

Long-term cross-country mobility in apprenticeships

Case Study Report

Cedefop project on Long-term cross-country mobility in apprenticeships
(service contract AO/DLE/RCDC_LRUST/ Long-term cross-country mobility
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Hungary

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Introduction

This country report describes and analyses the situation in Hungary with respect to long-term cross-border mobility of apprentices (CB LTMA).

In Hungary, apprenticeship is generally understood as a type of VET at the level of upper secondary vocational education and training takes place in VET schools and companies. In the Hungarian context, it is called “dual vocational training with apprenticeship training contract”.

Dual VET in Hungary belongs to the type „B” of apprenticeships as per Cedefop¹ classification and its characteristics meet conditions defined by the Cedefop:

- It is based on an apprenticeship training contract concluded between the apprentice and the company from the start of the first VET year.
- It leads to state-recognized qualification at level 4 of the EQF. Apprentices can obtain the same qualifications as those available to the other students of school-based VET.
- Apprentices usually spend one week at VET school followed by one week at companies.
- The apprentices receive monthly remuneration (similar to wages), the average amount of which is 15% of the all-time statutory minimum wage².

Apprentices do not have the status of employee but of students, in accordance with Act CLXXXVII of 2011 on Vocational Education and Training.

The number of VET students participating in outgoing mobility programmes is relatively low in Hungary. In 2019, 3,810 VET students (apprentices and students in school-based VET) were involved in such programmes. This amounts to approximately 2% of all VET students. Approximately 5% of VET students who participates in mobility programmes take part in long-term mobility which, in turn, amounts to about 100-200 VET students per year (see Table 1). Between 2016 and 2018, a total of 454 VET students or recent graduates (of whom 321 were apprentices) participated in a long-term mobility programme. The average duration of mobility is 4 months and the average age of students is 18 years. The four most popular destination countries for long-term mobility are Germany, the United Kingdom, France and Cyprus (see Table 1).

¹ Cedefop (2018): *Apprenticeship schemes in European countries A cross-nation overview* https://www.cedefop.europa.eu/files/4166_en.pdf

² Modláné Görgényi, I. (2015): *With Dual Training in the World of Work*. Hungarian Chamber of Commerce and Industry https://www.tanuloszerzodes.hu/sites/default/files/files/downloads/Dual_ENG.pdf

Table 1: Data of the Erasmus+ long-term upper secondary VET student³ mobility between 2016 and 2018

Year of application	Number of granted VET institutions ⁴	Total number of VET students participating in long-term mobility abroad	Number of apprentices participating in long-term mobility abroad	Number of recent VET graduates ⁵ participating in long-term mobility abroad	Average age of VET students in mobility	Average duration of mobility (in days)	Destinations
2016	12	197	153	20	18.65	111	DE, UK, FR, CY, ES, RO, GR
2017	9	143	96	5	18	123	DE, UK, FR, CY, ES, IT, FI, BE, IS, LV
2018	10	114	72	5	18.72	122	DE, UK, FR, CY, IT, FI

Source: Tempus Public Foundation

³ Including apprentices and students in school-based VET

⁴ VET schools, NGOs, regional chambers

⁵ Former apprentices, less than 12 months after graduation

In Hungary, the Erasmus+ VET student mobility projects (KA1) provide opportunities for mobility abroad for students studying in upper secondary vocational training (both apprenticeship and school-based VET). Erasmus+ is the only funding source for VET mobility in the country.⁶ There are no other international or national programmes in Hungary.

Hungary's National Agency operating within the framework of Tempus Public Foundation⁷ is responsible for the implementation of the ERASMUS+ Programme in each sector.

The Erasmus+ VET student mobility programme is well known among upper secondary VET schools in Hungary. The two main reasons for this are that, on the one hand, these schools have been able to participate in the Leonardo da Vinci Programme (and its successor, the Lifelong Learning Programme – LLP) since 1995 and, on the other, LLP and Erasmus+ programmes have provided opportunities for trying and getting to know mobility tools and initiatives (e.g. ECVET, EQAVET, EQF etc.) have been launched by the European Union to support flexible individual learning and career pathways over the past decade.⁸

Since in Hungary Erasmus+ appears to be the only programme supporting long-term transnational mobility of apprentices, this country case study report focuses on the long-term Erasmus+ VET student mobility (KA1) programme, with specific reference to its use for mobility in apprenticeships.

As data shows (see Table 2) since 2016, the number of VET institutes submitting Erasmus+ applications and receiving grants as well as the number of apprentices participating in long-term mobility has been decreasing each year. This can be explained by the steady decline in the number of students in upper secondary VET (see Table 3 in the section 1.2.2.) and the strong centralisation of VET. It may also be a problem that there is no VET mobility strategy in Hungary, and VET mobility is not present in any national strategy or in legislation, and it is not a subject in the educational policy discourse in Hungary.

VET schools are the main Erasmus+ applicants each year; however, non-governmental organisations (NGO), and Chambers can also be found among the applicants. The most preferred destination countries are as follows: Germany,

⁶ European Commission, (2019). *Vocational mobility in Europe: Analysing provision, take-up and impact*. Final report prepared by ICF for the European Commission, May, <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8216&furtherPubs=yes>

⁷ Background organisation of the Hungarian Ministry for Innovation and Technology. Website: <https://tka.hu/>; <https://tka.hu/english>

⁸ Ministry of Human Capacities (2017): *National report on the implementation and impact of Erasmus+ national report – Hungary*. p. 10. https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/el_national_report/HU_National%20Report.pdf

Cyprus, and France. Among various professional areas it is catering (cook and waiter apprentices) and engineering (mainly mechanics and automotive apprentices) that have been at the forefront of long-term mobility of apprentices every year (see Table 2.).

Table 2: Data of the Erasmus+ outgoing long-term mobility of apprentices between 2016 and 2018

Year of application	Number of granted VET institutions	Number of apprentices	Professional areas	Destinations
2016	9 ⁹	153	Catering (cook, waiter) and engineering	DE, CY, ES, IT, FR, UK
2017	6 ¹⁰	96	Catering (cook, waiter)	DE, CY, FR, LV
2018	6 ¹¹	72	Catering (cook, waiter) and engineering	DE, CY, FR, UK

Source: Tempus Public Foundation

⁹ 8 VET schools and 1 regional chamber

¹⁰ 6 VET schools

¹¹ 5 VET schools and 1 NGO

CHAPTER 1. State of play

1.1. Framework level

1.1.1. ***Dimension 1.1. Overall size and training capacity of companies***

SMEs are the backbone of the Hungarian economy: in 2018, employment in SMEs accounted for 68.8 % of total employment, slightly above the EU average of 66.4 %.

All stakeholder types unanimously hold the same view, that most SMEs do not have appropriate capacity in terms of personal and material resources to receive apprentices. Even administrative tasks relating to apprentice training pose problems for SMEs. In Hungary, the economic structure provides favourable conditions for the reception of apprentices for long-term mobility programmes only in the capital city Budapest and in larger provincial towns. SMEs operating in smaller conurbations are not prepared for such programmes, and there is still a scarcity of persons with foreign language skills which, in turn, hinders the efficient management and support of and effective communication with foreign apprentices visiting Hungary. It is also a problem that SMEs cannot ensure the availability of employees, who are adequately prepared vocationally and possess enough teaching skills to deal with and train apprentices. The challenge stems from the fact that work-based practical training not only involves the acquisition of professional competences, but also the performance of pedagogical tasks (e.g. motivating apprentices, solving personal problems, managing conflicts, assessing apprentice performance, etc.).

Despite concerted efforts by the government, the degree of internationalisation of Hungarian SMEs is rather low. Indeed, this had been identified as a policy priority in the SME strategy to boost trade and increase the export activity of SMEs (also non-EU) to 30% of total exports by 2020.¹² At a more general level, Hungary performs below the EU average in internationalisation which, in turn, may also affect employers' willingness to engage with mobility apprenticeship programmes.¹³

In general, companies do not have enough information about mobility programmes, and are not involved in the Erasmus+ calls for proposals. It is the VET schools that submit applications and organise outgoing or incoming mobility in apprenticeships. And due to significant labour shortages companies do not necessarily support mobility of apprentices abroad.

¹² European Commission, (2016). *2018 SBA Fact Sheet – Hungary*

¹³ European Commission, (2018b). *2018 SBA Fact Sheet – Hungary*

1.1.2. Dimensions 1.2.and 1.3. Sectoral employers' organisations (SEOs) in the national, international and European context

In Hungary, the issue of mobility in dual VET is not part of the discourse within the Sectorial Employers' Organizations. Due to significant labour shortages – 51% of employers had difficulty recruiting the necessary personnel in 2018¹⁴ – employers' organisations do not necessarily support mobility of apprentices abroad since this has a labour drain effect on their business.

1.1.3. Dimensions 1.4. Intra-EU trade; 1.5. Enterprise foreign affiliates; 1.6. International sourcing

International corporations represent a different organisational culture compared to companies in Hungarian ownership. The presence of multinational corporations (e. g. Audi, Mercedes, Tesco, etc.) can positively influence policies relating to cross-border long-term apprenticeship mobility (CB LTMA). International corporations also create an opportunity independently of domestic mobility programmes for apprentices to study on the premises of mother companies or with affiliates located in different foreign countries. This is mainly possible in the cases of automotive and engineering companies that operate affiliates in Hungary.

1.1.4. Dimensions 1.7. Intra-EU labour migration for skilled labour; 1.8. Skills shortages in medium-level occupations; 1.10. Immigration policy

Labour shortages are not a temporary, but a chronic issue in Hungary that hamper both in-coming and outgoing mobility. At the end of 2018 there were 83,337 job vacancies in Hungary (this is a historical peak), out of which 60,269 occurred in the business sector. The highest rate of labour shortages occurs in the processing industry; however, sectors such as health care, social services, trade, vehicle repairs and administrative as well as business service support also experience significant labour shortages.¹⁵

According to the 2018 Manpower Group employer survey, skilled trades (e.g. electricians, welders, mechanics) followed by ICT specialists (e.g. network administrators, technical support) and drivers (e.g. truck, delivery, construction, mass transport) are the hardest roles to fill in Hungary.¹⁶

¹⁴ Manpower Group, (2018). *2018 Talent Shortage Survey – Hungary*, https://cdn2.hubspot.net/hubfs/2942250/Country%20PDFs/2018_TSS_Infographics-Hungary.pdf?t=1529972087511

¹⁵ Hungarian Central Statistical Office: *Job vacancies*. https://www.ksh.hu/docs/hun/xstadat/xstadat_evkozi/e_qli027c.html

¹⁶ Manpower Group, (2018). *2018 Talent Shortage Survey – Hungary*, https://cdn2.hubspot.net/hubfs/2942250/Country%20PDFs/2018_TSS_Infographics-Hungary.pdf?t=1529972087511

The issue of chronic labour shortage cannot be resolved by incoming apprentices. Companies are seeking to hire experienced employees for long-term periods even from across Hungary's borders from communities populated by ethnic Hungarians such as Ukraine, Slovakia, Rumania and Serbia. Hungarian companies do not use the opportunity to receive young and inexperienced apprentices from abroad.

The labour inflows to Hungary are mostly from countries where the standard of life is lower, or wages are lower and employment opportunities are scarcer. However, the labour migration phenomenon has no effect on CB LTMA since Hungary is not a target destination country for such migration. At the same time, as elsewhere in the EU, Hungary's working age population is falling due to demographic ageing.¹⁷ Therefore, carefully and regularly planned labour market-related immigration is needed to make up for and offset the shrinking labour force.

Yet, Hungary pursues an overtly anti-immigration policy. This, however, has no perceivable effect on mobility since Hungary's anti-immigration policy is targeted at refugees and asylum seekers as opposed to apprentices or workers.

1.1.5. Dimension 1.9. Share of job-related non-formal education and training sponsored by employers

Among the EU countries participation in adult learning is one of the lowest in Hungary. In 2017, adult participation in learning at 6.2% was well below the EU average of 10.9% – although it almost doubled from 3.3% in 2014.¹⁸ If adult education had higher prestige among employers, it could have a favourable effect on mobility. Learning has but little significance in the organisational culture of corporations. Indeed, the training culture of companies as a part of corporate culture is underdeveloped in Hungary: only 44% of employers provided training for their employees in Hungary in 2015.¹⁹ According to the Continuing Vocational Training Survey (CVTS), in 2015, 19.4% of employees had participated in continuing training provided by their employers – the second lowest proportion in the EU.²⁰

¹⁷ European Parliament, (2019). *Demographic outlook for the European Union 2019 – In-depth Analysis*, European Parliamentary Research Service (EPRS), May, [https://www.europarl.europa.eu/RegData/etudes/IDAN/2019/637955/EPRS_IDA\(2019\)637955_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2019/637955/EPRS_IDA(2019)637955_EN.pdf)

¹⁸ European Commission, (2018c). *Education and Training Monitor 2018 – Hungary*, https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-hungary_en.pdf

¹⁹ Hungarian Central Statistical Office (2016): *Statistical mirror. On-the-job trainings*. <http://www.ksh.hu/docs/hun/xftp/stattukor/mhelykepzesekek15.pdf>

²⁰ European Commission, (2018c). *Op.Cit.*

1.1.6. Dimension 1.12. Tradition regarding cross-border VET and/or labour mobility

Hungary has no tradition and culture of mobility with the purpose of learning and employment. As such, there is no tradition of cross-border VET in Hungary. Labour market-related mobility has increased in Hungary during the past few years solely for the purpose of gaining better wages and a higher degree of well-being. People are not mobile enough even within the borders of Hungary. Parents are reluctant to allow their children to study in a different town where they would have to stay in student hostels. This may also be the reason that the Erasmus+ mobility programmes are still lesser known and promoted in Hungary among parents and students.

Key enablers and disablers at framework level

The presence of international companies and their corporate and labour culture have a positive effect on CBLTMA, but geographically they are distributed unevenly; there are some counties with no multinational company.

The structural features of the Hungarian economy (such as the large number of SMEs, scarce human and financial resources for SMEs and chronic labour shortages) hinder long-term mobility in apprenticeships.

Another problem is that the workforce in Hungary is not enough mobile, the co-called “bound to the soil” status hinders both apprentices and labour market-related mobility. Domestic companies are afraid that apprentices participating in mobility will stay abroad, and not return to Hungary, because labour conditions and salaries are better in most European countries than in Hungary.

1.2. System level

1.2.1. Dimension 2.1. Apprenticeship type and 2.3. Apprenticeship function

In Hungary, apprenticeship is generally understood as a type of VET at the level of upper secondary vocational education and training taking place in VET schools and companies. In the Hungarian context, it is called “dual vocational training with apprenticeship training contract”.

Dual VET – belonging to the group B²¹ of apprenticeship as per Cedefop²² classification – is not a separate pathway in Hungary, but an integrated part of initial VET at upper secondary level, since school-based VET and dual VET operate in a common system. There are two types of schools that deliver VET in Hungary:²³

1. 3-year VET school (*szakközépiskola*) where the curriculum is more oriented towards workplace practical training and has limited general education content.; and
2. 4+1-year vocational grammar school (*szakgimnázium*) where the curriculum has a higher degree of general education content.

Students in both types of school may sign an apprenticeship training contract. However, most of the students who do so (91 %) are found in the 3-year VET schools.

3-year VET school

The 3-year VET school programme is a dual VET programme combining in-company training and school-based vocational education.

Around two-thirds of students who undertake the 3-year VET school programme go on a company-based apprenticeship in the first or second year of their studies and have apprentice status.

The remaining students in the 3-year VET school programme who do not go on a company-based apprenticeship in the first or second year undertake practical training in school-based VET or in companies – in the latter case, this is only during the summer holidays for three to five weeks. These students do not have an apprenticeship training contract, neither do they receive remuneration.

²¹ Apprenticeship as a type of VET delivery within the formal VET

²² Cedefop (2018): *Apprenticeship schemes in European countries A cross-nation overview*
https://www.cedefop.europa.eu/files/4166_en.pdf

²³ European Commission, (2018c). *Op.Cit.*

The 3-year VET school programmes provide ISCED 353²⁴ level state-recognized vocational qualifications, which are listed in the National Vocational Qualification Register. Apprentices in dual VET can obtain the same qualifications as those available to the other students of VET schools. However, the VET schools do not provide a secondary school leaving certificate; therefore, the students and apprentices cannot directly continue their studies in higher education institutions unless they acquire a secondary school leaving certificate later. In other words, the Hungarian education and training system is not particularly permeable.

4+1-year vocational grammar school

The other type of schools that deliver VET in Hungary are vocational grammar schools. These provide school-based VET lasting 4 + 1 years, and also award a basic level qualification registered in the National Vocational Qualification Register at ISCED level 354 and secondary school leaving certificates (ISCED 344) at the end of fourth year. An extra (fifth) year in this programme delivered at post-secondary level allows learners acquiring also state-recognized vocational qualifications at ISCED level 453/454 and provides access to higher education. Students of vocational grammar schools may sign an apprenticeship training contract. But this is not typical at all; there is hardly any training under apprenticeship training contracts in vocational grammar schools' training programmes. Only 9% of the students participate in training under apprenticeship training contracts and typically only in their fifth year.²⁵

Based on the opinions of the representatives of VET schools, one of the ECVET experts and of the National Association of Entrepreneurs and Employers, apprenticeship training contracts hinder the outgoing long-term mobility of Hungarian apprentices. The most important problem is that apprenticeship mobility is a completely unregulated area. Mobility is not at all mentioned in the Act on vocational education and training, and other laws do not contain any provisions or recommendations on mobility either. The legal status of apprentices participating in outgoing mobility is also unclear. Mobility-related financing is also unclear and very complicated. There is no standard regulation or framework how to manage mobility of apprentices with the apprenticeship training contract. According to the current legislation, the apprenticeship training contract cannot be terminated for the period of the mobility, and companies are obliged to pay remuneration during the mobility period of the apprentice. This is a legally unclear situation.

²⁴ UNESCO, (2012). *International Standard Classification of Education – ISCED 2011*, <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

²⁵ Andrea Laczik & Éva Farkas (2018): Past and Present Developments in Vocational Learning in Eastern Europe: The Case of Hungary. In: Simon, McGrath; Martin, Mulder; Joy, Papier; Rebecca, Stuart (szerk.) *Handbook of Vocational Education and Training: Developments in the Changing World of Work*. Cham Germany, Springer International Publishing (2018) pp. 1-17. https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-49789-1_60-1

This is also the reason why it is generally not in the interest of companies that their apprentices go abroad on longer-term mobility programmes, because they associate this with lost labour force and productivity. According to a representative of the German-Hungarian Chamber of Industry and Commerce however, innovative companies, mainly those in foreign ownership, are willing to allow apprentices to go abroad if they know exactly what purposes mobility serves and the financial implications of it.

1.2.2. **Dimensions 2.2. Share of VET students in apprenticeship schemes**

The ratio of Hungarian students participating in VET is very low also compared to international data. In Hungary, in 2015, as regards upper secondary education (ISCED 3): 76.8% of students were in general education while only 23.2% participated in vocational education in 2015 compared to 47.3% for EU28.²⁶

Table 3 shows the number of all students participating in 3-year VET programmes and apprentices between 2010 and 2019.²⁷ The number of students attending VET schools fell to a historical low of just under 70,000 in 2018. However, the number of apprentices has continuously been increasing during the past few years (see Table 3). E.g. in the 2018/2019 school year, 69,000 students were enrolled in VET schools, of which 46,000 were apprentices.

Table 3: Total number of students participating in 3-year VET programmes and apprentices (2010 - 2019)

Academic year	Total number of students in 3-year VET programmes (school-based VET and dual VET)	Of which apprentices (number and ratio of apprentices in dual VET with apprenticeship training contracts)
2010/2011	129,421	41,047 (32%)
2011/2012	129,440	45,391 (35%)
2012/2013	117,543	41,225 (35%)

²⁶ Eurostat (2017): *Share of students in vocational education programmes, 2015 (%)* [http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Share_of_students_in_vocational_education_programmes,_2015_\(%25\)_ET17.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Share_of_students_in_vocational_education_programmes,_2015_(%25)_ET17.png)

²⁷ Ministry of Human Capacities (2017) *Statistical Yearbook of Education 2015/2016*. http://www.kormany.hu/download/0/83/f0000/Koznevelesi_statistikai_evkonyv_2015_2016.pdf
ISZIR: The Internet-based Integrated VET Information System
http://www.isziir.hu/_frontend/index.php?module=etalon_tanuloszozodesek&sub=16

2013/2014	105,122	42,840 (41%)
2014/2015	92,436	44,267 (48%)
2015/2016	80,493	44,950 (56%)
2016/2017	78,200	46,356 (59%)
2017/2018	74,100	49,815 (67%)
2018/2019	69,000	46,239 (67%)

Source: Ministry of Human Capacities 2017 and ISZIR

As data shows (see Table 2 in the introduction section) fewer than 1% of apprentices participated in long-term outgoing mobility between 2016 and 2018.

1.2.3. Dimensions 2.4. Apprenticeship governance; 2.5. Funding of the in-company training; 2.6. Duration of the whole apprenticeship period; 2.7 Duration of in-company placements; 2.8. Alternance

Hungary's VET system is highly centralised and state controlled. VET schools are maintained/governed by the responsible ministry (Ministry for Innovation and Technology). The Chamber of Commerce and Industry plays a role of primary importance as a mediator/broker, process manager and co-ordinator between the VET schools and enterprises. For example, dual VET has been coordinated by the Chamber of Commerce and Industry. The Chamber's role in shaping VET was expanded by the introduction in 2015 of a 'Chamber guarantee' aimed at securing training places for apprentices.²⁸ Specifically, the Chamber guarantee ensures that the apprentices will undertake the practical training in an enterprise.²⁹

Theoretical education in the VET schools is financed by the state ('central'/national budget). Practical training in an enterprise is financed by the company itself. In this case, the company can deduct the training costs from its (mandatory) contribution to the vocational training and can also get further expenses reimbursed from the training sub-fund of the National Employment

²⁸ Cedefop/ReferNet, (2017). *Spotlight on VET – Hungary*, https://www.cedefop.europa.eu/files/8126_en.pdf

²⁹ Cedefop/ReferNet, (2016). *Vocational Education and Training - Hungary*, https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_HU.pdf

Fund.³⁰ Large companies have a tax discount for the costs of running and developing a training workshop, and SMEs also for their expenditure on the company tutor.³¹

It is worth adding here that under the Act on Vocational Training Contribution, all employers are obliged to pay a vocational training contribution which amounts to 1.5% of the tax base for social contribution payable by the employer. Companies training apprentices under an apprenticeship training contract or further training their employees may deduct the costs of training from the payable amount of vocational training contribution.³²

The duration of dual VET based on apprenticeship training contract is the same as school-based VET, i.e. three years (for students or apprentices with secondary school leaving examination two years). The maximum duration of an apprenticeship training contract is 3 years, the minimum is 1 year. The time spent on training at companies varies by vocational/occupational qualification. In dual VET, vocational skills are provided in two-thirds of all teaching hours.³³

Alternance training arrangements between company and VET school depend on the specific qualification, training hours of practical training and agreement between VET schools and companies. For example: in one option, every week includes training in both venues (i.e. VET school and company); in another option, one week is spent at the VET school followed by one week at the company.

It is not the duration of the dual VET programme, or the ratio of in-company and school-based training that influence the level of cross-border mobility, but rather the regulation of apprenticeship training contracts and rigidities in the curriculum. Therefore, representatives of VET schools suggest that both sending and receiving partners must develop a common agreement setting out a study programme for mobile apprentices and associated learning outcomes to be recognised as part of the domestic VET curriculum.

³⁰ Cedefop, European database on apprenticeship schemes

<https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/country-fiches/hungary>

³¹ German-Hungarian Chamber of Commerce/Deutsch-Ungarische Industrie- und Handelskammer (DUIHK), (2018). *Vocational training in Hungary - An overview for businesses interested in vocational training*, https://www.ahkungarn.hu/fileadmin/AHK_Ungarn/Dokumente/Ueber_die_DUIHK/2017_szakkpezes_kiadvany_angolul_02.pdf

³² German-Hungarian Chamber of Commerce/Deutsch-Ungarische Industrie- und Handelskammer (DUIHK), (2018). *Op. Cit.*

³³ Cedefop, European database on apprenticeship schemes <https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/country-fiches/hungary>

1.2.4. Dimensions 2.9. Type of contract; 2.10. Status of apprentices; 2.11. Remuneration; 2.12. Occupational health & safety standards and social insurance

Dual VET is based on the system of apprenticeship training contracts (regulated by the Act CLXXXVII of 2011 on vocational education and training) which are concluded between the apprentices and the companies that provide practical training. These contracts are counter-signed and recorded by the local branches of the Hungarian Chamber of Commerce and Industry.

There is a special situation in Hungary whereby apprentices have student status and not employee status. Apprenticeship training contracts are not covered by the Labour Code³⁴. Instead, they constitute a formal agreement between the apprentices and the companies regulated by Act CLXXXVII of 2011 on vocational education and training.

Apprentices receive a regular monthly remuneration regulated by the Act on VET. The average amount set by the government in law is 15%³⁵ of the general statutory monthly minimum wage (the latter is HUF 161,000 ~ EUR 500 in 2020). The amount varies from 10.5% to 19.5% of the statutory minimum wage during the first year, depending on the share of in-company training. Remuneration may increase every year, depending on the apprentice's diligence and performance.³⁶

During the period of the apprenticeship training contract, apprentices have both social security and insurance coverage, are entitled to sick leave benefit and the period of apprenticeship is counted as service time when one's pension is calculated.³⁷ It is important to note, that the European Health Insurance Card entitles every card holder to have access to health care in the European Union's Member States. This supports also mobility.

According to the opinions of VET schools, ECVET experts and employer associations, students who are not in the Hungarian dual VET system with an apprenticeship training contract can more easily undertake cross-border mobility. Apprenticeship training contracts hinder mobility because such contracts stipulate very precise conditions for both the employers and the apprentices. Employers' consent is needed for apprentices to go abroad. The representatives of VET schools and of the National Association of Entrepreneurs and Employers

³⁴ This will be changed from September 2020 (see Section 2.1.)

³⁵ German-Hungarian Chamber of Commerce/Deutsch-Ungarische Industrie- und Handelskammer (DUIHK), (2018). *Vocational training in Hungary - An overview for businesses interested in vocational training*, https://www.ahkungarn.hu/fileadmin/AHK_Ungarn/Dokumente/Ueber_die_DUIHK/2017_szakk_epezes_kiadvany_angolul_02.pdf

³⁶ It is regulated by the paragraph 63 and 64 of Act CLXXXVII of 2011 on vocational education and training.

³⁷ It is regulated by the paragraph 26 of Act CLXXXVII of 2011 on vocational education and training.

suggested that apprenticeship training contracts should be altered so that they provide for the possibility to participate in regulated mobility programmes abroad.

Based on the unanimous opinions of the stakeholders and on the practices of VET schools involved in CB LTMA, it is much easier to involve recent VET graduates and students without apprenticeship training contract in CB LTMA in the current legal environment; i.e. recent graduates no longer have student status nor are on apprenticeship training contracts, so in such cases, there is no legal barrier to CB LTMA. It is also easier to implement CB LTMA if practical training is provided at VET schools because this takes place without apprenticeship training contracts being concluded.

1.2.5. Dimensions 2.13. Curriculum training standard; 2.14. Use of validation

There are no dual VET-specific curricula or specific guidelines on how to organise/devise the curriculum for VET schools and vocational grammar schools.

The VET curriculum is regulated on three levels:

1. First level: Professional and examination requirements

Professional and examination requirements define the competencies of VET programmes (both dual VET and school-based VET) that award a state-recognised vocational qualification listed in the National Vocational Qualification Register (NVQR), published by the ministry of the relevant sector; they define admission requirements, duration of VET programmes, the proportion of time devoted to theoretical and practical training, the identification number of the vocational requirements, and the requirements and content of the complex vocational examination.

2. Second level: Framework curricula (general and vocational)

Framework curricula issued by the responsible ministry contain much more detailed description about the content, place and duration of learning, teaching, and assessment methods, access requirements or qualifications of teachers. They determine the minimum number of hours for subjects in each grade and the common requirements (including in-company training) to be met.

3. Third level: VET Schools' local curricula

They are based on compulsory framework curricula.

Current curricula³⁸ in VET are very rigid and over-regulated. The curricula requirements are subject-centred and difficult to interpret even for Hungarian companies. Subjects such as knowledge of materials are evaluated when the

³⁸ A new learning outcomes based curriculum will be introduced from September 2020.

performance of apprentices is assessed, not the learning outcomes or work activities. The curricula are knowledge-based, not learning outcome-based. Current VET curricula clearly hinder the mobility of apprentices. Another problem is that the qualification requirements differ from one country to another and are very difficult to compare; hence it is difficult to validate and recognise learning outcomes acquired abroad. One of the ECVET expert interviewees believes more uniform qualification requirements in at least in certain sectors (e.g. engineering) across the Member States would facilitate apprenticeship mobility.

The recognition of the learning outcomes acquired from in-company training abroad also poses a challenge for the sending countries (including Hungary). The Act CLXXXVII of 2011 on vocational education and training does not contain any provisions to support VET schools in the validation of learning outcomes acquired abroad.

Instead, the Act CLXXXVII of 2011 makes VET schools responsible for the validation and recognition of learning outcomes acquired through work experience or in any other non-formal and informal learning context (including mobility).

At the same time, there is no uniform national standard or procedural system for the validation and recognition of learning outcomes acquired in non-formal learning environments in Hungary.³⁹ The practice in this area is rather one that is regulated by law, and the details are not standardised, so they are elaborated at VET school level only. As a result, such validation process is undertaken through different methodologies, given the diversity of VET schools' requirements.

The validation of learning outcomes gained in non-formal education is practically non-existent at system level in Hungary. As has been stated, "Hungary does not yet have a nationwide validation system based on uniform principles and procedures. One of the main reasons for this is the strong separation of educational and economic sectors. There are some sector-specific regulated procedures, but these have very limited scope in relation to practice."⁴⁰

1.2.6. Dimension 2.15 Legal basis for apprenticeships and integration of mobility

The issue of mobility is not at all legally addressed in Hungary. As mentioned earlier, the Act CLXXXVII of 2011 on vocational education and training does not contain any regulations on mobility. Yet, legal provisions and/or regulations on mobility are necessary, which would also set clear conditions, requirements and

³⁹ <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/64-validation-non-formal-and-informal-learning-hungary>

⁴⁰ Cedefop (2019): *Country report Hungary. European inventory on validation of non-formal and informal learning 2018 update* p. 2. https://cumulus.cedefop.europa.eu/files/vetelib/2019/european_inventory_validation_2018_Hungary.pdf

responsibilities for VET schools and companies providing in-company training in Hungary. The formal inclusion (i.e. in law) of mobility (time-based or learning outcomes based) into the dual VET pathway may favour the policy for long-term mobility.

According to a representative of the Hungarian Chamber of Commerce and Industry during the past 3-4 years, the Chamber elaborated some legislative proposals for the competent Ministry concerning incorporating regulations on mobility abroad in the relevant Act; however, so far this has not occurred even at the level of recommendations by the Ministry.

Key enablers and disablers at system level

The work of innovative and dedicated VET schools and companies as well as the open-mindedness teachers and in-company trainers to encourage students in the learning process and in the acquisition of international clearly acts as an enabler of CB LTMA.

At system level the most important hindering factor of CB LTMA is the fact, that mobility is a completely unregulated area. Mobility is not at all mentioned in the Act on vocational education and training, and other laws do not contain any provisions or recommendations on mobility, either.

Based on the opinions of VET schools, one of the ECVET experts and of the National Association of Entrepreneurs and Employers, the legal obligations in apprenticeship training contracts tend to hinder mobility. Another problem that current VET curricula are very rigid and over-regulated. The lack of existing validation procedures and non-supportive attitude of employers toward mobility also have a negative effect on CB LTMA.

1.3. Implementation level

1.3.1. *Dimension 3.1. Governance of apprenticeship implementation*

The role of the Hungarian Chamber of Commerce and Industry in VET has become increasingly significant; it has become a key actor in shaping VET (including dual VET) policy and performs important duties in accordance with its 2010 agreement with the government. The Hungarian Chamber of Commerce and Industry is responsible for developing standards, framework curricula and examination procedures for the VET qualifications, participates in the organisation of VET examinations, and performs quality assurance functions⁴¹.

Employers' organisations and trade unions have no role in mobility. The Chamber hardly deals with this topic either. Mobility is embraced by VET schools and apprentices with the consent of companies. According to the current legislation, the apprenticeship training contract cannot be terminated for the period of mobility, and companies are obliged to pay remuneration during the mobility period of the apprentice.

The Ministry in charge of vocational education has no involvement in the Erasmus+ programme. According to a representative of the Ministry in charge of vocational education "VET schools would inform the Ministry if they had problems with the Erasmus+ mobility programmes. But since there is no such information, the Erasmus+ mobility programmes presumably function properly in spite of the fact that the VET system in Hungary is mainly based on regulating procedures and subject knowledge, and the system is so over-regulated, that mobility is difficult to fit into it".

1.3.2. *Dimension 3.2. Age of apprentices at enrolment*

Basically, youths aged 14-17 years participate in 3-year dual VET after completing the eighth grade of primary school. In Hungary, the first two state-recognized vocational qualifications obtained within the school-based VET or dual VET can be obtained free of charge. The first one can be obtained in full-time VET up to age 25 or at any age in adult education. This means that youths may enter the dual VET also with a qualification or with a secondary school leaving certificate. In this case dual VET lasts 2 years for them. The second state-recognized qualification can be obtained in adult education.

⁴¹ Modlane Gorgenyi, I. (2015): *With Dual Training in the World of Work*. Hungarian Chamber of Commerce and Industry
https://www.tanuloszerzodes.hu/sites/default/files/files/downloads/Dual_ENG.pdf

CB LTMA has relevance either in the case of recent VET graduates or in dual VET following secondary school leaving (maturity) examination. Apprentices aged 14-17 years old in 3-year dual VET are not yet suitable for participation in CB LTM either vocationally or mentally due to their young age. They are not sufficiently prepared to lead their lives independently, leave their families and live abroad in unfamiliar conditions. Crucially, they do not have an adequate level of foreign language skills - indeed, their language skills are lower than the European average.⁴² At the same time, they are in the most difficult age group (i.e. as teenagers aged 14-17).

With the fact that Hungarian companies often have to tackle several parenting/upbringing situations regarding apprentices, they can also deter them from sending them abroad. Majority of apprentices are legally minors (under the age of 18), which raises several safeguarding problems. For example, for safeguarding purposes, escort teachers must be available and accompany them when these youths travel. This is also confirmed by the Vocational Training 4.0 strategy as follows: "At a younger age, in the case of students who are minors, CB LTM is problematic and risky."⁴³

Recent VET graduates and apprentices participating in dual VET following graduation from secondary school are already adults (they are over 18 years of age), so in their case there is no significant obstacle for their participation in CB LTM.

1.3.3. Dimension 3.3. Employers' attitude towards apprenticeship

At present, only a very small percentage of companies provide apprenticeship training contracts (approximately 2-3% of all companies) in Hungary. Most companies are not willing to provide apprenticeship placements and do not consider apprenticeship training as an investment in their future workforce. It seems, companies regard the costs and administrative procedures associated with apprenticeships as a considerable burden that is not outweighed by the benefits and the return on investment of such training placements. Cost-benefit analyses are not carried out to understand the conditions under which apprenticeships may bring benefits to companies. Such an attitude is not helped by the fact that the training culture of companies as a part of corporate culture is underdeveloped in Hungary.

⁴² Eurostat (Online data code: educ_thfrlan)

⁴³ Vocational Training Strategy 4.0. Mid-term strategy (VET 4.0) for the renewal of vocational education and training and adult education programmes is the policy answer to the challenges of the 4th Industrial Revolution. p. 101.
<https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>

1.3.4. Dimensions 3.4 and 3.5 (Long-term) mobility national strategies or initiatives; 3.15 Pilot projects for (long-term) mobility

In Hungary, there are no strategies or initiatives regarding the mobility of VET learners, including apprentices. Mobility is not even mentioned in curricula. Mobility is an opportunity for VET schools and apprentices that wish to participate in it. However, mobility is not embedded in the VET system in Hungary. According to a representative of the Hungarian Chamber of Commerce and Industry there has been no progress in this area during the past few years. Curricula harmonisation, certificate matching and the recognition of learning outcomes gained outside the regular school system were topics of discourses even 6-8 years ago. However, it seems as though nothing is now happening despite earlier recommendations in this area. There are no representatives in charge of mobility at ministerial level. If somebody regarded mobility as an important issue and embraced it, there would be policy developments in this area.

Based on the opinion of the representative of the National Association of Entrepreneurs and Employers, it is generally not a goal in Eastern European countries to develop mobility strategies, because it is not in their interests to facilitate the mobility of students since this would entail workforce shortages.

Within this context, it can therefore be regarded as a step forward that the Vocational Education 4.0 strategy,⁴⁴ which was approved in March 2019, contains references to mobility (see Chapter 2. Latest and Future developments).

The ErasmusPro pilot project „Good Practices in the ErasmusPro Pilot project: Cooperation between VET institutions & companies” was implemented in the school year 2016/2017 in Hungary. Krúdy Commercial, Catering and Tourism Secondary School in Szeged took part in this pilot project between August 2016 and January 2018. However, the project has had a limited impact on the whole VET sector.

The main important mobility-related problems identified during the pilot project were as follows:

- It is difficult to identify companies that would be willing to join mobility projects; it is difficult to make them accept features and the duration of practical placement that differ from general/widely accepted social mechanisms/norms;
- Geopolitical changes such as the inclusion of immigrants have higher priority compared to other projects, especially mobility projects;

⁴⁴ Vocational Training Strategy 4.0. Mid-term strategy (VET 4.0) for the renewal of vocational education and training and adult education programmes is Hungary’s policy answer to the challenges of the 4th Industrial Revolution.
<https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>

- Foreign language barriers: it is difficult to motivate youths to learn foreign languages other than English; the opportunity that they can attend foreign language courses prior to leaving for and upon arrival in foreign countries is not enough motivation for young people; students travelling to foreign countries should speak the languages of receiving countries;
- Partnership: it is difficult to identify partners in Europe (apart from consortium members) who accept the application of methods of apprenticeship related training that are similar and can easily be adapted to the Hungarian context

1.3.5. Dimension 3.6. Flexibility of curriculum to include learning from mobility

Hungary's VET framework curricula are highly centralised and regulated. The Act on VET does not contain any regulation to support VET schools in the validation of learning outcomes acquired abroad. The validation of learning outcomes associated with mobility takes place only at the VET school level, so this process involves different (not standardised) methodologies.

Currently, because of the legal regulation it is up to the flexibility of VET schools and companies whether the learning outcomes of apprentices gained abroad are fully recognized into their studies in order that the training period of apprentices participating in long-term mobility programmes is not prolonged.

1.3.6. Dimension 3.7. Methodologies and guidelines

Methodologies and guidelines for VET students' (including apprentices') mobility have been developed by the Tempus Public Foundation (Erasmus+ National Agency).⁴⁵

Only the Tempus Public Foundation (Erasmus+ National Agency) organises events (training courses and workshops) to address mobility. The Foundation also publishes methodological guidelines and other publications⁴⁶ to support VET schools during the application process and in the preparation and implementation of mobility programmes. At the same time, however, such information does not

⁴⁵ Leaflets: *ERASMUS+ VET Student And Teacher Mobility Projects*: https://tka.hu/docs/palyazatok/ecvet_erasmus-szakkepzes-mobilitasi-projektek.pdf (Hungarian and English version)

⁴⁶ Handbook: *Evaluation and Assessment of Learning Outcomes in VET Student and Teacher Mobility Projects*: https://tka.hu/docs/palyazatok/ecvet_meres_ertekeles_kezikonyv_web.pdf (Hungarian version)

reach companies. Most businesses are not even aware of the mobility of apprentices and the related benefits. The Chamber of Commerce should be tasked with informing businesses about opportunities for the mobility of apprentices.

1.3.7. Dimensions 3.8. Authorities promoting long-term mobility of apprentices; 3.9. Involvement of intermediary organisations and structures

The Erasmus+ mobility programmes are still known by only a handful of people/stakeholders. They have not yet become sufficiently embedded in public awareness. There are no strategies and professional fora for these programmes. Mobility is not a topic in the activities of professional organisations. As mentioned earlier, only the Tempus Public Foundation (Erasmus+ National Agency) is engaged in promoting these programmes. Advertising and promotion of mobility programmes should be better organised, and a central agency, e.g. a Governmental body should be established with the task of promoting the cause and values of mobility.

One of the ECVET experts and representatives of most VET schools strongly agree, that the Chamber of Commerce and Industry should also promote mobility and provide advice and guidance to businesses. The Chamber should create an environment that favours mobility. Yet, none of this is currently happening.

1.3.8. Dimension 3.10. Role and capacity of VET providers in implementing mobility

VET schools generally do not have surplus human resource capacities for either the preparation and submission of applications for grants for mobility programmes and/or the implementation of such programmes. These tasks must generally be performed in addition to regular teaching since there is no separate position for a full-time project co-ordinator, and the teachers involved in mobility programme organisation do not get paid time off work. Applications are typically compiled by teachers of English simply because they have English language skills. In general, there are no full-time mobility project promoters and VET teachers (especially English language teachers) manage mobility on top of their normal teaching work. Moreover, as has been pointed out, in Hungary ‘the institution of a mobility coach is still a novelty and only a few schools fill this position’.⁴⁷

⁴⁷ Jadwizyc-Lorincz, (2014). *Bringing mobility in vocational education and training to the light – Hungary Case Study*, Council of Europe,
<https://www.coe.int/t/dg4/cultureheritage/mars/mediane/source/eemp/108-EEMPs-COE-LORINCZ-JADWIZYC/00-JADWIZYC-LORINCZ-Bringing-Mobility-in-VET-Case-Study.pdf>

There are several VET schools that are active in organising mainly short-term mobility programmes. In general, it is always the same group of schools that submit applications for mobility programmes each year. New schools would join this process if the Ministry obliged them to do so. Currently, it is up to the school management and the dedication of individual teachers whether they organise mobility programmes. Escort teachers are obliged to accompany students travelling abroad, and not every teacher is willing to have this responsibility.

1.3.9. Dimension 3.11. Funding of long-term mobility

CB LTMA programmes are financed by Erasmus+ grants awarded to successful applicants. There are no other central financing resources available. If the financial resources provided by Erasmus+ are not sufficient, apprentices participating in the mobility programmes must provide supplementary funds.

1.3.10. Dimensions 3.12. Employers' interest in receiving apprentices from abroad on long-term mobility; 3.13. Employers' interest in letting apprentices go abroad on long-term mobility; 3.14. Apprentices and their families' interest in long-term mobility

According to the representatives of chambers and employer association, there is no tradition of cross-border VET in Hungary resulting in a culture that does not promote mobility. Inevitably, this is reflected in the fact that no great interest is expressed by apprentices and employers even for short-term mobility programmes. This general lack of interest is widespread even though short-term mobility programmes are easier to implement since it is less complicated to withdraw apprentices from the domestic VET system for a period of 3-6 weeks. VET schools and ECVET experts confirmed that short-term mobility programmes are also easier to control and plan and are more transparent.

That said, there is some interest in CB LTMA from apprentices (see Tables 1 and 2 in the Introduction). Whether there is interest from their parents is an interesting presumption. Parents generally worry about their children (and the youth of their age), so they are reluctant to part with them for a long period of time. The apprentices are also difficult to motivate, so if some of them are willing to go abroad, they typically choose short-term mobility that lasts only a few weeks. It is a problem, that apprentices' language skills are lower than the European

average⁴⁸. Participation in mobility requires also a degree of self-financing which disadvantaged apprentices cannot afford⁴⁹.

There is no visible interest in CB LTMA among Hungarian employers for several interlinked reasons. Firstly, because of critical labour shortages, it can be harder for SMEs to find a person within the organisation who will be responsible for practical training for apprentices (it can be difficult to find in a small organisation in-company trainers who have the necessary skills, expertise and time for such training). Secondly, training an apprentice can be time-consuming and challenging. Thirdly, companies do not consider that apprentice mobility can yield a return on their investment. In addition, Hungarian employers are not interested in letting apprentices go abroad for a long period either, mainly because the experience and qualifications apprentices may acquire abroad are not part of Hungary's national qualification system.

Companies have little information about opportunities relating to mobility. Businesses are open to opportunities for which they see and understand the associated benefits, have clear conditions of employer participation and involve regulated processes.

Companies are reluctant to allow apprentices to participate in outgoing long-term mobility. However, they also recognise the fact that apprentices can develop high degrees of skills during long-term mobility programmes. Based on the suggestion of the representative of the Hungarian Chamber of Commerce and Industry the goal should, therefore, be not to restrict participation in mobility programmes, but to create conditions that attract young apprentices to return to Hungary and utilise what they learn abroad domestically.

⁴⁸ Eurostat (Online data code: educ_thfrlan)

⁴⁹ Ministry of Human Capacities (2017): *National report on the implementation and impact of Erasmus+ national report – Hungary*. https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/el_national_report/HU_National%20Report.pdf

Key enablers and disablers at implementation level

A key enabling factor is that the Tempus Public Foundation (Erasmus+ National Agency) organises events (training courses and workshops) to address mobility.

The Foundation also publishes methodological guidelines and other publications to support vocational institutes during the application process and in the preparation and implementation of mobility programmes. Examining the dissemination materials⁵⁰ available on the website of the Foundation, it is possible to see it goes beyond the minimum requirements regarding mandatory events by organising special events (e.g. on the use of IT-tools or on special financial rules for state-owned schools) meeting the needs of the target audiences.

Several implementation level factors hinder CB LTMA. At present, because of strict legal regulation, it is very difficult to fit a several-month long mobility programme into the Hungarian VET system. Hungary's VET curricula are highly centralized and regulated.

VET schools do not have surplus human resource capacities for either the preparation and submission of applications for grants for mobility programmes and/or the implementation of such programmes.

The apprentices are also difficult to motivate; those who are willing to go abroad typically choose short-term mobility programmes that last only a few weeks. Hungarian apprentices' language skills are lower than the European average. Participation in mobility requires also a degree of self-financing which disadvantaged students cannot afford. Companies have little information about opportunities relating to mobility.

⁵⁰ <http://tka.hu/kiadvanyok>; <http://tka.hu/rendezvenyek> and <http://tka.hu/sajtoszoba>

CHAPTER 2. Latest and future developments

2.1. System level

The Vocational Training 4.0 Strategy⁵¹ adopted in March 2019 is the only document where the issue of mobility is explicitly mentioned: “An important element in international co-operation is the development of students’ and teachers’ mobility in vocational training.” The Strategy lays down that increasing the mobility of Hungarian VET students (including apprentices) is a goal in a way that encourages such students to return to Hungary and capitalise on the vocational and other skills they have gained abroad. In order to achieve this, within the Erasmus+ programme the ErasmusPro initiative was introduced in 2018 to boost long-term mobility for VET students (including apprentices). This provides higher amounts of mobility grants and creates new mobility opportunities. In these mobility programmes, particular attention will be paid to the dual VET. Furthermore, it is worth considering planning the allocation of domestic resources for similar mobility programmes.⁵²

In relation to VET the Hungarian Government also plans to introduce the Stipendium Hungaricum scholarship, which is already available in higher education. This would be a special type of scholarship at secondary technical school level allocated for young students from Asia and Africa for a training period of two years. The goal of this scholarship is not to retain these young students in Hungary, but rather that they return to their own countries and apply the technical knowledge and skills they acquire in Hungary. Alternatively, they can work for Hungarian companies operating in their native countries.

Essential aspects during the development phase of such a scholarship system include the need to (i) enhance the capacities of the receiving VET schools and companies as regards vocational qualifications at secondary technical school level, for which the required subjects could be taught in foreign languages; (ii) introduce a comprehensive legal framework in relation to mobility; (iii) provide adequate financing; and (iv) develop a robust quality assurance system.

⁵¹ Vocational Training 4.0 Strategy. Mid-term strategy (VET 4.0) for the renewal of vocational education and training and adult education programmes is the policy answer to the challenges of the 4th Industrial Revolution. <https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>

⁵² Vocational Training 4.0 Strategy. Mid-term strategy (VET 4.0) for the renewal of vocational education and training and adult education programmes is the policy answer to the challenges of the 4th Industrial Revolution. p. 101. <https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>

The curricula in the current VET system are not flexible enough. The new regulations introduced in VET from 2020 will provide much better support for mobility, because the curricula will be output- and learning outcome-based. The Sectoral Skills Councils representing employers that are currently being set up will participate in the definition of the VET output requirements of jobs/professions.⁵³ This will ensure that the output requirements, are aligned with labour market needs.

The new Act on vocational education and training⁵⁴ was adopted on 19 November 2019.⁵⁵ This Act creates completely new foundations for VET including dual VET from September 2020. Not all details are known yet, but for example, it is certain that under the new Act, instead of apprenticeship training contract so-called vocational training labour contracts will be introduced as of 2020 regulated by the Labour Code, which will mean that the apprentices will have employment status with companies, and will be paid wages. However, their employment status cannot be suspended because of participation in mobility programmes; this is, therefore, likely to hinder mobility.

2.2. Implementation level

Validation could facilitate mobility; for the time being there is practically no effective validation arrangements in Hungary. However, with the new Act on vocational education and training came into effect on 1st of January 2020, independent examination centres will be established to organise vocational examinations for vocational qualifications recognised by the state. These newly established examination centres could also serve as bases for validation since the acquisition of vocational qualifications at these centres is possible even for persons, who have not participated in formal training. It would be important to recognise the skills some adults possess. At present, no one knows how this system will function in practice; however, a long-term goal of the new Act is to support effective validation arrangements.

⁵³ <https://www.cedefop.europa.eu/en/news-and-press/news/hungary-sectoral-skills-councils-linking-quality-vet-jobs>

⁵⁴ Act LXXX of 2019 on vocational education and training

⁵⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-29_en

Conclusions

Hungary faces a complex situation in relation to CB LTMA since responsibility for VET is centralised and highly focused on the national level, compared to higher education where internationalisation is more significant. At the same time, there is no credit system as regards VET in Hungary⁵⁶. Although ECVET is not implemented as a credit system, ECVET principles (such as learning outcomes, units, accumulation) have been tested in mobility projects.

The comparability and 'recognisability' of qualifications are supported by several EU tools; for example, the Europass Portfolio, the ECVET, the EQF/HuQF and several development programmes have been launched to further develop and promote such tools in Hungary during the past few years.

Regarding the mobility programmes, one of the most essential issues is to ensure that the learning outcomes acquired abroad are automatically recognised in the Hungarian VET system. Nevertheless, the stakeholders interviewed unanimously agree that the most important advantage of the CB LTMA is that it creates an opportunity for youths to develop their occupation-specific and key competences in a more substantive and complex way.

Longer term mobility enables apprentices to have a better overview of the functions of their host companies and can participate more substantially in certain work processes. They are also more likely to accustom themselves with complex processes and tasks, and will have wider opportunities to interact with colleagues, clients and people living in the receiving country. As a result, this enables them to develop their foreign language as well as intercultural competences.

Apart from measurably developing their professional and foreign language competences, the apprentices also familiarise themselves with the culture, customs and everyday life of the countries they visit since they live in that context for several months. Preparation and planning as well as careful partner selection and preparatory visits are key issues in the case of long-term mobility. Professional, foreign language-related, cultural and mental preparation of the apprentices involved in long-term mobility is also of key significance.

Based on general experience, it is older apprentices that are more suitable to effectively participate in long-term mobility. At present, it is very difficult to fit a several-month long mobility programme into the Hungarian VET system. This, in turn, acts as a deterrent to long-term mobility. It is also a key issue if for apprentices who participate in mobility for a year, the duration of their studies is prolonged by an additional school year upon their return to compensate for the year abroad. Steps should therefore be taken so that such apprentices should not be penalised for their long-term placement abroad.

⁵⁶ Based on ECVET monitoring report 2015 there is no credit system in VET in more than half of the member states. https://www.cedefop.europa.eu/files/5556_en.pdf

Annex 1. Interview partners

- ✓ Ákos Menner Head of the Department of Vocational and Adult Education Development, Ministry for Innovation and Technology
- ✓ Zsanett Vörös-Gubicza Director of Education and Training, Hungarian Chamber of Commerce and Industry
- ✓ Erika Salamon Marácz, Representative of German-Hungarian Chamber of Industry and Commerce
- ✓ Julianna Varga, Representative of the National Association of Entrepreneurs and Employers (MGYOSZ)
- ✓ Julianna Lukács, Representative of Tempus Public Foundation (Erasmus+ National Agency)
- ✓ József Marton, ECVET expert
- ✓ Zoltán Bogdány, ECVET and Erasmus+ expert
- ✓ Marianna Palencsár Kasza, Representative of St. Lawrence Vocational Grammar and Training School of Catering and Tourism of the Eger Training Centre; ECVET expert
- ✓ Annamária Komáromi, Representative of Krúdy Gyula Vocational Grammar and Training School of Catering and Commerce of the Szeged Vocational Training Centre
- ✓ Representative of VET school
- ✓ Representative of VET school
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Annex 2. References

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