged groups. Several adult training institutions (business 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.

There are no non-governmental career centres in Hungary that provide career guidance at OECD levels 2-3 (assisted information-giving and personal counselling).

Within the framework of the National LLG guidance network, founded under Measure 2.2.2 of TÁMOP, 50 professionals started to provide career guidance nationwide in May 2009. Furthermore, cultural centres at county seats as well as family and child protection offices also provide services related to career guidance. So do several accredited adult education companies, to meet their obligation required by the Adult Education Act to provide services related to adult education, career services being one option.

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

9.2. TARGET GROUPS AND MODES OF DELIVERY

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

- (a) pupils in elementary schools (in the early stage of choosing their future career/qualification and the appropriate secondary school);
- (b) students in secondary schools (prior to 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 in need of 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 as well as people with disabilities. There are a number of non-governmental organisations that 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 million inhabitants there are less than 200 000 people with a migrant background), therefore only a few NGOs offer special guidance services for them. As part of 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

Curriculum for primary schools 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 class' (*osztályfőnöki óra*).

In school-based VET, career orientation as a separate subject was first introduced in the middle of the 1990s in the local curricula of secondary vocational schools (*szakközépiskola*) which participated in a development programme supported by the World Bank. In the school year 2001/2002 a similar subject, aimed at assisting students' career (training programme) choices was introduced into the framework curricula of vocational schools (*szakiskola*), and since 2006 provision has been mandatory in grade 9. (It should be noted, however, that some schools actually use these two classes per week to provide pre-vocational studies. Schools in fact have conflicting interests in career guidance for it may lead students to choose another vocation at another school). In the most recent version of the 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. It consisted of various components, 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). In addition, in-service teacher training programmes and regional conferences were organised in order to provide opportunity for the exchange of ideas and experiences. The overall objective was to increase students' motivation in guidance activities and thus enable them to make informed decisions when they enter VET in grade 11 and choose their future career. The project paid special attention to the demonstrated motivation deficit, the prevalence of school failure, and the high number of drop-outs among vocational school students.

HIGHER EDUCATION

Due to specific legal regulations as well as to the financial support provided for career offices under the Regional Development Operational Programme (*Regionális Fejlesztés Operatív Program*) of the NFP 2004-2006, the standard of career guidance services at higher education institutions has improved considerably over the past few years. Nevertheless, according to a recent study, 40% of higher education institutions do not operate a career guidance centre. All in all, the services and structure of career guidance at higher education institutions in Hungary are in line with their Western-European counterparts. However, access to personal, group-based and online services is limited, especially 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 potentials of career-guidance centres.

GUIDANCE SERVICES IN THE LABOUR MARKET

The seven regional labour centres and their local branch offices of the ÁFSZ provide career guidance/counselling services to adults as well as to students. Since 1994 labour centres has been operating a network of Employment Information Guidance organisations and bases (*Foglalkozási Információs Tanácsadó bázisok, FIT*). Euroguidance Hungary, the Hungarian member of EuroGuidance since 2000, is responsible for collecting and disseminating information on learning and training opportunities in European countries, and for maintaining a training database - available over the internet - on secondary and tertiary education.

Within the framework of the Social Renewal Operative Programme (TÁMOP) the development and promotion of the national lifelong guidance network is identified as an important, strategic element. 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 education, methodology and IT. With regard to the latter, a new national guidance portal is being developed, targeting young people, 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 Master's degree programme is financed to train 85 guidance professionals at 2 universities, along with a 2x3-day, free of charge training programme for 2,000 professionals already working in the field (teachers, social workers, etc.). In addition, TÁMOP 2.2.2 also supports 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 has been set up to ensure cooperation between the project and other parties involved (employment offices, schools, higher education institutions, social institutions, NGOs). Research studies will be conducted to help counsellors work more efficiently, and various auxiliary materials will also be prepared.

Currently there is no national system of quality assurance for guidance services; service providers evaluate their own activities. As part of the National LLG Development Programme a national customers' satisfaction survey has been developed for all subdivisions in education to assess satisfaction with different types of guidance services (individual, group, on-line).

Hungary is participating in the activities of Work Package 4 of the European Lifelong Guidance Policy Network (ELGPN) 2009-2010 action plan, aimed at developing evidence-based guidance and QA. That is, its purpose is to develop a quality assurance system for counselling services, along with the respective indicators, as well as to assess the social, economic and psychological impact of guidance. At the same time the Hungarian LLG Council has also launched a small secondary research project on the quality and impact of guidance services. This study as well as another one focusing on the development of a national competency matrix of guidance practitioners was completed in 2010.²⁶

²⁶ For abstracts in English see:

http://www.afsz.hu/resource.aspx?ResourceID=kulfoldi_palyaor_eu_elgpn_executive

9.3. GUIDANCE AND COUNSELLING PERSONNEL

INITIAL TRAINING

Qualifications requirements of practitioners providing career guidance/counselling services are regulated only in 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 should hold either a relevant teacher qualification or a relevant higher education degree and a qualification. With respect to the initial training of guidance professionals, college level degree programmes have been offered since 1992. Psychologists may also attend a 2.5-year-long training in the field of career guidance. Career guidance teacher training as a special 2-year degree programme has been available since 1999. Approximately 1500 people have obtained a degree but there is no reliable data on the percentage of career-leavers. The Bologna process has fundamentally changed the training system of counsellors. For the past three years a BA qualification in the field of andragogy with a specialisation in career guidance has been available in 19 colleges, and 4 universities offer MA degrees in the field of HR - career guidance. In the new system BA students in teacher training programmes are also required to take courses in career counselling. Currently the majority of career orientation teachers are vocational trainers.

The development and provision of further training opportunities for career orientation teachers in vocational schools was an integral part of the career orientation project of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see 2.1).

Practitioners who provide services supported by the Public Employment Service (ÁFSZ) are required to hold qualifications (mostly higher education degrees and qualifications) as specified in the *30/2000 (IX.15) Decree of the Ministry of Economy*. The exact type of the qualification depends on the type of services provided; and in certain cases work experience is also required. The list of potentially required qualifications is quite long, ranging from teachers to career or school counsellors. Requirements have been set in a deliberately broad fashion so as to make allowance for the relatively low number of newly trained professionals in Hungary.

According to regulations concerning accredited adult training programmes, training institutions are required to provide certain services related to adult education, with guidance services being one of them. However, respective qualification requirements are left unspecified, and the supervision of services is not provided, either.

IN-SERVICE TRAINING

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

Specialised further training programmes for counsellors currently offered 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*)
- (g) Creativity and communication (*course-based training*)

Within Measure 2.2.2. of TÁMOP as many as 50 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 Association, they are not strong enough to require compulsory in-service training or supervision. As a result, they are left to the discretion of employers.

10. FINANCING: INVESTMENT IN HUMAN RESOURCES

10.1. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

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:

- (a) the central budget and
- (b) 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.

Since 2007 the amount of the automatically provided basic per student capita grant 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 grades and in vocational practical training. As regards the latter, since school year 2004/2005 schools are entitled to 140% of the grant in the first but only 60% in the final VET grade, thus encouraging practical training in a school workshop in the first and at the workplace in the final stage of training. As a result of the measure there has been a slight change in the desired direction.

Practical training provided at a business organisation (based either on a cooperation agreement or a student contract, see 5.4) is financed by the enterprise, which can spend its vocational training contribution (*szakképzési hozzájárulás*, SZH, see 10.4) on the related costs and can also claim further expenses from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap*, MPA see section 10.4).

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. The right of disposal over the MPA training sub-fund is divided between the minister responsible for VET and adult training and the minister responsible for education (in relation to the latter's tasks concerning 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*) both involving the social partners.

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

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

In order to encourage enterprises to offer 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 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 shortage-job.

Encouraging training in shortage occupations was also the objective of a government decree issued at the end of 2009 which launched a scholarship programme for vocational school (*szakiskola*, ISCED 2/3C) students starting in February 2010. Eligible students - those who train for a vocation in high demand in the regional labour market as defined by the RFKBs, reach a minimum grade point average of 2.5 (5 being the highest) and have less than 10 hours of unjustified absence from school - receive a uniform amount of HUF 10 000 (EUR 36) per month in the first and HUF 10-30 000 (EUR 36-107) in the following semesters in the VET years depending on their school performance. The measure which intends to make the vocations in question as well as the career of skilled workers in general more attractive is funded from the MPA training sub-fund (HUF 2 088 000 000/EUR 7 700 000 was set aside for 2010). First feedback shows that the scholarship programme has indeed increased applications for shortage occupations, but teachers have not yet experienced the impact of remuneration based on grades on student performances.

Fundamental changes have been introduced recently concerning the mechanisms of development funds distribution. 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, 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 (to a limited extent) 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 8.1). Since 2008 the RFKBs:

- (a) make recommendations concerning the distribution of the development subsidy among institutions/qualifications;

(b) decide on regional development objectives for VET and support from the decentralised section of the training sub-fund; and

(c) make proposals regarding the volume of development funds in the region and the regional use of support from the central section as well.

In 2008 the vast majority of VET schools joined a TISZK, thus currently with a few exceptions they are all eligible to receive development funds.

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 '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 2009 the total number of new entrants was limited in 56 000, including 12 500 in higher level VET). The limit for 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:

(a) state support from the central budget:

(b) 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);

(c) tenders (e.g. for financing instructor scholarships, infrastructural development, providing programmes with low participant numbers, etc.); and

(d) agreements with the ministry of education (e.g. for doctoral training, development, etc.).

(e) 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 section 10.1)

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

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 10.1).

In public education, the per student capita funding of adult education (felnőttoktatás) organised in full-time education is equal to that of 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 in years 9-10), 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 advanced vocational qualification and/or degree free of charge. However, state-supported training is less available in part time and distance learning (in 2009 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 10.1).

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 10.3), otherwise it is financed by the participant 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 CVET. Although provision of some training leave is guaranteed by the Labour Code (see 6.1), 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 Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see 10.4), 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 the 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 of spending at most 33% - or since 2007 for micro and small enterprises (MSEs) 60% - of their vocational training contribution (*szakképzési hozzájárulás, SZH*, a kind of VET tax, see 10.4) on financing the (either internal or external) vocational and foreign language training of their employees (in 2009 HUF 7.61 billion/EUR 27.1 million was spent on the training of 110 923 employees from this source). The latest change of regulations introduced as a result of Commission Regulation (EC) No. 800/2008, effective from 1 July 2009, has differentiated between general and special training programmes and defined the maximum intensity of support for these in 60% and 25%, respectively. These shares can be increased in the case of training disadvantaged people and for medium enterprises and MSEs, but at least 20% of the training costs must be ensured by the enterprise at all events. This latter fact will probably keep away even more MSEs from making use of this opportunity, while even up to now this measure has significantly favoured larger companies (besides the small amount of their SZH, further obstacles include lack of information, the problem of substitution, and the considerable administrative burden).

In 2005, the total cost of CVET courses provided by enterprises was 1.9% of the total labour cost, a little higher than the EU average (see Table 21). It has increased considerably compared to the 1999 result of 1.2%, although this derived primarily from the increased spending of large companies (it has almost doubled) and there has been only a slight increase in the case of MSMEs.

TABLE 21: COST OF CVT COURSES AS % OF TOTAL LABOUR COST (ALL ENTERPRISES), 1999 AND 2005								
STAFF	10-49	10-49	50 - 249	50 - 249	250 +	250 +	TOTAL	TOTAL
TIME	2005	1999	2005	1999	2005	1999	2005	1999
EU-27	1.1		1.4		1.9		1.6	
EU-25	1.1	1.5	1.4	2.4	1.9	2.4	1.6	2.2
HUNGARY	1.3	1.1	1.3	1.0	2.4	1.3	1.9	1.2

Source: Eurostat (CVTS2 and CVTS3); Extracted on: 30-04-2010; Last update: 19-03-2010

10.3. 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*);
- the employment, rehabilitation and training sub-funds of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see 10.4) 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 (see 6.3). Their support may include the reimbursement of training costs and related expenses and provision of supplementary/compensatory payment for the duration of training.

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 Public Employment Foundation (*Országos Foglalkoztatási Közalapítvány, 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 various measures of the Social Renewal Operational Programme (*Társadalmi Megújulás Operatív Program, 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.)

10.4. GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

Although there are no sectoral training funds, the national Labour Market Fund (*Munkaerő-piaci Alap, 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. For the institutions and bodies involved in the distribution of MPA funds see 10.1 and 10.3.

A particularly important source is the vocational training contribution (*szakképzési hozzájárulás, SZH*), practically a VET tax levied on enterprises amounting to 1.5% of total labour cost. The amount of SZH can be allocated by the enterprise more or less freely for the following purposes:

- (a) to provide practical training for students of VET schools or participants of higher education (100% of their SZH can be spent on related expenses);
- (b) to provide training for their employees (to the amount of at most 33%, or in the case of micro and small enterprises, 60%, of their SZH, see section 10.2);
- (c) to provide a development subsidy (see 10.1) for VET schools or to higher education institutions (a maximum amount of 60% or 30% of their SZH); or
- (d) to pay it into the MPA training sub-fund (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, 1998-2009 (BILLION HUF) [HUF 100 HUF≈EUR 0.4]						
YEAR	PRACTICAL TRAINING PROVISION FOR VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		TRAINING PROVISION FOR EMPLOYEES	PAYMENT INTO THE MPA TRAINING SUB-FUND	TOTAL
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION INSTITUTIONS			
1998	5.7	n/a	-	n/a	8.7	14.4
1999	5.6	n/a	-	n/a	11.0	16.6
2000	5.5	n/a	-	1	13.3	19.8
2001	6.2	11.9	0.9	2.4	16.0	37.4
2002	6.9	12.5	2.3	3.4	18.6	43.7
2003	7.6	13.3	3.0	4.8	20.8	49.5
2004	8.0	12.4	3.3	5.4	24.0	53.1
2005	9.2	12.8	4.1	6.98	28.5	61.6
2006	11.0	12.3	4.4	7.80	32.3	67.8
2007	13.6	10.4	4.4	7.31	36.7	72.4
2008	16.1	10.7	4.5	7.8	42.1	81.3
2009	18.7	7.4	4.9	7.6	45.0	83.6

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

TABLE 23: THE DISTRIBUTION OF THE AMOUNT OF THE VOCATIONAL TRAINING CONTRIBUTION BY THE PURPOSE OF ITS ALLOCATION, 2001-2009 (%)						
YEAR	PRACTICAL TRAINING PROVISION FOR VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		TRAINING PROVISION FOR EMPLOYEES	PAYMENT INTO THE TRAINING SUB-FUND OF THE MPA	TOTAL
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION INSTITUTIONS			
2001	16.58	31.82	2.41	6.42	42.78	100.00
2002	15.79	28.60	5.26	7.78	42.56	100.00
2003	15.35	26.87	6.06	9.70	42.02	100.00
2004	15.07	23.35	6.21	10.17	45.20	100.00
2005	14.94	20.79	6.66	11.33	46.28	100.00
2006	16.22	18.14	6.49	11.50	47.64	100.00
2007	18.78	14.36	6.08	10.10	50.68	100.00
2008	19.83	13.18	5.54	9.61	51.78	100.00
2009	22.37	8.85	5.86	9.09	53.85	100.00

Source: SZMM

TABLE 24: THE INCREASE OF THE AMOUNT OF THE VOCATIONAL TRAINING CONTRIBUTION PAID INTO THE TRAINING SUB-FUND OF THE LABOUR MARKET FUND, 1998-2009

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
2009	45.0	517.24	199.59	259.15

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

A personal income tax deduction opportunity was available for participants of adult training (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.

11. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

11.1. CLASSIFICATION OF NATIONAL VET PROGRAMS

MAIN CRITERIA USED TO ALLOCATE VET PROGRAMS

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 include 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 one for as follows (ISCED levels are indicated in brackets):

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

31 Intermediate vocational qualification entitling one 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 vocational 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 one to enter a blue-collar vocation performing manual work, which builds on the input competences defined in the SZVKs or on the completion of year 10. (3C)

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

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

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

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

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

VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

The level of vocational programmes that award a qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, 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 grades. 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, i.e., the duration of training of the majority of participants.

LEVEL	NAME OF PROGRAMME	EQUIVALENT IN ISCED LEVEL	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	THEORETICAL STARTING AGE OF PUPILS
LOWER SECONDARY	grades 9-10 of skills development special vocational school (<i>készségfejlesztő speciális szakiskola 9-10. évfolyam</i>)	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 (<i>szakképző évfolyam készségfejlesztő speciális szakiskolában, munkába álláshoz és életkezdéshez szükséges szakképzés speciális szakiskolában</i>)		2 years	2 years	2 years	16
	VET in vocational schools awarding qualifications that do not require the ISCED 2A primary school certificate (<i>alapfokú iskolai végzettség nélküli szakmákra való szakképzés szakiskolában</i>) ¹		2 years	2 years	2 years	16
UPPER SECONDARY	general education grades 9-12 (13) of secondary vocational school (<i>szakközépiskola 9-12. [13.] évfolyam</i>)	3A	4 years	5 years	4 years	14
	general education grades 9-10 of vocational school ² , preparatory vocational school, special vocational school (<i>szakiskola, előkészítő szakiskola, speciális szakiskola (általánosan képző) 9-10. évfolyamai</i>)	3C	2 years	2 years ³	2 years	14
	VET awarding a qualification requiring the ISCED 2A primary school certificate (<i>alapfokú iskolai végzettségre épülő szakképzés</i>) - provided in vocational schools		1 year	3 years	3 years	16
	VET awarding a qualification requiring the completion of year 10 (<i>10. évfolyamra épülő szakképzés</i>) - provided in vocational schools		2 years	3 years	3 years	16
POST SECONDARY NON-TERTIARY	VET years awarding non-tertiary OKJ qualifications requiring the completion of the last year of secondary school or the Secondary School Leaving Certificate (<i>szakképző évfolyamok középiskola utolsó évfolyamára vagy érettségire épülő nem felsőfokú OKJ szakmákban</i>) - provided in secondary vocational schools	4C	1 year	3 years	2 years ⁴	18
HIGHER EDUCATION	higher level VET (<i>felsőfokú szakképzés</i>)	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 From 2010 vocational schools may start VET (3-year programme) already in year 9 in certain vocations, for those who have completed the eight years of primary school.

³ *In special vocational school the duration of VET is typically longer, 3-4 years instead of 2-3.*

⁴ *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 grades of secondary vocational schools is recognized.*

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

11.2. FIELDS OF EDUCATION AND TRAINING

The National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) classifies 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 number of the trade groups to which qualifications obtainable at the given level of education and training belong. All OKJ qualifications with the exception of ISCED 5B level advanced 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 (<i>SPECIÁLIS ÉS SPECIÁLIS KÉSZSÉGFEJLESZTŐ SZAKISKOLA</i>)	4, 5, 9, 10, 11, 13, 14, 17, 18, 19, 20, 21
UPPER SECONDARY - VOCATIONAL SCHOOLS (<i>SZAKISKOLA</i>)	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 (<i>SZAKKÖZÉPISKOLA</i>)	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 (<i>FELSŐFOKÚ SZAKKÉPZÉS</i>)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21
TERTIARY - ISCED 5A (REQUIRES A HIGHER EDUCATION DEGREE)	3, 4, 5, 9, 14, 15, 16, 19

11.3. 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 the first phase of development will shortly be completed under the framework of Measure 4.1.3 of the Social Renewal Operational Programme (see also 2.2).

12. ANNEXES

TABLE 1: SMEs IN HUNGARY - BASIC FIGURES (%)

SIZE	ENTERPRISES		EMPLOYMENT		VALUE ADDED	
	HUNGARY	EU-27	HUNGARY	EU-27	HUNGARY	EU-27
MICRO	94.7	91.8	35.8	29.7	15.8	21.1
SMALL	4.4	6.9	18.9	20.7	16.3	19.9
MEDIUM-SIZED	0.7	1.1	16.2	17.0	18.1	17.8
SMEs	99.8	99.8	71.0	67.4	50.2	57.9
LARGE	0.2	0.2	29.0	32.6	49.7	42.1

Source: Hungarian Central Statistical Office

TABLE 2: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009

geo	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
	persons	%	persons	%	persons	%	persons	%	persons	%	persons	%
EU 27	15192.8	7.0	35068.2	16.1	17290.9	7.9	57470.5	26.4	38557.9	17.7	53201.2	24.4
HU	267.7	7.1	792.7	21.0	294.0	7.8	1058.3	28.0	517.9	13.7	851.6	22.5

Source: Eurostat (Labour Force Survey); Extracted on: 30-04-2010; Last update: 26-04-2010

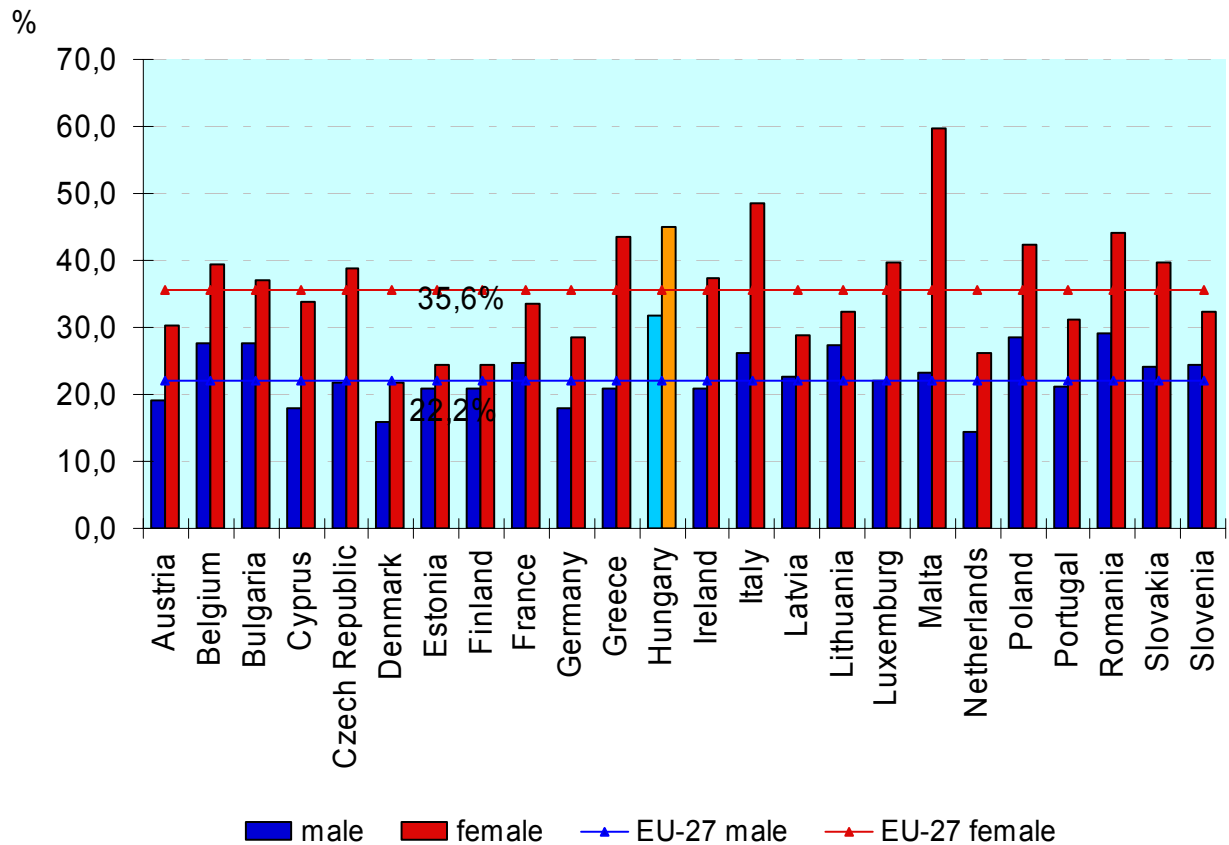
Description: Employment persons aged 15+ by economic sector of activity (NACE rev2) in thousands and as % of total employment

TABLE 3: EMPLOYMENT RATES BY SEX BETWEEN 15 AND 64 YEARS (%)

GEO/TIME	2003	2006	2009
EU-27	62,7	64,5	64,6
MALE	70,3	71,6	70,7
FEMALE	55,0	57,3	58,6
HUNGARY	57,0	57,3	55,4
MALE	63,5	63,8	61,1
FEMALE	50,9	51,1	49,9

Source: Eurostat, Extracted on 26-07-2010 12:23:18, Last update 21-07-2010

FIGURE 1. INACTIVITY RATES BY SEX BETWEEN 15 AND 64 (%), Q2 2009



Source: Hungarian Central Statistical Office

TABLE 4: UNEMPLOYMENT RATES BY SEX BETWEEN 15 AND 64 YEARS (%)

GEO/TIME	2003	2006	2009
EU-27	9,1	8,3	9,0
MALE	8,5	7,6	9,1
FEMALE	9,8	9,0	8,9
HUNGARY	5,8	7,5	10,1
MALE	6,2	7,2	10,3
FEMALE	5,4	7,9	9,8

Source of data Eurostat

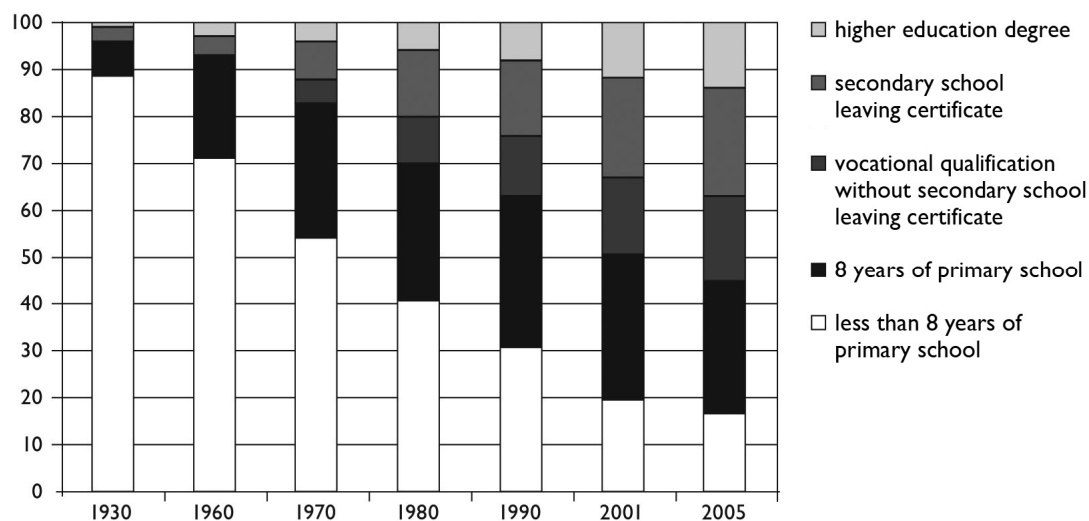
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TABLE 5: UNEMPLOYMENT RATES BY HIGHEST LEVEL OF EDUCATION ATTAINED BETWEEN 15 AND 24 YEARS (%)

ISCED97	GEO / TIME	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
PRE-PRIMARY, PRIMARY AND LOWER SECONDARY EDUCATION, 0-2	EU-27	20,1	19,0	19,8	20,2	21,3	21,7	21,2	20,0	21,1	25,9
	Hungary	21,3	19,3	21,0	26,4	25,6	31,0	31,8	30,5	33,4	45,9
UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION: 3-4	EU-27	17,9	17,1	17,5	17,7	17,8	17,2	15,4	13,3	12,8	16,9
	Hungary	11,0	9,4	10,0	10,5	12,0	17,1	15,7	15,6	16,9	22,5
TERTIARY EDUCATION, 5-6	EU-27	12,6	11,3	12,5	12,0	12,6	14,1	13,4	11,3	11,6	15,4
	Hungary	:	:	:	:	10,2	13,0	16,9	12,3	14,9	18,4
NO ANSWER	EU-27	14,6	12,0	14,0	13,9	14,9	27,5	20,1	20,1	22,9	22,0
	Hungary	:	:	:	:	:	:	:	:	:	:
TOTAL (ISCED 1997)	EU-27	18,2	17,2	17,8	18,0	18,5	18,5	17,2	15,4	15,5	19,7
	Hungary	12,3	10,7	11,4	12,9	14,4	19,4	19,1	18,0	19,9	26,5

Source: Eurostat Last update 21-07-2010 Extracted on 28-07-2010 13:58:31

FIGURE 2: EDUCATIONAL ATTAINMENT OF THE HUNGARIAN POPULATION, 1930, 1960, 1970, 1980, 1990, 2001 AND 2005



Source: Report on Hungarian Public Education 2006, p. 46.

TABLE 6: EDUCATIONAL ATTAINMENT OF THE POPULATION BETWEEN 1930 AND 2005

NUMBER	LESS THAN 8 GRADES OF PRIMARY SCHOOL	8 GRADES OF PRIMARY SCHOOL	VOCATIONAL SCHOOL (WITHOUT SECONDARY SCHOOL LEAVING CERTIFICATE)	SECONDARY VOCATIONAL SCHOOL & SECONDARY GRAMMAR SCHOOL	HIGHER EDUCATION (COLLEGE, UNIVERSITY)
1930	6 625 138	551 315	-	190 024	84 744
1960	6 228 137	1 893 360	-	389 250	226 377
1970	5 066 421	2 662 192	446 463	775 593	396 557
1980	3 901 548	2 821 456	922 004	1 299 921	567 090
1990	2 966 447	3 046 077	1 233 732	1 543 951	723 036
2001	1 897 471	2 911 369	1 581 315	1 949 558	1 147 474
2005	1 603 148	2 620 111	1 726 036	2 124 932	1 346 411
%					
1930	89	7	-	3	1
1960	71	22	-	4	3
1970	54	29	5	8	4
1980	41	30	10	13	6
1990	31	32	13	16	8
2001	20	30	17	21	12
2005	17	28	18	23	14

Source: Halász, Gábor; Lannert, Judit (eds.): *Jelentés a magyar közoktatásról 2006* [Report on Hungarian public education 2006]. Budapest: Országos Közoktatási Intézet, 2006., p. 417.

TABLE 7: STUDENTS IN FULL-TIME AND PART-TIME EDUCATION TOGETHER							
SCHOOL YEAR	KINDER- GARTENS	PRIMARY (GENERAL) SCHOOLS	VOCATIONAL SCHOOLS	SPECIAL VOCATIONAL SCHOOLS	SECONDARY GENERAL SCHOOLS	SECONDARY VOCATIONAL SCHOOLS	TERTIARY EDUCATION
1960/1961	184 032	1 495 203	136 453	737	139 616	101 420	44 585
1970/1971	227 633	1 165 345	236 060	426	168 208	178 957	80 536
1980/1981	478 692	1 213 404	166 740	1 119	124 618	208 952	101 166
1990/1991	391 950	1 177 612	222 204	3 152	142 247	217 787	108 376
1995/1996	400 527	992 766	172 599	5 367	186 671	261 838	195 586
1996/1997	395 518	980 522	158 407	5 363	189 963	272 207	215 115
1997/1998	384 669	976 566	143 911	5 260	194 841	279 801	254 693
1998/1999	376 135	976 342	128 203	4 420	201 802	289 259	279 397
1999/2000	366 871	972 901	117 038	4 642	208 570	296 753	305 702
2000/2001*	353 100	960 790	121 400	5 200	215 500	294 000	327 289
2001/2002	342 285	947 037	126 367	6 631	223 474	292 646	349 301
2002/2003	331 707	933 171	126 768	7 200	232 399	287 074	381 560
2003/2004	327 508	912 959	126 673	8 147	239 086	292 305	409 075
2004/2005	325 999	890 551	126 908	8 369	238 850	290 139	421 520
2005/2006	326 605	861 858	126 211	8 797	243 878	287 290	424 161
2006/2007	327 644	831 262	124 466	9 563	246 267	288 156	416 348
2007/2008	323 958	811 405	129 066	9 773	243 152	281 898	397 704
2008/2009	325 677	790 722	128 848	9 809	242 777	271 351	381 033

Source: Statistical Yearbook of Education 2008/2009, p. 16.

*In 2000/2001 school year the data of public education are calculated from the 98% of state of data collection and according to the trend.

TABLE 8 A: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007													
YEAR		2005						2007					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
HU	F	48032	:	8896	:	:	18272	49665	:	7315	:	:	17211
	M	40506	:	15590	:	:	16340	41364	:	11144	:	:	14929
	T	88538	:	24486	:	:	34612	91029	:	18459	:	:	32140
EU 27*	F	1015169	10817 1	984823	22749	0	215435	1298881	98757	1176169	25386	0	212113
	M	743694	15795 1	1157304	22432	0	189312	965600	13492 4	1374844	23488	0	177657
	T	1758863	26612 2	2142128	45182	0	404747	2264481	23368 1	2551014	48874	0	389770

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

TABLE 8 B: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2005, 2007													
YEAR		2005						2007					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
HU	F	36582	7026	3490	:	458	47556	33767	6164	4309	:	446	44686
	M	20580	3313	1709	:	611	26213	17691	2444	1790	:	613	22538
	T	57162	10339	5199	:	1069	73769	51458	8608	6099	:	1059	67224
EU 27*	F	1189646	87526	403026	7709	39068	1993899	1114803	39743 1	332154	4448	40736	1891803
	M	876113	69567	270994	3441	50963	1439416	792381	24921 8	207117	3715	50700	1304118
	T	2113614	15709 3	677990	11150	92525	3494481	1960132	65448 0	545166	8163	93442	3264601

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total;

S= sex; M=males; F=females; T= total; 5A1= 5a all first degrees; 5A2=5a second degree; 5B1= 5b first qualification; 5B2= 5b second qualification, 6=level 6, 5-6= level 5-6

TABLE 9: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008									
TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
HU	85.9	86.3	85.5	83.4	84.9	81.9	83.6	85.5	81.7

Source: Eurostat (LFS); Extracted: 30-04-2010; Last update: 26-04-2010

Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

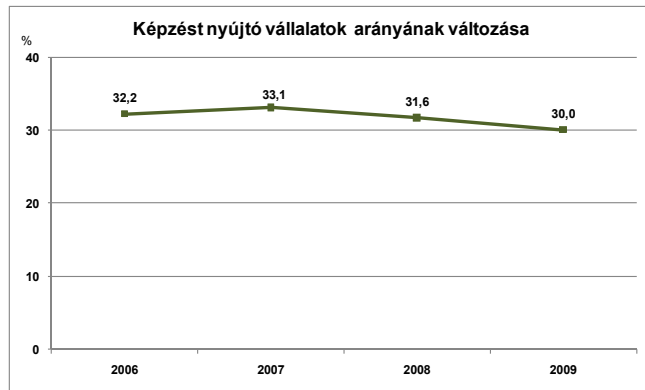
TABLE 10: NUMBER OF APPLICATIONS AND LEONARDO DA VINCI FUNDING DISTRIBUTED 2007-2009										
PROGRAME TYPE		APPLICATIONS SUBMITTED			APPLICATIONS APPROVED			FUNDING (EUR)		
		2007	2008	2009	2007	2008	2009	2007	2008	2009
LEONARDO / TOTAL		235	247	293	163	166	207	4,948,407	5,203,687	5,491,301
LEONARDO MOBILITY		197	150	192	141	122	149	2,991,570	2,721,917	3,729,568
IVET STUDENTS	FOR PRACTICAL TARINING ABROAD	124	97	122	93	81	94	2,185,516	2,082,230	2,623,239
EMPLOYEES UNEMPLOYED		27	30	31	17	22	24	544,422	388,800	662,571
VET EXPERTS		46	23	39	31	19	31	261,632	250,887	443,758
LEONARDO PARTNERSHIP		-	51	56	-	18	24	-	297,000	360,000
LEONARDO TRANSFER OF INNOVATION		19	26	11	8	10	6	1,950,123	2,168,039	1,362,669
LEONARDO PREPARATORY VISITS		19	20	34	14	16	28	6,714	16,731	39,064

Source: Tempus Public Foundation

TABLE 11: NUMBER OF PARTICIPANTS IN LEONARDO DA VINCI MOBILITY PROGRAMMES			
	2007	2008	2009
PARTNERSHIP PROGRAMMES	0	344	406
MOBILITY PROJECTS (TOTAL)	1798	1794	2 065
• <i>IVET students</i>	1190	1212	1 275
• <i>Employees/unemployed</i>	202	189	238
• <i>VET teachers and experts</i>	229	231	375
• <i>Accompanying teachers</i>	177	162	177
PREPARATORY VISITS	6	15	39
TOTAL	1804	2153	2510

Source: Tempus Public Foundation

FIGURE 3: CHANGES IN THE PROPORTION OF COMPANIES PROVIDING TRAINING, NATIONAL AVERAGE, 2006-2009



Note: Percentages in the table indicate the number of training provider companies.

No of items: N2006:6046, N2007:7247, N2008:7245, N2009:7151

Source: ÁFSZ-GVI data collection

FIGURE 4: CHANGES IN THE PROPORTIONS OF COMPANIES OFFERING PRACTICAL TRAINING, NATIONAL AVERAGE, 2006-2009



Notes: Percentages in the table indicate the number of training provider companies.

Number of items: N2006:6046, N2007:7247, N2008:7245, N2009:7151

Source: ÁFSZ-GVI data collection

Figure 5.

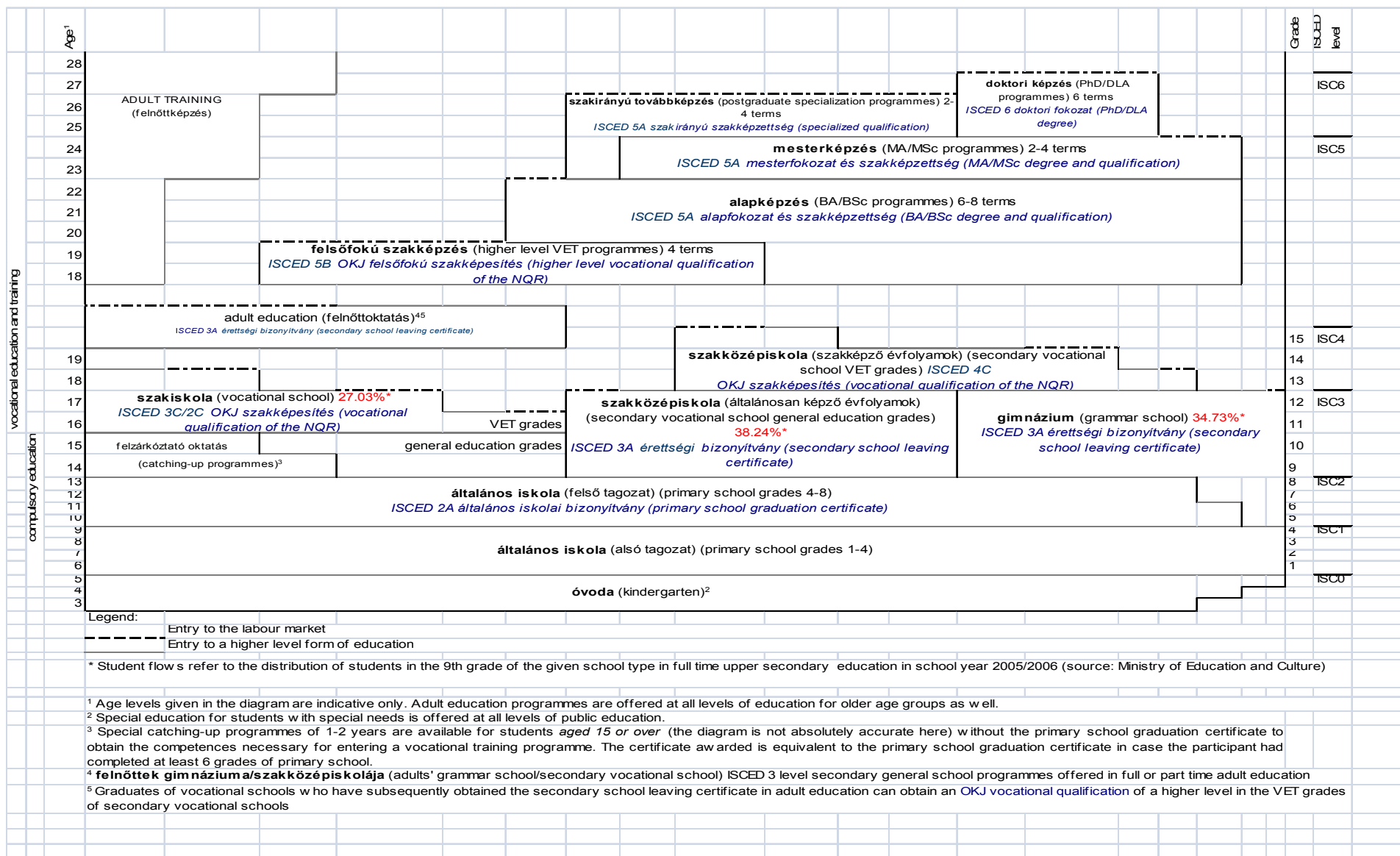
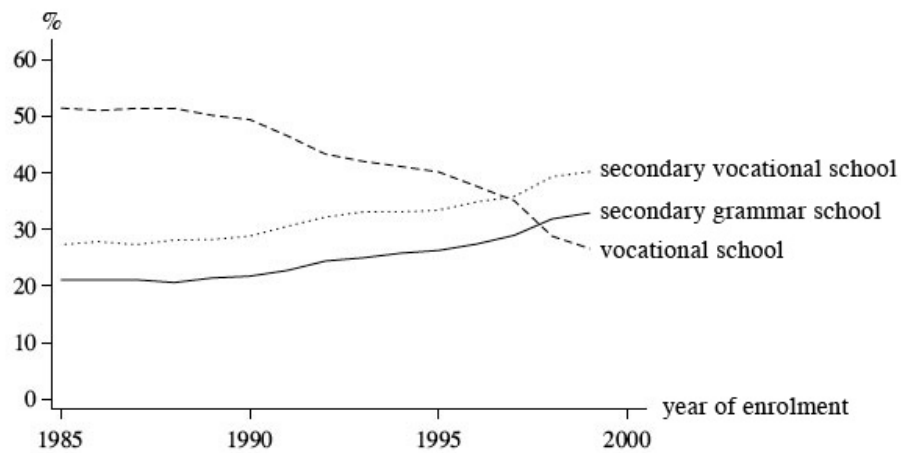
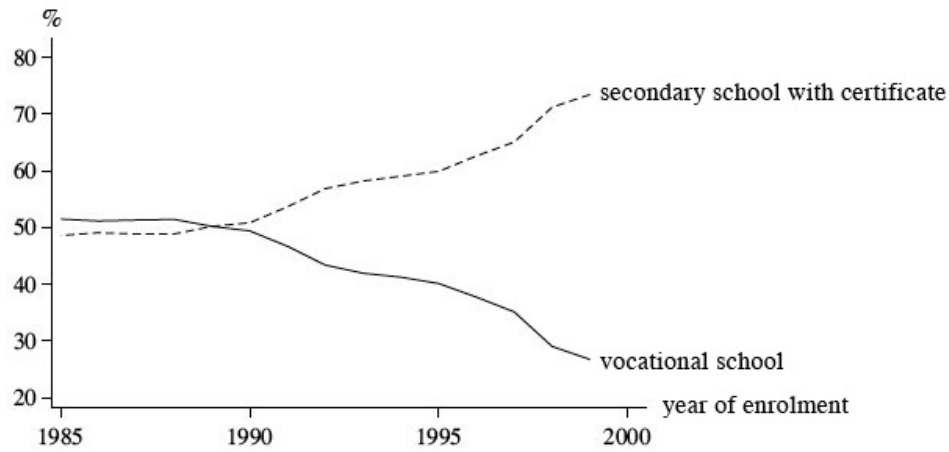


TABLE 12: NUMBER AND DISTRIBUTION OF FULL TIME STUDENTS IN VET GRADES BY SCHOOL TYPE AND LEGAL FORM OF PRACTICAL TRAINING IN SCHOOL YEARS 2001/2002 AND 2009/2010

SCHOOL TYPE	2001/2002. TANÉV						2009/2010. TANÉV					
	COOPERATION AGREEMENT (EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁS)		STUDENT CONTRACT (TANULÓSZERZŐDÉS)		TOTAL NUMBER OF STUDENTS IN VET GRADES (13TH-16TH)		COOPERATION AGREEMENT (EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁS)		STUDENT CONTRACT (TANULÓSZERZŐDÉS)		TOTAL NUMBER OF STUDENTS IN VET GRADES (13TH-16TH)	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
VOCATIONAL SCHOOL	31,282	78.28	8,682	21.72	67,835	50.64	4,723	10.52	40,156	89.48	73,536	51.43
SPECIAL VOCATIONAL SCHOOL	784	61.68	487	38.32	3,292	2.46	189	15.50	1,030	84.50	4,475	3.13
SECONDARY VOCATIONAL SCHOOL	13,109	89.6	1,521	10.4	62,835	46.91	8,881	58.28	6,357	41.72	64,984	45.44
TOTAL	45,175	-	10,690	-	133,962	100.00	13,793	-	42,705	-	142,995	100.00

Source: Ministry of National Resources

FIGURE 6: THE RESTRUCTURING OF VET: THE DISTRIBUTION OF STUDENT ENROLMENT BY SCHOOL TYPES (%)
 The trends shown below have remained basically the same since 2000.



Source: Kertesi and Varga 2005, 651-52.

TABLE 13. NUMBER OF STUDENTS PARTICIPATING IN STUDENT CONTRACT-BASED PRACTICAL TRAINING												
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
6616	7970	8312	10155	12703	14829	16403	21306	35000	38000	44000	46000	48000

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

TABLE 14. NUMBER OF ENTERPRISES PROVIDING STUDENT CONTRACT-BASED TRAINING 2004 - 2010						
2004	2005	2006	2007	2008	2009	2010
1458	3204	6403	9000	8819	9075	8695

Source: MKIK

TABLE 15. NUMBER AND DISTRIBUTION OF APPRENTICESHIPS BY THE PURSUED QUALIFICATION						
	2007		2008		2009	
VOCATION	NUMBER OF STUDENTS	%	NUMBER OF STUDENTS	%	NUMBER OF STUDENTS	%
FOOD AND HOUSEHOLD RETAILER OLD OKJ	3541	8.34	2800	6.6	1100	2.4
FOOD AND HOUSEHOLD RETAILER /NEW OKJ	-	-	3300	7.8	4700	10.3
FRUIT AND VEGETABLE RETAILER /NEW OKJ	-	-	0	0	0	0
RETAILER /NEW OKJ			60	0.1	100	0.2
COOK	2663	6.27	4814	11.0	3736	8.1
COOK / NEW OKJ			1805	4.3	4745	10.4
HAIRDRESSER	2376	5.60	4056	9.6	2708	5.9
HAIRDRESSER / NEW OKJ			964	2.3	2358	5.2
PAINTER AND WALLPAPERER	2084	4.91	3229	7.6	2087	4.6
PAINTER AND WALLPAPERER / NEW OKJ	-	-	392	0.9	1157	2.5
WAITER	2020	4.76	3454	8.2	2540	5.6
WAITER / NEW OKJ	-	-	1418	3.3	3474	7.6
CARPENTER	1868	4.40	3381	8.0	2329	5.1
BÚTORASZTALOS / NEW OKJ	-	-	376	0.8	1033	2.3
BRICKLAYER	1646	3.88	2669	6.3	1797	3.9
BRICKLAYER / NEW OKJ	-	-	797	1.9	2082	4.6
BODY IRONER	1312	3.09	590	1.4	1581	3.5
BEAUTICIAN	998	2.35	1298	3.0	687	1.5
BEAUTICIAN / NEW OKJ	-	-	331	0.8	793	1.7
GARMENT RETAILER / OLD OKJ	928	2.19	690	1.5	300	0.63
SUBTOTAL:	19436	45.78	36424	86.03	39307	85.99
TOTAL:	42456	100.00	42338	100.00	45713	100.00

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

FIGURE 7: NUMBER OF STUDENTS IN ADVANCED VOCATIONAL PROGRAMMES, 1999-2009

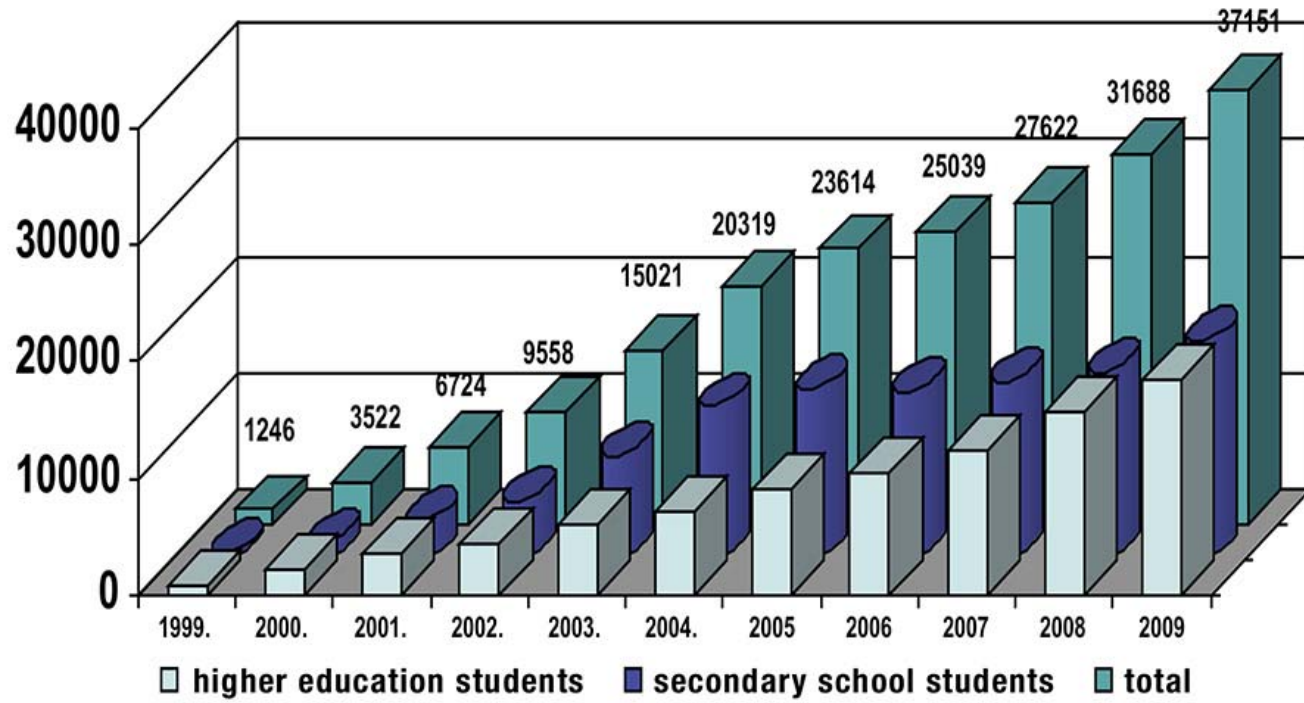


TABLE 16: PARTICIPATION RATES IN ADULT EDUCATION WITHIN THE SCHOOL SYSTEM BY AGE GROUP IN THE 2008/2009 SCHOOL YEAR

2008/2009	15-24		15-64		25-34		25-64		35-64	
POPULATION IN AGE COHORT	1 259 888		6 898 089		1 593 630		5 638 201		4 044 571	
	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)
1. PRIMARY SCHOOL PART-TIME/DISTANCE LEARNING	1 139	0.09	2 083	0.03	587	0.04	944	0.02	357	0.01
2. GRAMMAR SCHOOL PART-TIME/DISTANCE LEARNING	17 306	1.37	39 175	0.57	13 084	0.82	21 869	0.39	8 785	0.22
3. SECONDARY VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	16 856	1.34	34 833	0.50	10 227	0.64	17 977	0.32	7 750	0.19
4. VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	1 825	0.14	5 007	0.07	1 711	0.11	3 182	0.06	1 471	0.04
5. HIGHER LEVEL VET PART-TIME/DISTANCE LEARNING	1 024	0.08	2 918	0.04	1 208	0.08	1 894	0.03	686	0.02
6. BACHELOR (AND COLLEGE) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	26 006	2.06	95 145	1.38	47 339	2.97	69 139	1.23	21 800	0.54

7. MASTER (AND UNIVERSITY) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	2 365	0.19	16 451	0.24	9 689	0.61	14 086	0.25	4 397	0.11
8. UNDIVIDED TRAINING PROGRAMMES PART-TIME/DISTANCE LEARNING	1 185	0.09	4 361	0.06	2 153	0.14	3 176	0.06	1 023	0.03
9. POSTGRADUATE SPECIALISATION PROGRAMMES	1 122	0.09	17 594	0.26	8 508	0.53	16 472	0.29	7 964	0.20
10. PHD/DLA PROGRAMMES	880	0.07	6 911	0.10	4 862	0.31	6 031	0.11	1 169	0.03
TOTAL ADULT EDUCATION (1-10)	69 708	5.53	224 478	3.25	99 368	6.24	154 770	2.75	55 402	1.37
TOTAL VOCATIONAL ADULT EDUCATION (3-10)	51 263	4.07	183 220	2.66	85 697	5.38	131 957	2.34	46 260	1.14

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

TABLE 17: NUMBER AND PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN STATE-SUPPORTED VOCATIONAL ADULT EDUCATION IN THE 2008/2009 SCHOOL YEAR				
2008/2009	TOTAL	STATE-FINANCED	% TOTAL	% STATE-SUPPORTED
VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	5 007	5 007	0.07	0.07
SECONDARY VOCATIONAL SCHOOL PART-TIME/DISTANCE LEARNING	34 833	34 833	0.50	0.50
HIGHER LEVEL VET PART-TIME/DISTANCE LEARNING	2 918	2 612	0.04	0.04
BACHELOR (COLLEGE) LEVEL PART-TIME/DISTANCE LEARNING PROGRAMMES	95 145	21 289	1.38	0.31
MASTER (AND UNIVERSITY) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	16 451	3 170	0.24	0.05
UNDIVIDED TRAINING PROGRAMMES PART-TIME/DISTANCE LEARNING	4 361	395	0.06	0.01
POSTGRADUATE SPECIALISATION PROGRAMMES	17 594	6	0.26	0.00
PHD/DLA	6 911	3 008	0.10	0.04
TOTAL	183 220	70 320	2.66	1.02

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

TABLE 18: NUMBER AND DISTRIBUTION OF VET STUDENTS IN ADULT EDUCATION BY DELIVERY MODE IN THE 2008/2009 SCHOOL YEAR

2008/2009	DELIVERY MODE	FULL TIME		EVENING		CORRESPONDENCE		OTHER		TOTAL	
		number	%	number	%	number	%	number	%	number	%
VOCATIONAL SCHOOL	all years	645	12.88	3 755	75.00	332	6.63	275	5.49	5 007	100.00
	VET years	633	13.74	3 367	73.08	332	7.21	275	5.97	4 607	100.00
SCEONDARY VOCATIONAL SCHOOL	all years	7 122	20.45	20 319	58.33	6 537	18.77	855	2.45	34 833	100.00
	VET years	3 854	17.49	13 118	59.54	4 207	19.09	855	3.88	22 034	100.00
TOTAL	all years	7 767	19.50	24 074	60.43	6 869	17.24	1 130	2.84	39 840	100.00
	VET years	4 487	16.84	16 485	61.88	4 539	17.04	1 130	4.24	26 641	100.00

Source: Ministry of Education and Culture

TABLE 19: PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN ADULT LEARNING BY AGE GROUP, 2009

AGE GROUP*	PARTICIPANTS IN ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM		POPULATION
	NUMBER	RATIO TO POPULATION (%)	
15-24	73 840	5.9	1 259 888
15-64	491 831	7.1	6 898 089
25-34	156 552	9.8	1 593 630
25-64	417 991	7.4	5 638 201
35-49	186 005	9.3	1 991 116
25-49	342 557	9.6	3 584 746
50-64	75 434	3.7	2 053 455

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 31 July 2010

TABLE 20: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY THE TYPE OF TRAINING, 2009				
TYPE OF TRAINING	TRAINING PROGRAMMES		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
FOUNDATIONAL VOCATIONAL TRAINING GROUNDING A VOCATIONAL QUALIFICATION	391	1.94	4 661	1.31
AWARDING A STATE-RECOGNISED OKJ QUALIFICATION	4 732	23.52	77 573	21.84
AWARDING A NON-OKJ QUALIFICATION REQUIRED FOR A JOB/PROFESSION	3 397	16.89	57 609	16.22
CVET	7 102	35.30	148 773	41.88
CATCHING-UP TRAINING FOR DISADVANTAGED PEOPLE	149	0.74	2461	0.69
TRAINING ASSISTING EMPLOYMENT, ENTREPRENEURSHIP	608	3.02	20 749	5.84
TRAINING PREPARING FOR A QUALIFICATION AWARDED BY PUBLIC AUTHORITIES (TRANSPORTATION, COMMUNICATION AND WATER MANAGEMENT SECTORS)	962	4.78	21 895	6.16
FOREIGN LANGUAGE TRAINING	16 950	-	66 244	-
GENERAL ADULT TRAINING	2 338	-	48 985	-
REHABILITATION TRAINING OF PEOPLE WITH REDUCED WORKING ABILITY	54	0.27	689	0.19
IT TRAINING	2 723	13.54	20 836	5.87
TOTAL VOCATIONAL (VOCATIONAL PREPARATORY) TRAINING	20 118	100.00	355 246	100.00
TOTAL	39 406	-	470 475	-

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 31 July 2010

**TABLE 21: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS
WHO HAVE PASSED THE EXAM BY THE ISCED LEVEL* OF OKJ PROGRAMMES, 2009**

ISCED LEVEL	OKJ PROGRAMMES		PARTICIPANTS WHO HAVE PASSED THE EXAM	
	NUMBER	%	NUMBER	%
2C	21	0.44	371	0.5
3C	3 066	64.90	48 851	67.8
4C	1 576	33.36	21 993	30.5
5A	61	1.29	794	1.1
Total	4 724	100.00	72 009	100.0

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 31 July 2010

TABLE 22: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS COMPLETING THE TRAINING BY THE MINIMUM SCHOOL GRADUATION CERTIFICATE REQUIRED FOR ENTRY, 2009

MINIMUM SCHOOL GRADUATION CERTIFICATE REQUIRED FOR ENTRY	PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%
(0) less than the 8 th year of primary school	90 368	19.21
(1) completion of the 8 th year of primary school	175 478	37.30
(10) completion of 10 years	3 271	0.70
(11) completion of the 12 th year in a secondary vocational school	85	0.02
(12) completion of the 12 th year in a grammar school	33	0.01
(13) assessment of competences required for entry (at OKJ level 3)	12 996	2.76
(2) vocational school	57 112	12.14
(3) special vocational school	26 875	5.71
(4) skilled workers' school	6 366	1.35
(5) secondary vocational school	29 669	6.31
(6) grammar school	586	0.12
(7) technical school	14 353	3.05
(8) college	43 536	9.25
(9) university	3 740	0.79
indefinable	6 007	1.28
Total	470 475	100.00

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 July 2010

TABLE 23: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS BY THE DURATION OF TRAINING, 2009

DURATION	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
SHORTER THAN 1 YEAR	37 611	95.44	456 014	96.93
1-1.5 YEARS	1 070	2.72	9 330	1.98
1.5-2 YEARS	386	0.98	2 775	0.59
LONGER THAN 2 YEARS	301	0.76	1 988	0.42
INDEFINABLE	38	0.10	368	0.08
TOTAL	39 406	100.00	470 475	100.00

* 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 July 2010

TABLE 24: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY COURSE HOURS, 2009

COURSE HOURS	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
200 HOURS OR LESS	35 142	89.18	408 028	86.73
201-400 HOURS	2 314	5.87	31 866	6.77
401-600 HOURS	882	2.24	13 103	2.79
601-800 HOURS	370	0.94	5 819	1.24
801-1 000 HOURS	211	0.54	3 428	0.73
1 001-2 000 HOURS	451	1.14	7 362	1.56
MORE THAN 2 001 HOURS	36	0.09	869	0.18
TOTAL	39 406	100.00	470 475	100.00

* Excluding distance learning programmes

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

**TABLE 25: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS
COMPLETING THE TRAINING BY COURSE FEE CATEGORIES, 2009**

TUITION FEE (HUF) [HUF 100=EUR 0.36]	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
30 000 OR LESS	9 894	25.1	212 577	45.2
30 001 - 50 000	7 271	18.5	72 241	15.4
50 001 - 100 000	8 225	20.9	77 149	16.4
100 001 - 150 000	4 259	10.8	37 221	7.9
150 001 - 200 000	3 169	8.0	26 885	5.7
200 001 - 250 000	1 921	4.9	12 457	2.6
250 001 - 300 000	1 089	2.8	8 496	1.8
MORE THAN 300 001	3 578	9.1	23 449	5.0
TOTAL	39 406	100.0	470 475	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 1 July 2010

TABLE 26: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS BY THE TYPE OF FINANCING SOURCE, 2009		
FINANCING SOURCE	PARTICIPANTS REGISTERED	
	NUMBER	%
THE TRAINING PARTICIPANT	149 697	28.44
ENTERPRISES (AS EMPLOYERS) NOT DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION, AND NON-PROFIT ORGANIZATIONS	143 152	29.74
ENTERPRISES (AS EMPLOYERS) DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION	103 290	20.52
ADULTS SUPPORTED BY EU AND NATIONAL CO-FINANCING	31 015	6.16
BUDGETARY ORGANIZATIONS (AS EMPLOYERS)	25 056	4.98
ADULTS SUPPORTED BY THE REGIONAL (CAPITAL) LABOUR CENTRES FROM THE LABOUR MARKET FUND	25 783	5.12
ADULTS SUPPORTED FROM OTHER INTERNATIONAL AND EU SOURCES	4 298	0.85
SCHOLARSHIPS, SUPPORT (EXCLUDING EU SOURCES) FROM NON-PROFIT AND OTHER ORGANIZATIONS	18 527	3.67
PER CAPITA SUPPORT OF ADULT TRAINING FOR ADULTS OBTAINING THEIR FIRST STATE-RECOGNIZED VOCATIONAL QUALIFICATION	2 386	0.49
PER CAPITA SUPPORT OF ADULT TRAINING FOR ADULTS LIVING WITH DISABILITIES	180	0.03
TOTAL*	503 381	100.00

**The reason why the total number of participants in this table is different from that in other tables is that participants can finance their training from multiple sources, therefore in this table one participant appears in as many rows of financing source as financed her/his training.*

Source: National Institute of Vocational and Adult Education (Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI)

TABLE 27: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY THE (DELIVERY) FORM OF TRAINING, 2009				
FORM OF TRAINING	PROGRAMMES (COURSES)		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
GROUP TRAINING	32 929	83.56	406 789	86.46
DISTANCE EDUCATION/CORRESPONDENCE EDUCATION/INDIVIDUAL TRAINING	6 382	16.20	61 957	13.17
INFORMAL/NONFORMAL PREPARATION	95	0.24	1 729	0.37
TOTAL	39 406	100.00	470 475	100.00

TABLE 28: NUMBER AND DISTRIBUTION OF REGISTERED ADULT TRAINING PARTICIPANTS BY THE HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT, 2009		
HIGHER LEVEL OF EDUCATIONAL ATTAINMENT OF REGISTERED PARTICIPANTS	NUMBER	%
LESS THAN THE 8 YEARS OF PRIMARY SCHOOL	102 611	20.86
COMPLETED 8 YEAR OF PRIMARY SCHOOL	180 065	36.61
COMPLETED 10 YEARS	14 750	3.00
VOCATIONAL SCHOOL	3 294	0.67
SPECIAL VOCATIONAL SCHOOL	87	0.07
SKILLED WORKER SCHOOL (PREDECESSOR OF VOCATIONAL SCHOOL)	13 071	2.65
COMPLETED 12 YEARS IN SECONDARY VOCATIONAL SCHOOL	43 866	8.93
COMPLETED 12 YEARS IN GRAMMAR SCHOOL	3 777	0.77
SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN SECONDARY VOCATIONAL SCHOOL	59 619	12.12
SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN GRAMMAR SCHOOL	27 701	5.64
TECHNICIAN QUALIFICATION	6 375	1.30
HIGHER EDUCATION CERTIFICATE, DIPLOMA	30 499	6.20
VOCATIONAL QUALIFICATION OBTAINED OUTSIDE THE SCHOOL SYSTEM	6 116	1.24
TOTAL	491 831	100.00

Source: NSZFI

TABLE 29. ANNUAL NUMBER* OF PARTICIPANTS IN TRAINING PROGRAMMES SUPPORTED/COORDINATED BY THE PUBLIC EMPLOYMENT SERVICE (ÁLLAMI FOGLALKOZTATÁSI SZOLGÁLAT, ÁFSZ) 1992-2009

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
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	53 591
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	884
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	57 745

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

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

TABLE 30: PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY AGE GROUPS, 2009

2009	PARTICIPANTS		POPULATION
	RATIO TO POPULATION (%)	NUMBER	
15-24	1.46	18 401	1 259 888
15-64	0.84	57 745	6 898 089
25-34	1.06	16 968	15 93 630
25-64	0.67	38 014	5 638 201
35-49	0.79	15 784	1 991 116
25-49	0.91	32 752	3 584 746
50-64	0.26	5 262	2 053 455

Source: FSZH

TABLE 31: DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY TARGET GROUP, 2009

2009	NUMBER	%
NEW ENTRANT TO LABOUR MARKET	19445	33.67
LONG TERM UNEMPLOYED	2410	4.17
PEOPLE WITH REDUCED WORK CAPACITY	4142	7.17
ON CHILD CARE BENEFIT	107	0.19
OTHER NOT SPECIFIED	31641	54.79
TOTAL	57745	100.00

Source: FSZH

TABLE 32: NUMBER AND DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY TYPE OF TRAINING, 2009

TYPE OF TRAINING	NUMBER	%
GENERAL EDUCATION	4 844	8.39
FOREIGN LANGUAGE COURSE	5 699	9.87
VOCATIONAL TRAINING AWARDING A N OKJ QUALIFICATION	37 189	64.40
VOCATIONAL TRAINING NOT AWARDING AN OKJ QUALIFICATION	6 955	12.04
TRAINING REGULATED BY PUBLIC AUTHORITIES	1 141	1.98
SERVICES	16	0.03
OTHER	1 901	3.29
TOTAL	57 745	100.00

Source: FSZH

**TABLE 33: PROPORTION OF THE TOTAL 25-64 AGED POPULATION PARTICIPATING IN EDUCATION AND TRAINING PROVIDED OUTSIDE THE FORMAL SCHOOL SYSTEM
2005-2007 (%)**

TYPE OF EDUCATION AND TRAINING		ANY TYPE OF EDUCATION AND TRAINING	TRAINING AWARDING AN OKJ QUALIFICATION	VOCATIONAL TRAINING NOT AWARDING ANY STATE RECOGNIZED QUALIFICATION	TRAINING AWARDING A QUALIFICATION RECOGNIZED WITHIN A BUSINESS ORGANIZATION	VOCATIONAL TRAINING NOT AWARDING ANY QUALIFICATION	CONFRENCES, SEMINARS, LECTURES	TEAM- BUILDING TRAINING	FOREIGN LANGUAGE COURSE
		PROPORTION OF PARTICIPANTS							
TOTAL		9.9	0.9	0.4	0.2	3.5	4.3	2.0	1.0
GENDER	MALE	9.5	0.7	0.3	0.3	3.5	3.9	2.2	1.1
	FEMALE	10.3	1.0	0.4	0.2	3.5	4.6	1.8	0.9
AGE GROUP	25-29	13.1	1.8	0.6	0.3	3.5	3.9	3.0	2.2
	30-34	12.9	1.2	0.5	0.2	4.9	5.2	3.5	1.7
	35-44	11.8	1.0	0.3	0.3	4.5	5.0	2.3	1.3
	45-54	9.7	0.8	0.5	0.2	3.7	5.0	1.4	0.5
	55-64	4.5	0.2	0.1	0.1	1.4	2.4	0.7	0.2
HIGHEST EDUCATIONAL ATTAINMENT	AT MOST PRIMARY SCHOOL GRADUATION CERTIFICATE	3.3	0.5	0.2	0.1	1.4	0.7	0.5	0.1
	SKILLED WORKERS' SCHOOL, VOCATIONAL SCHOOL	5.1	0.8	0.2	0.1	2.0	1.4	0.8	0.3
	SECONDARY SCHOOL LEAVING EXAMINATION	11.1	1.2	0.5	0.3	4.4	4.0	1.9	1.1
	HIGHER EDUCATION	21.9	0.9	0.7	0.3	6.6	12.7	5.2	2.9
ECONOMIC ACTIVITY	EMPLOYEE, ENTREPRENEUR, ASSISTING FAMILY MEMBER	13.9	0.9	0.5	0.3	5.4	6.6	3.0	1.3
	UNEMPLOYED	5.7	2.3	0.4	0.0	0.7	0.3	0.3	1.1
	STUDENT, UNPAID TRAINEE	14.4	1.0	0.3	0.0	0.3	1.9	3.5	5.7
	RETIRED	1.5	0.1	0.0	0.0	0.1	0.3	0.1	0.0
	INCAPABLE FOR WORK (DISABLED)	0.7	0.2	0.0	0.0	0.2	0.0	0.0	0.0
	ON CHILD CARE BENEFIT	4.2	1.3	0.2	0.0	0.5	0.4	0.3	0.7
	HOMEMAKER	1.6	0.2	0.0	0.0	0.0	0.0	0.2	0.0

OTHER INACTIVE	3.3	0.7	0.2	0.0	0.0	0.0	0.3	1.0
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Source: Részvétel a felnőttképzésben (Participation in adult training)/Központi Statisztikai Hivatal. Statisztikai Tükör 2010/87. Available from Internet: <http://portal.ksh.hu/pls/ksh/docs/hun/xftp/stattukor/felnottkepzes0507.pdf>

TABLE 33 (CONTINUATION): PROPORTION OF THE TOTAL 25-64 AGED POPULATION PARTICIPATING IN EDUCATION AND TRAINING PROVIDED OUTSIDE THE FORMAL SCHOOL SYSTEM 2005-2007 (%)

TYPE OF EDUCATION AND TRAINING		COMPUTER SKILLS TRAINING	TRAINING RELATED TO STUDIES AND FURTHER STUDIES	TRAINING AWARDDING A DRIVING LICENSE	CRAFT COURSE AND DOMESTIC SKILLS TRAINING	ART COURSE	SELF-AWARENESS, SKILLS DEVELOPING COURSE	COURSE IN THE SUBJECT OF IFELSTYLE, ORGANIC PRODUCTION, ALTERNATIVE USE OF ENERGY	OTHER
		PROPORTION OF PARTICIPANTS							
TOTAL		0.6	0.2	0.2	0.1	0.2	0.4	0.2	0.2
GENDER	MALE	0.5	0.2	0.3	0.0	0.1	0.3	0.2	0.2
	FEMALE	0.8	0.2	0.1	0.1	0.2	0.5	0.2	0.2
AGE GROUP	25-29	1.0	0.6	0.6	0.1	0.3	0.6	0.3	0.4
	30-34	0.7	0.2	0.5	0.1	0.3	0.5	0.2	0.2
	35-44	0.8	0.2	0.2	0.1	0.1	0.5	0.3	0.2
	45-54	0.3	0.3	0.1	0.1	0.1	0.3	0.2	0.3
	55-64	0.4	0.1	0.0	0.1	0.1	0.2	0.1	0.2
HIGHEST EDUCATIONAL ATTAINMENT	AT MOST PRIMARY SCHOOL GRADUATION CERTIFICATE	0.2	0.0	0.2	0.1	0.1	0.1	0.0	0.2
	SKILLED WORKERS' SCHOOL, VOCATIONAL SCHOOL	0.4	0.0	0.3	0.1	0.0	0.1	0.1	0.2
	SECONDARY SCHOOL LEAVING EXAMINATION	0.7	0.2	0.2	0.0	0.1	0.3	0.3	0.2
	HIGHER EDUCATION	1.2	1.0	0.2	0.2	0.6	1.2	0.4	0.4
ECONOMIC ACTIVITY	EMPLOYEE, ENTREPRENEUR, ASSISTING FAMILY MEMBER	0.7	0.3	0.3	0.1	0.2	0.5	0.2	0.2
	UNEMPLOYED	0.6	0.1	0.2	0.0	0.0	0.3	0.2	0.3

STUDENT, UNPAID TRAINEE	1.3	1.5	0.0	0.0	0.3	0.4	0.0	1.3
RETIRED	0.4	0.0	0.0	0.1	0.2	0.2	0.2	0.1
INCAPABLE FOR WORK (DISABLED)	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1
ON CHILD CARE BENEFIT	0.4	0.0	0.1	0.1	0.3	0.5	0.4	0.3
HOMEMAKER	0.2	0.0	0.0	0.5	0.0	0.5	0.0	0.0
OTHER INACTIVE	0.0	0.1	0.0	0.0	0.2	0.8	0.0	0.6

Source: *Részvétel a felnőttképzésben (Participation in adult training)/Központi Statisztikai Hivatal. Statisztikai Tükör 2010/87. Available from Internet: <http://portal.ksh.hu/pls/ksh/docs/hun/xftp/stattukor/felnottkepzes0507.pdf>*

TABLE 34: 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.	<p>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.</p>

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.
SR OP 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; new target group added in March 2009: people who lost their job and became unemployed as a result of the current economic crisis.	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. To maintain the work capacity of people who lost their job because of the economic crisis, to develop their knowledge and competences and to assist them to find employment again.	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
SR OP 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.
SR OP 2.2.1 "STEP ONE FORWARD' II.	People without the primary school certificate (ISCED 2A); people without a vocational qualification; people with obsolete vocational qualifications.	45% of applicants were admitted based on lists of shortage-jobs by counties. 60% of participants were in some kind of unemployed status.	To improve the educational level and qualification of adults in order to improve their employability - and thus to improve competitiveness in all three senses of the word	Varying, average: 480 hours	80% of participants obtained a vocational qualification on the National Qualifications Register (<i>Országos Képzési Jegyzék, OKJ</i>). The most popular programmes were: 1. catching-up programme (years 7-8-9-10) 2. driving license 3. shop assistant 4. cleaner 5. heavy machine operator 6. social caretaker and nurse

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 vocational 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.
REQUIRING THE PRIMARY SCHOOL GRADUATION CERTIFICATE AS A PRECONDITION OF OBTAINING A DRIVING LICENSE	People without the primary school certificate who want to obtain a driving license	n/a	To improve road safety and to promote the education of the low-educated	varying	Driving license for road vehicles

1 The Social Renewal Operational Programme (SR OP) co-financed by Structural Funds assistance includes some additional measures promoting the training of these target groups, see section 6.3.

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

TABLE 35: 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)			
			other instructors		language teacher, physical education teacher, teacher of arts, information technology teacher, practice leader, etc.				
		HIGHER LEVEL VET (ISCED 5B)	TEACHERS		see Higher education degree programmes				
					see VET at upper and post secondary level				
			TRAINERS AND OTHER LEARNING FACILITATORS		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)		curriculum development, assessment		
			vocational teacher (szakmai tanár)						
	TRAINERS		vocational trainer (szakoktató)						
			practice trainer (gyakorlati oktató)						
	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						
OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING AWARDDING AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C)		TEACHERS		instructor of vocational theoretical subjects		curriculum development, assessment		
			TRAINERS		instructor of vocational practical training				
			OTHER LEARNING FACILITATORS		practitioners organizing, planning, managing, evaluating, animating, etc. adult 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			
		OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING		TEACHERS		instructor of vocational theoretical subjects		curriculum development, assessment
	instructor of general education								
	instructor of language education								
		TRAINERS		instructor of vocational practical training					

			OTHER LEARNING FACILITATORS	practitioners organizing, planning, managing, evaluating, animating, etc. adult training	
<p><i>* 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.</i></p>					

TABLE 36: 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)	
					other instructors	language teacher, physical education teacher, teacher of arts, information technology teacher, practice leader, etc.	
		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)	
			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.		secondary vocational school, vocational school	
	ADULT TRAINING AWARDDING AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C, 5B)		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				
		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.

TABLE 37. 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	

TABLE 38. NUMBER AND PROPORTION OF APPLICANTS TO TEACHER TRAINING PROGRAMMES COMPARED TO ALL HIGHER EDUCATION APPLICATIONS				
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
2009	4 736	8,83	143 906	100
2010	16 391	11,20	146 239	100

Source: National Higher Education. Information Centre (Országos Felsőoktatási Információs Központ), 2010

TABLE 39A) NUMBER OF CAREER STARTER PEDAGOGUES IN GENERAL AND VOCATIONAL TRAINING				
	2006/2007	2007/2008	2008/2009	2009/2010
NUMBER OF CAREER STARTER PEDAGOGUES IN VET INSTITUTIONS ²⁾	453	353	371	394
NUMBER OF CAREER STARTER PEDAGOGUES TEACHING IN GRAMMAR SCHOOLS ³⁾	269	207	214	223

Source: OKM, 2010

1) Number of full-time career starter vocational instructors

2) career starter full-time teachers in vocational and special vocational schools, as well as other secondary schools

3) including full-time career starter pedagoges teaching in 6- and 8-grade grammar schools

TABLE 39 B) NUMBER OF CAREER LEAVING TEACHERS IN VET AND GRAMMAR SCHOOLS					
	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
TEACHERS TEACHING IN VET INSTITUTIONS AS WELL	3005	7124	7285	6159	2916
TEACHERS TEACHING IN GRAMMAR SCHOOLS AS WELL	2996	5779	5295	4667	2280
TEACHERS TEACHING IN VET INSTITUTIONS AND/OR GRAMMAR SCHOOLS AS WELL	5317	11013	10985	9275	4542

Source: Oktatási Hivatal, 2010

FIGURE 8 A

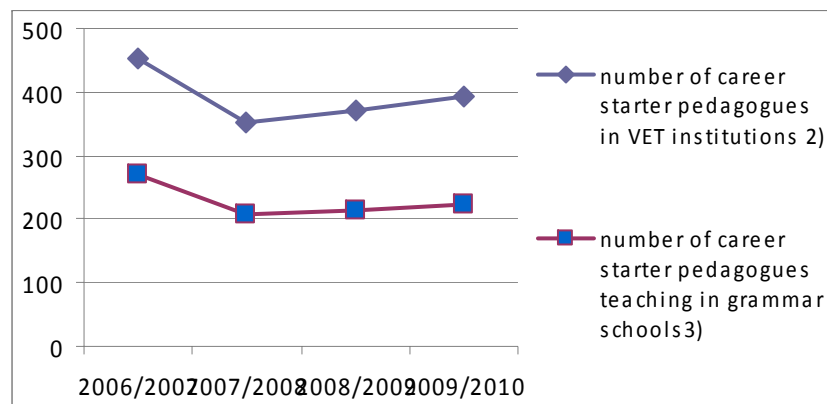
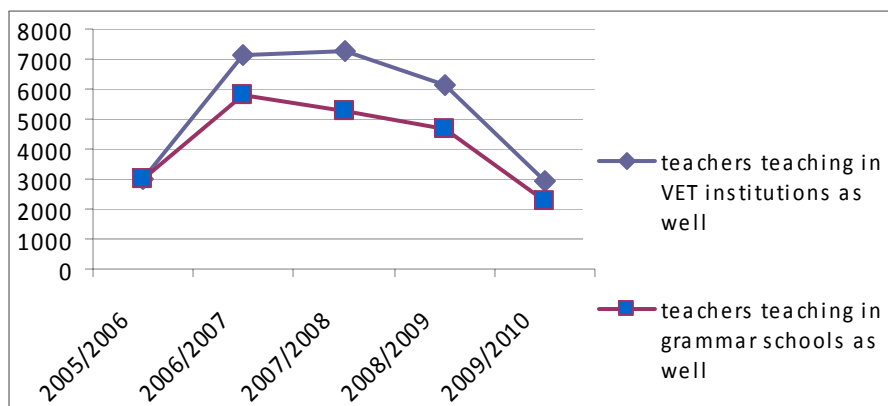


FIGURE 8 B



13. AUTHORS, SOURCES, BIBLIOGRAPHY, ACKNOWLEDGEMENTS AND ABBREVIATIONS

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WE WOULD LIKE TO THANK THE FOLLOWING PEOPLE FOR THEIR CONTRIBUTION:

Balla, Ágnes	Tempus Public Foundation
Borbély Pecze, Tibor Bors	National Employment and Social Office
Csányi, Lászlóné	MGYOSZ (Confederation of Hungarian Employers and Industrialists)
Farkas, Péter	National Institute of Vocational and Adult Education
Ferencz, Csaba Zsolt	MKIK
Hagymásy, Tünde Erzsébet	Ministry of National Resources
Janák, Katalin	Central Statistical Office
Kajár, Ildikó	National Association of Special Vocational Schools
Kordás, László	Director of the Social Dialogue Centre at the Public Employment Service
Könyvesi, Tibor	Ministry of National Resources
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Salomvári, György	Educational Authority
Soós, Adrianna	National Employment and Social Office
Sumné Galambos, Mária	National Employment and Social Office
Szent-Léleky, György	Ministry for National Economy
Szilágyi, János	MKIK
Tauszig, Judit	Ministry for National Economy
Tordai, Péter	Tempus Public Foundation
Veres, Pál	Ministry of National Resources
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13.2. SOURCES, REFERENCES AND WEBSITES

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Tempus Public Foundation: <http://tka.hu/>

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Theme 2

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13.3. 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 Minőség-menedzsmentért</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 szakképesítés 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 Adeptanterv (<i>National Core Curriculum</i>)
NEFMI	Nemzeti Erőforrás Minisztérium (<i>Ministry of National Resources</i>)
NFI	Nemzeti Felnőttképzési Intézet (<i>National Institute for Adult Education, predecessor of NSZFI</i>)
NFT	Nemzeti Fejlesztési Terv (<i>National Development Plan</i>)
NGM	Nemzetgazdasági Minisztérium (<i>Ministry for National Economy</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>Accreditation Body for In-service Teacher Training</i>)

PKR	szakképzési pályakövetési rendszer (<i>VET monitoring system</i>)
RFKB	regional development and training committee (<i>regionális fejlesztési és képzési bizottság</i>)
SROP	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>vocational 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>)