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Vocational education and **training** in **Hungary**

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Vocational education and training in Hungary

ReferNet country report 2008

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01 - General policy context – framework for the knowledge society

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

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

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

The main decision-making bodies of the regions are the Regional Development Councils (*regionális fejlesztési tanács*). At regional level currently there are hardly any decentralised institutions and only a few examples of de-concentrated organisations. Nevertheless, in the field of VET, Regional Development and Training Committees of the latter type play an increasingly important role, and from 1 January 2007, County Labour Centres supporting the training of the unemployed and other target groups were replaced by Regional Labour Centres (see section 0302).

0102 - POPULATION AND DEMOGRAPHICS

Hungary occupies an area of 93 030 km² and its population was 10 066 158 on 1 January 2007 (10 045 000 on 1 January 2008). The vast majority of people are ethnically and linguistically Hungarian (Magyar). There are around 600 000 people of Roma (Gypsy) origin representing around 6% of the total population and, according to estimates presently every sixth-seventh newborn is Roma. Other minorities (German, Croatian, Slovakian, Romanian, etc.) comprise at most 2% of the population.

In line with European trends the population of Hungary is ageing, and, owing to low birth rates and relatively high mortality rates, has also been decreasing since 1981. As a consequence, the number of school-aged children is declining and will continue to do so also in the next decade, while the proportion of people over the age of 50 is increasing in the working-age population. This forecasts a further decrease of students in generally low-esteemed VET and increasing demand for improving CVET and lifelong learning opportunities.

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

Table 1: Age-specific demographic trends for 2007, baseline scenario until 2025

	2007	2010	2020	2025
TOTAL	10 066 158	10 016 709	9 839 679	9 743 137
AGED 0-24	2 815 630	2 726 172	2 479 672	2 432 901
AGED 25 -59	5 080 061	5 031 350	4 747 975	4 662 594
AGED 60+	2 170 467	2 259 187	2 612 032	2 647 642

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

0103 - ECONOMY AND LABOUR MARKET INDICATORS

The economy of Hungary is small and open. Employment rates are continually decreasing in agriculture and in industry, and increasing in the service sector: the figures for 2007 were 4.66%, 32.63% and 62.71%, respectively. The vast majority of enterprises are micro enterprises (95.1%), the proportion of small and medium enterprises is 4.1% and 0.7% respectively, which together employed 65% of employees, produced half of gross value added and formed 36% of export sales in 2004.

A constant shortage of skilled workers in certain sectors, vocations and regions, and the inadequate quality of human resources are important barriers to economic development, while participation in CVET is low and correlates strongly with company size.

The most salient feature of the Hungarian labour market is the low employment rate, especially among the low qualified, the disadvantaged, women and the elderly. In 2007 it was 57.3% in the population aged 15-64, 64% among males and 50.9% among females. Unemployment has been increasing in recent years, the unemployment rates in 2007 were 7.4% for the total population aged 15-64, 7.2% among males, 7.7% among females, and 21% in the population aged 15-24. The rate of inactive people is high, although activity has increased slightly in recent years due to government measures, partly because of the increasing number of job-seekers. In Hungary, labour market status correlates strongly with educational attainment, and the individual returns to education are also very high.

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

In 2007 public expenditure on education was 4.84% of the GDP (1.05% for upper secondary and 0.96% for higher education). In terms of total public expenditure, 10.37% was spent on education in 2006.

0104 - EDUCATIONAL ATTAINMENT OF THE POPULATION

The educational attainment of the population of Hungary has been improving over the last one and a half decades. Currently the proportion of people whose highest level of attainment is an ISCED 2 qualification and of those with tertiary level qualifications is lower, while the percentage of people with upper and post secondary qualifications is higher than the EU average (see Table 2). However, only 48.5% of the population aged 25-64 have obtained the Secondary School Leaving Certificate (*érettségi bizonyítvány, ISCED 3A*) which is a precondition of post-secondary and tertiary level studies.

Table 2: Population aged 25-64 by highest level of education attained, 2007

	PRE-PRIMARY, PRIMARY AND LOWER SECONDARY EDUCATION (ISCED LEVELS 0-2)			UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION (ISCED LEVELS 3-4)		TERTIARY EDUCATION (ISCED LEVELS 5-6)	
	TOTAL (1000)	TOTAL (1000)	%	TOTAL (1000)	%	TOTAL (1000)	%
EU-27	268 116	77 859	29	125 857	47	62 688	23
HUNGARY	5 553	1 155	21	3 396	61	1 002	18

Source: Eurostat; EU Labour Force Survey; Date of extraction: 27/05/08

Currently, the vast majority (around 95%) of students complete the eight years of primary school (*általános iskola*, ISCED 2A) by 16 years of age which is the upper limit of compulsory school age. There was a significant expansion of secondary education in the 1990s, initiated primarily by the growing social demand for upper secondary school-types awarding the Secondary School Leaving Certificate and the interest of these secondary schools in maintaining their student numbers in spite of the demographic decline. The number of people with tertiary level qualifications has been continuously increasing in line with the even more extensive expansion of higher education, but the rate for the working-age population is still lower than in most member states.

The proportion of early school leavers is lower than the EU average (see Table 3). In addition to the reasons mentioned above, this may in part be explained by the opportunity of obtaining the first (and in the period of 1999-2005 also the second) vocational qualification free of charge in full-time public education until the age of 23, and (from 2003 to 2006) also in adult training supported by state per capita funding. On the other hand, the 'soft' output regulation characterising the Hungarian educational system - due to which it is relatively easy to obtain a secondary level general or vocational qualification - must also be considered an important reason. Nevertheless, the high number of drop-outs is a very significant problem for certain disadvantaged groups and institution types, especially in vocational schools (*szakiskola*, ISCED 2/3C).

Table 3: Early school leavers: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training, 2002-2007 (%)

	2002	2003	2004	2005	2006	2007
EU-27	17.1	16.6	15.9	15.5	15.2	14.8
EU-25	16.6	16.1	15.4	15.1	15	14.5
HUNGARY	12.2	11.8 ^(b)	12.6	12.3	12.4	10.9

Source of Data: Eurostat; EU Labour Force Survey; Date of extraction: 29 May 2008

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

Short Description: 'early school leavers' refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared as not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey

02- Policy development – objectives, frameworks, mechanisms, priorities

0201 - OBJECTIVES AND PRIORITIES

Current policy objectives regarding vocational education and training - which in Hungary may be provided either in public education, higher education or in adult training - have been defined in various sectoral strategies and the *Strategy for the enhancement of lifelong learning* accepted in recent years, and in the relevant operational programmes of the National Development Plan and the New Hungary Development Plan that defines the framework for receiving Structural Funds assistance in the periods of 2004-2006 and 2007-2013, respectively.

The objective of increasing the employment rate and assisting especially disadvantaged groups to integrate into the labour market through training is a recurring element in all these documents. The main challenges that current VET policy priorities aim to address include:

- declining attractiveness of VET due to the rapid expansion of secondary and higher education and the fact that the labour market rewards higher education degrees much more than vocational qualifications, resulting in a growing number of low-achieving and undermotivated students, high drop-out rates, and a high proportion of young adults without any vocational qualification;
- discrepancy between VET and labour market demands in both quantitative and qualitative terms;
- quality problems in training, inadequate practical training;
- the fragmented institutional structure of VET resulting in problems with efficiency and quality;
- inadequate information/statistical systems to support planning and decision-making;
- low participation rates in CVET and lifelong learning.

The reform measures defined in the *1057/2005 (V. 31.) government resolution on executing the Strategy for the Development of Vocational Education and Training 2005-2013* aim at:

1. Providing quality VET for everyone through: adjusting VET to users' needs, improving accessibility to VET, creating modern learning materials for VET, and modernising the training of teachers and trainers;
2. Developing a more effective system of VET administration and financing through: improving users' opportunities to advocate their interests, making more efficient use of resources and improving capacity allocation, and developing the institutional system of VET; and
3. Improving the information and statistical system of VET.

The objectives defined in these policy documents are to be implemented through legislative amendments, administrative reforms, introduction of financial incentives and development programmes.

The renewal of the content and system of VET is currently supported primarily through:

- the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) financed from national funds, and
- the Human Resource Development (HRD) and Social Renewal (SR) Operational Programmes (OP) supported by Structural Funds assistance in the periods of 2004-2006 and 2007-2013, respectively.

Vocational School Development Programme

The programme (originally planned for the period of 2003-2006 but extended to 2006-2011) aims to modernise vocational school training, reduce drop-out rates, improve the competences and labour market value of graduates and increase the prestige of vocational schools. 90 vocational schools participated in SZFP I, which involved 4 general components and 4 thematic projects as follows:

- (A) General education and pre-vocational studies
- (B) VET methodology
- (C) Reintegration of disadvantaged students
- (D1) Self-development of schools and (D2) Quality improvement

The thematic projects were: Foreign languages (English and German), Vocational school Measurement-evaluation, Vocational school career orientation, and Information technology in vocational schools. Component A, B and C all included:

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

70 new schools are currently involved in SZFP II, which - building on the products and developments of the first phase - aims at:

- reintegrating disadvantaged students in year 9;
- renewing general and pre-vocational education in years 9-10;
- developing the methodology applied in the VET years; and
- developing vocational school measurement-evaluation, self-development and quality improvement across all years.

Human Resource Development and Social Renewal Operational Programmes

Both these operational programmes encompass developments in the fields of employment, education and training, social and health services.

Measures of HRD OP were built around the following four priorities;:

- promoting active labour market policies;
- fighting social exclusion by promoting access to the labour market;
- promoting lifelong learning and adaptability; and
- improving the infrastructure of education, social services and the health care system.

One of the most influential developments of the past years was implemented under HRD OP Measure 3.2.1., aiming at the renewal of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) listing the state-recognised vocational qualifications, based on an extensive analysis of Hungarian employment structure and job profiles. The main objectives of the programme were to strengthen links between education and training and the economy and to promote lifelong learning by adjusting the OKJ and VET outcome requirements to labour market demands and introducing a modular structure for qualifications, focusing on the development of professional and other (methodological, social and personal) competences (see also 0703). The new OKJ published by the 1/2006. (II.17.) Decree of the Minister of Education decreased the number of vocational qualifications from 804 to 416, and introduced a VET system in which participants may receive a complete qualification upon the completion of a pre-defined group of training modules within or outside the school system, and which also facilitates lifelong learning through defining partial and specialised 'build-on' qualifications as well.

VET provided in accordance with the new OKJ was first introduced in September 2006 for 13 vocations in the member schools of the newly established Regional Integrated Vocational Training Centres (*térségi integrált szakképző központ, TISZK*) and will be launched for all OKJ qualifications following the publication of their outcome requirements by 2008. The creation in 2005 of 16 TISZKs that would serve as modern, flexible and fully-utilised centres of vocational practical training and examination and coordinate and harmonise the training offer and the operation of the 6-8 schools constituting a TISZK was supported through HRD OP Measures 3.2.2. and 4.1.1.

The establishment of further TISZKs - under the new regulations, see section 0302 - are currently supported by the SR OP whose priorities are as follows:

- promoting employability and entry into the labour market;
- improving adaptability;
- provision of and access to quality education for all; and
- developing human resources in the areas of quality training, research, and innovation.

The SR OP supports, among other things, the adaptation of central programmes and VET curricula to the new modularised, competence-based OKJ, the development of a career monitoring system, the improvement of quality assurance, and the establishment of a national career guidance system.

For more information on current policy priorities and measures, please refer to the *National ReferNet report on progress in the policy priority areas for Vocational Education and Training 2008 for Hungary*.

03 - Institutional framework – provision of learning opportunities

0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

The provision of VET - except for higher education degree programmes and so-called 'trainings regulated by public authorities' (*hatósági jellegű képzés*) - 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:

- the training providers of VET;
- 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;
- the administrative structure of VET with the tasks of each of the concerned ministries, public authorities, agencies and consultative bodies;
- the content requirements of the professional and examination requirements (*szakmai és vizsgakövetelmények*) of OKJ qualifications and the general rules concerning the vocational examination;
- the special regulations concerning the provision of school-based VET (vocational theoretical and practical training, apprenticeships, study breaks and student allowances); and
- the financing of VET.

The operation, administration, and financing of institutions providing VET within public and higher education are regulated by *Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*, respectively. The provision of adult training programmes outside the formal school system (which may be either IVET or CVET) is regulated by *Act CI of 2001 on Adult Training* which 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.

The two other most significant laws concerning VET are:

- *Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training* which regulates the conditions of the payment and possible uses of this contribution and the allocation of resources available for development from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap*, see section 1001), and
- *Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed* which regulates the provision of training for the unemployed and other target groups.

Collective agreements play no significant role in either IVET or 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*).

0302 - INSTITUTIONAL FRAMEWORK: IVET

The administrative system of VET in Hungary is rather complex for the following reasons:

- both IVET and CVET can be provided either within or outside the formal school system, but regulations concerning the administration of VET offered in adult training differ from those of school-based VET;
- VET within the formal education system can be provided both in public and higher education which differ in their administrative structures;
- the administrative system of public education is highly decentralised;
- the defining of the outcome requirements of state-recognised qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) falls under the competence of several ministries.

Although IVET is provided mainly within the formal school system, in public or higher education, adults can also obtain their first OKJ qualification in adult training. Therefore, this section presents the administrative framework of VET including both IVET and CVET which can be provided in three different sub-sectors of education: public education, higher education and adult training.

Role of the European Union

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 since 2004 have led to the establishment of new agencies, and they contribute to the development of strategic policy planning and cooperation with the social partners and among various concerned ministries.

Role of central government

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 Munkügyi Miniszter, SZMM*) responsible also for employment and social policy. The National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*) assists the SZMM in its development, coordination, research, information and counselling tasks related to VET and adult training, including the management of the registers of the vocational examination and of accredited adult training institutions and programmes.

The SZMM 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, OKM*) who is in charge of the sectoral administration of public and higher education. The OKM is responsible for the regulation of VET provision within the formal school system, but requires the assent of the SZMM for Decrees related to school-based VET. The Education Office (*Oktatási Hivatal, OH*) and its regional offices perform public authority tasks in public and higher education, including the organisation of the secondary school leaving examination (*érettségi vizsga*) and national surveys, performance of quality assurance functions, and the recognition of qualifications issued abroad.

Other ministers have responsibilities regarding the content of VET: they are responsible for defining the professional and examination (i.e., the outcome) requirements (*szakmai és vizsgakövetelmény*) and developing the central curricula of OKJ qualifications within their sector.

Role of regional/local government

The county (and capital city) governments are charged with the provision of the public education services that municipalities (local governments of cities and villages) are not obliged to provide, including upper-

secondary VET (although of course the municipalities can also - and indeed do in large numbers - maintain VET schools), and with the medium-term planning and coordination tasks of public education. In addition to general maintenance duties, a school maintainer local (i.e., 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 VET organisation partnerships (*szakképzés-szervezési társulás*) in order to coordinate their VET provision in line with the decisions of the Regional Development and Training Committees (see below) concerning the harmonisation of VET development. These partnerships then become entitled and obligated to assume the rights and duties of the county local government regarding local VET provision.

Concerning adult training, training providers and programmes have to be registered at the Regional Labour Centres (*regionális munkaügyi központ*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), which then inspect their subsequent legal operation.

Role of social partners

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

- the National Interest Reconciliation Council (*Országos Érdekegyeztető Tanács, OÉT*), serving as a forum for interest reconciliation regarding strategic questions of VET; and
- the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*), a consultative-advisory body of the minister responsible for VET and adult training, participating in the development of the OKJ and the allocation of development resources available from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*).

Also at national level, the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület, FAT*) performs tasks related to institution and programme accreditation and quality assurance in adult training. The social partners have been involved in the development of VET outcome requirements also through the 21 OKJ qualification committees operating between 2002 and 2006, to be replaced by a single OKJ committee in 2008.

At regional level, the seven Regional Development and Training Committees (*regionális fejlesztési és képzési bizottságok, RFKBs*), operated by the Education Office, play an increasingly important role in VET administration. Pursuant to a legal amendment of 2007, the purview of the committees has been considerably expanded in order to ensure the coordinated development and provision of school-based VET in line with the regional labour market demands. In addition to preparing regional strategies for VET development, tendering development funds and defining the regional lists of vocations in short supply on the labour market, since 2008 the RFKBs decide on the goals of regional VET development and development support from the decentralised section of the MPA training sub-fund, the regional demands of VET and the vocational programme offers and appropriate shares of student enrolment, and make proposals concerning the distribution of development subsidy (*fejlesztési támogatás*) among schools/qualifications and on the regional volume of development funds as well. The Labour Councils (*munkaügyi tanács*) serve as forums for regional-level interest reconciliation concerning the training of unemployed and other target groups supported by the labour organisation.

At local level, consultative boards with a majority representation from the economy have to be set up at each TISZK (see below). The board shall review, among other things, the vocational programmes

(curricula) of the VET schools and the higher education institution constituting the TISZK and the training plan of the central training location (*központi képzőhely*), and can make recommendations for the modification of the training offer of the schools and the central training location, or the use of development subsidy.

Role of other non-governmental organisations

The two economic chambers - the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara, MA*) - play an increasingly important role in VET development as well as administration at national, sectoral and also local level. The chambers - in cooperation with the national economic interest representation organisations - participate in the development of the professional and examination requirements of OKJ qualifications (see section 0701) and the organisation of level and vocational examinations (see section 0403). They also perform quality assurance functions related to school-based IVET (monitoring apprenticeship and other forms of practical training), and develop the requirements of and organise master examinations as a form of CVET.

Professional chambers and associations can advise VET policy strategies and development programmes and participate in the development of outcome requirements.

Adult training institutions only have to set up a professional consultative board (of representatives of professional organisations and other stakeholders and adult training experts) if they wish to receive public subsidy.

Types of VET providers

Upper and post-secondary IVET is offered in vocational schools (*szakiskola*) and in secondary vocational schools (*szakközépiskola*), respectively. Higher level VET programmes (ISCED 5B) are organised by higher education institutions (colleges, universities), but may also be provided in secondary vocational schools based on a cooperation agreement between the institutions.

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

A major concentration process in the institutional structure of IVET has begun with the establishment of Regional Integrated Vocational Training Centres (*térségi integrált szakképző központ, TISZK*) supported by Structural Funds assistance (see section 0201), in accordance with the policy objective aiming to rationalise operating costs and ensure the optimal use of development funds. The 2007 legal amendments permit a variety of possible legal forms for TISZKs (including the above-mentioned VET organisation partnership, non-profit enterprise, VET organisation company, merging of schools into one institution, etc.), which can be created on a voluntary basis by school maintainers, possibly together with practical training provider enterprises and higher education institutions providing higher level VET programmes. The TISZKs - whose establishment is encouraged by the concentration of development funds that become available only upon observing the decisions of RFKBs on vocational training offer and student enrolment (see section 1002) - can maintain VET schools and can also engage in adult training, and they define the number of classes in the VET years of schools maintained by them or their members and have the right to give consent to the schools' VET curricula.

In higher education, the maintainer (the state, churches, foundations, etc.) supervises the operation and effectiveness of the professional work of colleges/universities, which otherwise enjoy wide-ranging autonomy in both administrative and pedagogical matters.

Adult training providers - including 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. - are free to develop and provide their training programme if registered at the Regional Labour Centre. The institution and/or training programme only has to be accredited by the FAT if they wish to receive public subsidy.

Table 4: Summary of the most significant bodies involved in the administration system of VET

	VET IN PUBLIC EDUCATION	VET IN HIGHER EDUCATION	VET IN ADULT EDUCATION
CENTRAL LEVEL	<ul style="list-style-type: none"> Ministry of Social Affairs and Labour Ministry of Education and Culture sectoral ministries responsible for OKJ qualifications NSZFI OH advisory councils (OÉT, NSZFT, OKJ committees) chambers of economy (MKIK, MA) 	<ul style="list-style-type: none"> Ministry of Education and Culture Ministry of Social Affairs and Labour sectoral ministries responsible for OKJ qualifications NSZFI OH advisory councils (OÉT, NSZFT, FTT, OKJ committees) chambers of economy (MKIK, MA) 	<ul style="list-style-type: none"> Ministry of Social Affairs and Labour sectoral ministries responsible for OKJ qualifications FAT NSZFI advisory councils (OÉT, NSZFT, OKJ committees) chambers of economy (MKIK, MA)
REGIONAL LEVEL	<ul style="list-style-type: none"> regional offices of OH county local governments Regional Development and Training Committees 		<ul style="list-style-type: none"> Regional Labour Centres of the ÁFSZ Labour Councils
LOCAL LEVEL	<ul style="list-style-type: none"> school maintainers (TISZKs, municipality and county governments, state-agencies, churches, foundations, etc.) consultative boards of TISZKs vocational schools/secondary vocational schools local chambers 	<ul style="list-style-type: none"> maintainers of higher education institutions (the state, churches, foundations, etc.) colleges/universities local chambers 	<ul style="list-style-type: none"> adult training providers (public and higher education institutions, Regional Training Centres, training companies, non-profit organisations, workplace, chambers, etc.) professional consultative boards

0303 - INSTITUTIONAL FRAMEWORK: CVET

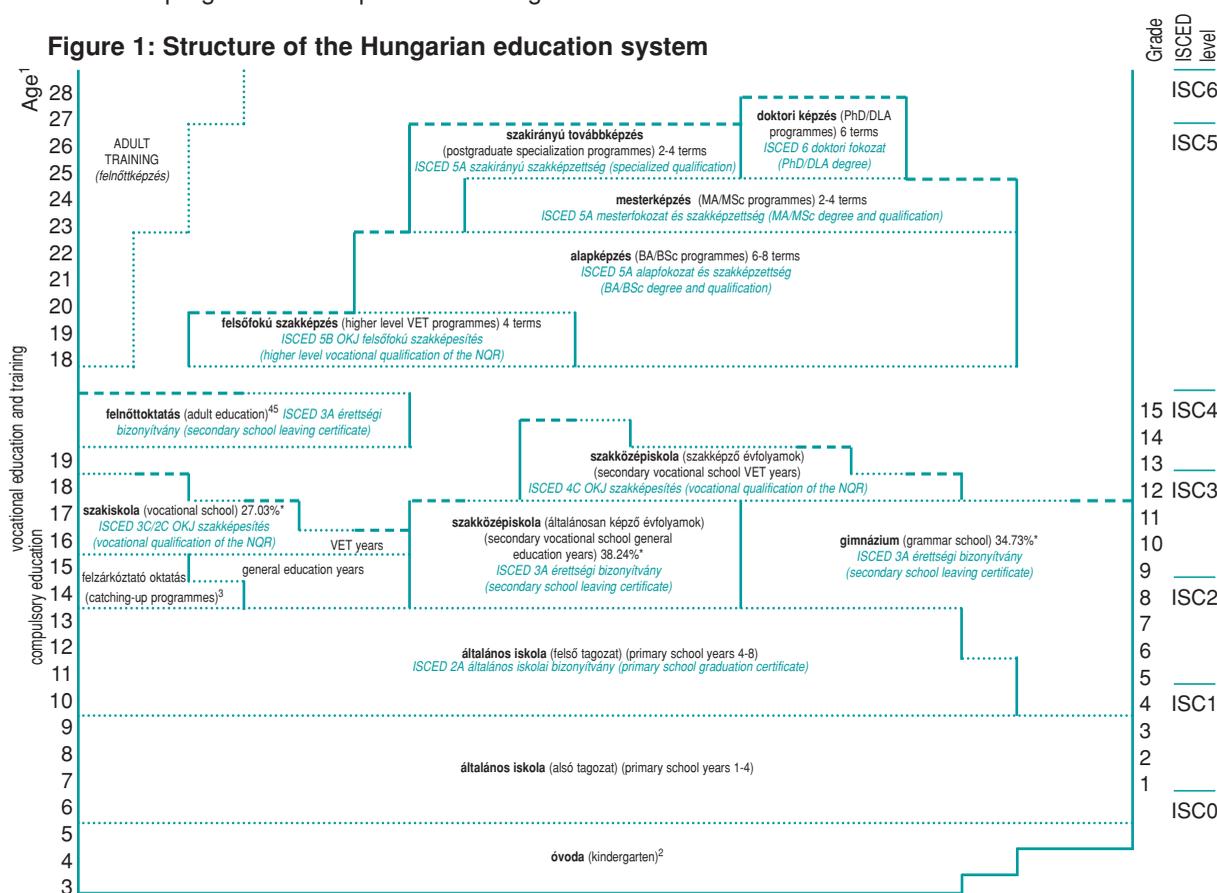
A significant sector of CVET in Hungary is provided within the framework of adult training, but further training opportunities are offered also within the formal school system (in public and higher education) - similarly as IVET is offered primarily in school-based education but can also be provided in adult training. The administrative framework of IVET and CVET is therefore described jointly in section 0302. For more information, please refer to section 0302.

04- Initial vocational education and training

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

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

Figure 1: Structure of the Hungarian education system



Legend:

--- Entry to the labour market

--- Entry to a higher level form of education

* Student flows refer to the distribution of students in year 9 of the given school type in full-time upper secondary education in the 2005/2006 school year (source: Ministry of Education and Culture)

¹ Age levels given in the diagram are indicative only. Adult education programmes are offered at all levels of education for older age groups as well.

² Special education for students with special needs is offered at all levels of public education.

³ Special catching-up programmes of 1-2 years are available for students aged 15 or over (the diagram is not precisely accurate here) without the primary school graduation certificate to obtain the competences necessary to enter a vocational training programme. The certificate awarded is equivalent to the primary school graduation certificate in case the participant had completed at least 6 grades of primary school.

⁴ *felnőttek gimnáziuma/szakközépiszkolája* (grammar school/secondary vocational school for adults) ISCED 3 level secondary general school programmes offered in full or part-time adult education

⁵ Graduates of vocational schools who have subsequently obtained the secondary school leaving certificate in adult education can obtain an OKJ vocational qualification of a higher level in the VET grades of secondary vocational schools

Pathways of IVET

Since 1998, in accordance with the 1996 amendment of the Public Education Act, VET can be commenced at the age of 16 at the earliest. There are two types of VET schools (*szakképző iskola*), both of which are part of the public education system: vocational schools (*szakiskola*) and secondary vocational schools (*szakközépiskola*). They admit pupils typically upon completion of the 8 years of primary school (*általános iskola*) at the age of 14 at the earliest; however, in compliance with the new regulations, they can provide only vocational preparatory/pre-vocational programmes in their first two (9th-10th) or four (9th-12th) years of general education. The vocational qualifications (*szakképesítés*) awarded in these schools are those listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). Students of vocational schools enter VET typically in the 11th year, at the age of 16 at the earliest, and can obtain ISCED 3C or 2C level OKJ qualifications typically within 2 or 3 years, at the age of 18 or 19 at the earliest (the majority of vocational school students now participate in three-year programmes). Secondary vocational schools provide VET only to students who have already obtained the Secondary School Leaving Certificate (*érettségi bizonyítvány, ISCED 3A*) - awarded following the secondary school leaving examination (*érettségi vizsga*) organised at the end of year 12 in this school type and in grammar schools (*gimnázium*) -, or who have completed year 12. These schools award ISCED 4C level OKJ qualifications in their post-secondary (the year 13 and possibly higher) VET years.

A new form of IVET, the so-called 'higher level vocational education and training' (*felsőfokú szakképzés*) was introduced in 1998. These non-degree, tertiary level programmes are organised by higher educational institutions, but are provided also by secondary vocational schools based on an agreement between the institutions. A precondition of participating in such courses is the Secondary School Leaving Certificate, and these typically four-term programmes provide VET to students above the age of 18 and award ISCED 5B level OKJ qualifications.

Higher education degree programmes awarding a tertiary level graduation certificate and qualification (*szakképzettség*) are offered in (public, ecclesiastical or private) colleges (*főiskola*) and universities (*egyetem*) where the general entry requirement is the Secondary School Leaving Certificate. Multi-cycle training and the BSc/BA-MSc/MA-PhD/DLA qualification structure was introduced in September 2006 (see also section 0407).

Although some OKJ vocational qualifications are available only within the formal school system (in the new OKJ introduced in 2006, only those offered in higher level VET), most are obtainable also within the framework of adult training (*felnőtteképzés*). Such VET programmes - which may be provided by training companies and non-profit organisations, as well as by public and higher education institutions or state-agencies engaging in adult training (as defined by *Act CI of 2001 on Adult Training*) - may be considered as IVET in cases where the participant has not earned a vocational qualification in public or higher education.

However, the state provides for obtaining the first OKJ vocational qualification in public education and in state or ecclesiastical universities/colleges free of charge, and there are also part-time adult education programmes available within the school system at a typically much lower price than adult training courses. IVET in Hungary is therefore provided primarily within the school system in public and higher education. For this reason, and also because the regulations concerning the provision of adult training differ from those regulating public and higher education, the characteristics of VET provided outside the school system are discussed in section 0502.

Differences between IVET and general education

The system of IVET provided within the school system in public education is similar to that of secondary level general education offered in grammar schools in so far as both are regulated by the Public Education Act. Therefore, there is not much difference between IVET and general education in terms of the broad features of the administration and financing system and of the curricula, assessment, etc. related to general education provided in both types of VET schools.

There is furthermore even more similarity between secondary vocational schools and grammar schools in that both types of schools prepare students for taking the secondary school leaving examination (*érettségi vizsga*), a prerequisite of studies at higher level, at the end of year 12 (therefore only these school types are referred to as 'secondary schools', *középiskola*). Secondary vocational schools, however, also offer VET in year 13 or possibly later, at the end of which students can take the vocational examination (*szakmai vizsga*) that awards an OKJ vocational qualification. In vocational schools students can obtain only vocational qualifications. Their graduates therefore have to complete three more years of a full or part-time general education programme within the framework of adult education (*felnőttoktatás*) in order to pass the secondary school leaving examination, before they can continue studies in higher education or obtain another OKJ qualification of a higher level.

0402 - IVET AT LOWER SECONDARY LEVEL

Pursuant to *Act LXXIX of 1993 on Public Education*, the earliest point at which vocational educational and training can be commenced in Hungary is at the age of 16. There is only one exception identified under law: in VET schools preparing students for the vocational examination in a branch of the arts, VET may be provided parallel to general education. However, while VET may thus commence in year 5, 7 or 9 in such schools, a vocational qualification is obtainable only in year 10 at vocational schools of art (*művészeti szakiskola*) in the case of parallel education, and after passing the secondary school leaving examination (*érettségi vizsga*) in secondary vocational schools of art (*művészeti szakközépiskola*).

On the other hand, ISCED 2C level training is provided in two special types of vocational schools (see section 0403), the special and the special skills development vocational school (*speciális szakiskola, készségfejlesztő speciális szakiskola*) which prepare students requiring special education due to mental or other disabilities for the vocational examination or provide them with the skills necessary to start working and begin an independent life. Education in these schools is conducted by special education teachers (*gyógypedagógus*) using special curricula, training materials and methods.

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

Pathways

IVET within the public education system (*közoktatás*, for an explanation see section 0401) is provided by two types of VET schools (*szakképző iskola*):

- vocational school (*szakiskola*), offering 2 years of general education and typically (depending on the qualification awarded) 2 or 3 years of VET to students aged 14-18/19 at upper secondary level; and
- secondary vocational school (*szakközépiskola*), offering 4 years of upper secondary level general education, and an additional (and optional) 1 or more years of post-secondary level VET to student aged 14-18 (or older).

Vocational education and training awarding a state-recognised vocational qualification on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) is offered only in the VET years of these schools, but they may provide vocational preparatory/pre-vocational programmes already in their general education years (mandatory in vocational schools since 2006). The operation of these schools and the

content of education and training they provide are regulated by *Act LXXVI of 1993 on Vocational Education and Training* with regard to the provision of VET and by *Act LXXIX of 1993 on Public Education* in every other aspect. VET schools may operate with VET years only, or, since September 2007, also without VET years if the school maintainer designates another of its schools to provide VET for the students coming from such schools (thus together forming a type of Regional Integrated Vocational Training Centre, *térségi integrált szakképző központ/TISZK*, see section 0302). Secondary vocational schools providing dual language or intensive foreign language training may operate with 5 years of general education.

The major difference between the two school types lays in their objectives and the qualifications they offer. Secondary vocational schools prepare students first for the secondary school leaving examination (*érettségi vizsga*) awarding the secondary school leaving certificate (ISCED 3A), which is a prerequisite of higher level studies, after which students can choose to continue studies in the VET years (i.e., at post secondary level) to take the vocational examination (*szakmai vizsga*) and obtain an ISCED 4C level OKJ vocational qualification. These objectives and entitlements are the same as those of grammar schools (*gimnázium*), they differ only with regard to content (vocational). Students studying in vocational schools, however, can take only the vocational examination and in absence of the Secondary School Leaving Certificate they are able only to attain an ISCED 3C or 2C level OKJ vocational qualification.

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

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

Although the VET Act permits two possible (legal) forms of practical training to be organised at an enterprise, the form preferred by the law and education policy is apprenticeship training based on a student contract (*tanulószerződés*, see section 0404). This can be replaced by alternance training only under certain conditions (e.g. if the practical training is provided at a central training place maintained by a TISZK). In such cases the VET school contracts an economic organisation in cooperation to provide practical training for its students (the official term is 'cooperation agreement', *együttműködési megállapodás*).

In the 2007/2008 school year, the majority of full-time students (more than 70%) in the VET years of secondary vocational schools received their practical training exclusively at school (typically in a school workshop), while two-thirds of students who received their training at an enterprise participated in alternance training (within the framework of a cooperation agreement), and only a third, typically in blue-collar vocations, in apprenticeship training. Students of vocational schools participated in practical training outside the school much more often (around 60%), and the majority (more than four fifths) of them in apprenticeship training. For more statistical data on practical training provided in IVET within public education please see Annex 2.

The pathways, types of learning outcome and providers of IVET within the school system do not differ according to economic sectors either.

In the 2007/2008 school year, vocational schools offered VET for 257 different OKJ qualifications (special vocational schools, see section 0402, in 68 vocations) and secondary vocational schools in 282 qualifications. The most popular fields of study included building and civil engineering, hotel, restaurant and catering, wholesale and retail, computer use, mechanics and metalwork, and management and administration.

Access requirements

To gain entry to a VET school, students typically must have completed their (primary and) lower secondary general education (the eight years of primary school, *általános iskola*, ISCED 1A-2A - although those lacking the Primary School Graduation Certificate can participate in so-called catching-up programmes where they can obtain the competences necessary to enter VET, see section 0405), and further access requirements may be defined by schools (although the school maintainer may compel a school to admit every applicant of compulsory school age from its own district). Schools may admit students based on their performance in primary school and they may also organise an entrance examination with a form and content defined by the school principal. This can be, for example, a centrally regulated written entrance exam based on nationally uniform test questions in maths and the mother tongue. In addition, the access requirements of OKJ qualifications may include vocational/career aptitude tests or certain medical requirements specified in the professional and examination requirements (see below) of the OKJ qualifications offered.

Curricula

Since 1998, in addition to general education, only vocational preparatory/pre-vocational training can be provided to students below the age of 16. General subjects in the years of general education in both types of VET schools are taught in compliance with the requirements of the National Core Curriculum (*Nemzeti Alaptanterv*), the recommendations of framework curricula, and the school's local pedagogical programme based on these. Schools must develop the curricula of vocational preparatory/pre-vocational training in accordance with the central programmes of OKJ qualifications (see below), and in secondary vocational schools also the requirements of the secondary school leaving examination, following the guidelines of framework curricula developed for each of the 21 qualification groups (*szakmacsoport*, see Table 5 below). Such preparatory programmes include:

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

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

Table 5: Qualification groups of OKJ qualifications

1.	Health	2.	Social services	3.	Education
4.	Art, cultural education, communication	5.	Mechanical engineering	6.	Electrotechnology-electronics
7.	IT	8.	Chemical engineering	9.	Architecture
10.	Light industry	11.	Timber industry	12.	Printing
13.	Transport	14.	Environmental protection-water management	15.	Economics
16.	Administration	17.	Commerce-marketing, business administration	18.	Catering and tourism
19.	Other services	20.	Agriculture	21.	Food industry

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

- its access requirements (the required competences, a school graduation or vocational certificate, medical or vocational/career aptitude requirements);
- the maximum duration of the training programme (number of vocational years);
- the balance of time devoted to vocational theory and to practical work (this varies greatly, from 15%-85%, e.g. in the training of 'clock makers', to 80%-20%, e.g. in the training of 'technical business-organiser technician');
- the professional (learning outcome) requirements (in the case of the new OKJ qualifications, the professional competence modules specifying the task profile and the related professional, method, social and personal competences, see section 0703); and
- the preconditions, components and content of the vocational examination (in the case of the new OKJ qualifications, the examination requirements modules specifying the characteristics of the vocational examination, see section 0801).

The VET Act prescribes that whenever possible practical training should alternate with theoretical education within a week during the study period, and should be provided without interruption during the summer holiday period. Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training which may be delivered in the school workshop and/or at an enterprise workshop or workplace (see also Annex 2).

Assessment and learning outcomes

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

A national examination of general education - the secondary school leaving examination - is conducted only in secondary vocational schools, at the end of the last year (12th) of general education. This secondary school leaving examination awarding an ISCED 3A level certificate which is the prerequisite of higher level studies is based on nationally uniform requirements. Since the 2004/2005 school year, it can be taken at either intermediate or advanced level in five subjects of which four are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional. While the new intermediate level exam is still taken before an examination board comprised of school teachers and a president delegated by the ministry of education, the advanced level as an external exam already constitutes a stringent output regulator (although the proportion of subject exams taken at this level was only 7.8% in 2007). The numerous optional, accredited exam subjects include vocational preparatory subjects as well, but taking the secondary leaving exam in one such subject is not compulsory, even in secondary vocational schools.

In the VET years, pursuant to the VET Act, students' performance in practical training may be assessed by the training provider (with the assistance of the relevant local economic chamber in cooperation with the national economic interest representation organisations and the VET school) at a level examination (*szintvizsga*). Currently, level examinations can be organised in those ISCED 3C level vocational qualifications whose development had been assigned to the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*, see section 0701), which also got the right to organise these exams in these vocations. The objective of the complex exercise assigned at the level examination - which is based on the exercise database, procedural regulations and examination requirements developed by the MKIK - is to assess competences necessary for working under supervision and the professional and technological skills the student has mastered so far.

At the end of the vocational training programme, the OKJ vocational qualification - which provides access to the occupation named in its SZVK - is awarded at the national vocational examination, conducted before an independent examination board (see section 0801).

Statistics

The figures in Table 6 below suggest a very uneven distribution of participants between vocational against general education at upper secondary level: currently only around 13% of all students participate in VET as such. In fact, this proportion has changed considerably since 1990 when the majority of full-time students (around 75%) participated in a VET programme. However, although there is indeed a decreasing trend of participation in upper secondary level VET due to the falling prestige of physical labour and thus of vocational schools, as well as the social and policy demands for the expansion of higher education, these figures result from a certain categorisation of the existing school programmes and suggest a more dramatic decrease than actually has occurred.

What these figures do not show is that in the 1990s the structure of VET schools was substantially transformed so that general education was extended until year 10 in vocational schools and year 12 (or 13) at secondary vocational schools, thus moving the vocational training programmes of the latter from ISCED 3 to ISCED 4 level. However, pre-vocational training is typically (a smaller) part of the curricula of the years of general education of both types of VET schools (see above), but secondary vocational school students participating in pre-vocational training - which are recognised in the post-secondary level VET years of secondary vocational schools so that this typically reduces the duration of their vocational training programme by 1-2 terms (see section 0406) - are not included in the figures of Table 6. In fact, as Table 7 shows, in the 2007/2008 school year nearly two thirds of full-time students at upper secondary level studied in one of the two types of VET schools.

Table 6: Students in upper secondary education by programme orientation, 2005

COUNTRIES	TOTAL	VOCATIONAL PROGRAMMES AS A PERCENTAGE OF TOTAL ISCED 3		
		VOCATIONAL (%)	PRE-VOCATIONAL (%)	VOCATIONAL AND PRE-VOCATIONAL (%)
EU-27	26 036 676	55.9	4.6	60.5
EU-25	24 597 064	55.5	4.9	60.4
HUNGARY	542 838	13.2	10.9	24.1

Source: Eurostat, UOE data collection; Date of data extraction: 26/05/2008

Table 7: Number and distribution of students in full-time upper (and post) secondary education by school type (2007/2008)

		NUMBER	% OF SUBTOTAL
VOCATIONAL SCHOOL	general education years	54 736	11.6
	VET years	68 456	14.5
	Total:	123 192	26.1
SPECIAL VOCATIONAL SCHOOL ¹	general education years	5 201	-
	VET years	4 572	-
	Total:	9 773	-
SECONDARY VOCATIONAL SCHOOL	general education years	176 693	37.4
	VET years ²	54 6873	-
	Total:	231 380	-
GRAMMAR SCHOOL (years 9-12 and possibly 13)		172 818	36.6
SUBTOTAL (UPPER SECONDARY LEVEL):		472 703	100.0
TOTAL:		537 163	-

Source of data: statistics of the Ministry of Education and Culture

0404 - APPRENTICESHIP TRAINING

Definition

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

- ¹ Special and special skills development vocational schools (*speciális és speciális készségfejlesztő szakiskolák*), however, which admit students at the age of 14 at the earliest, provide ISCED 2 level training, thus they actually belong to the lower secondary level.
- ² Secondary vocational schools provide ISCED 4C level vocational training in year 13 and possibly later years, thus these VET years actually belong to the post-secondary level.
- ³ Including 5 051 students participating in IVET (art education) provided parallel to general education in years 9-12.

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

Therefore, the structure, content and learning outcome of the vocational education and training of students participating in this kind of apprenticeship training is ultimately the same as that of other students studying in a VET school (*szakképző iskola*, or at a higher level VET course) who receive their practical training in a school workshop and/or at an enterprise based on a cooperation agreement (*együttműködési megállapodás*, see section 0403). However, student contract-based training does indeed have some important special features and is increasingly promoted by education policy (particularly in the last year of VET, see section 0403) as the form of practical training best suited to strengthening the relationship between VET and the economy. In order to further increase the number of apprentices *Act LXXVI of 1993 on Vocational Education and Training* has recently been amended so that, since 1 January 2007, practical training outside the school can be organised based on a student contract alone (instead of a cooperation agreement between the school and the enterprise) in cases where more than 50% of the duration of practical training is provided at an economic organisation. Therefore, the main features of student contract-based practical training are discussed in this section.

Although the law does not differentiate apprenticeship schemes according to sectors/occupation areas/professions, the availability of this form of practical training does vary according to these factors as well as to geographic area. In 2007, students of VET schools participated in student contract-based trainings in a total of 191 professions; almost half of the apprentices, however, were studying in vocational schools to obtain an ISCED 3 level qualification in one of 10 vocations as presented in Table 8 below.

Table 8: Number and distribution of apprenticeships by the pursued qualification in 2007

VOCATION	STUDENTS	
	NUMBER	%
FOOD AND HOUSEHOLD RETAILER	3 541	8.34
COOK	2 663	6.27
HAIRDRESSER	2 376	5.60
PAINTER AND DECORATOR	2 084	4.91
WAITER	2 020	4.76
CARPENTER	1 868	4.40
BRICKLAYER	1 646	3.88
PANEL-BEATER	1 312	3.09
BEAUTICIAN	998	2.35
GARMENT RETAILER	928	2.19
SUBTOTAL:	19 436	45.78
TOTAL:	42 456	100.00

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

Apprenticeship contract and other special characteristics

One major distinction of apprenticeship training is that apprenticeship (student) contracts are concluded between the student (not the VET school) and the enterprise, under the supervision of a representative of the relevant local economic chamber which inspects the conditions and standard of training before and

also afterwards. The preconditions and content of the student contract are regulated by *Act LXXVI of 1993 on Vocational Education and Training*. Through this contract the enterprise is obliged to provide adequate practical training for the student in a safe and healthy work environment, in accordance with the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*, see section 0403) of the vocational qualification pursued. The student is likewise obliged to comply with the training scheme of the enterprise and comply with instructions related to training, and observe the safety and medical regulations. The student contract establishes a legal relationship between the student and the enterprise and it can be terminated only by mutual agreement or under conditions specified by law.

Another important feature of apprenticeships is that the practical training provider has to pay regular monthly payments to the student (during holiday periods as well; in school-based and alternance training it is optional, not compulsory, except during continuous practical training in the summer). Since 2007, the monthly amount of this payment is 20% of the compulsory minimum wage in the first term of the first year of VET - supplemented by another 20% in cases where training is provided in a vocation in short supply on the labour market (see section 1001) - which has to be increased in each of the subsequent terms in an amount determined by the training provider (which can write off or reimburse this cost for up to 50% of the minimum wage, see section 1002), based on the performance and diligence of the student. In addition, students are entitled to social security benefits through their apprenticeship contract, and the time in apprenticeship training is counted as employed time when calculating pensions.

Enterprises and VET schools are also encouraged by various financial incentives to enter/favour apprenticeship training (see section 1002).

Main features

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

Qualifications obtainable by apprentices are likewise the same as those available to the other students of VET schools.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Keeping young people in some kind of education and training and ensuring that everyone and disadvantaged students in particular obtain a vocational qualification have been important educational policy objectives in recent years. Measures applied to reduce drop-out rates and to facilitate labour market integration through VET include provision of financial support to VET schools and to disadvantaged students and their teachers (introduction of a per capita 'integrational' support and a scholarship programme called "Path to a trade"), the launch of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*, see section 0201), and the introduction of VET preparatory programmes.

The 2003 amendment of *Act LXXIX of 1993 on Public Education* provided for the launch of one- or two-year 'catching-up' programmes (*felzárkóztató oktatás*) in vocational schools (*szakiskola*) to help students without the primary school graduation certificate (*általános iskolai bizonyítvány*, ISCED 2A) gain the competences needed to enter the VET years. The certificate awarded is equivalent to the primary school certificate in cases where the participant has completed at least 6 years of primary school. According to a 2004 study, such programmes were launched in 17 schools with 370 students.

A related legal measure effective from the 2005/2006 school year was the modification of the access requirements for VET so that vocational qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) at 31-34 level (ISCED 3C) could be obtained even by those with no formal school certificate, but who gained the necessary competences by participating in a VET preparatory programme. The competence-profiles have been developed in 10 'qualification groups' (see section 0403) within the framework of the SZFP, and one-year long catching-up courses based on the project method were piloted in 23 schools in the 2005/2006 school year. Currently about 10-15% of vocational schools offer such preparatory programmes and the number of participants is around 600-1000. The new OKJ introduced in 2006 (see section 0201) permits the definition of competence-based access requirements of qualifications at all levels below that of higher level VET (ISCED 5B), but competence criteria and programmes focusing on them have not yet been developed in further vocations.

The modularisation of the new OKJ increases the flexibility of VET and also facilitates both access and integration into the labour market by the introduction of partial qualifications. For these partial qualifications students can be enrolled only in special and special skills development vocational schools (*speciális szakiskola, készségfejlesztő speciális szakiskola*) and in adult training, but they can also be obtained by any VET student who is unable to obtain all the modules required for a complete qualification.

Young people without a vocational qualification can currently obtain their first OKJ qualification free of charge in regular full-time education (available until the age of 23, or for students in need of special education until the age of 26) and in full-time adult education (see section 0502) in either type of VET schools. Disadvantaged students can also acquire their second OKJ qualification free of charge.

Free training opportunities are available also in adult training for the unemployed and low qualified young people and early school leavers provided through the labour organisation and in state-financed programmes and tenders (see section 0503). An increasing number of these programmes offer complex support which may include training combined with employment, financial and mental support, career guidance, etc. Some of these courses provide preparatory training developing the competences required to enter a VET programme, but most of them award an OKJ qualification.

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

Although secondary vocational schools (*szakközépiskola*) may provide vocational preparatory training in their general education years (9-12), they only offer VET awarding an ISCED 4C level vocational qualification on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) in year 13 and possibly later years. The duration of the vocational training programme depends on the OKJ qualification awarded and is defined in its professional and examination requirements (*szakmai és vizsgakövetelmény, SZVK* - typically the training is two years long, but programmes of 2, 3, 5 and 6 terms also exist). After passing the secondary school leaving examination (*érettségi vizsga*) organised at the end of year 12, secondary vocational school students can choose to continue their studies in the VET years of their

school or move on to higher education. Alternatively, those who have not obtained the Secondary School Leaving Certificate can still continue to study in the VET years to obtain an OKJ qualification that requires only the completion of the last year of secondary school as an access requirement (although this happens rarely as the vast majority of students completing year 12 do pass the secondary school leaving exam). The vocational competences gained through vocational preparatory training in the general education years can be recognised which may reduce the duration of their training, typically by half a year or one year in the case of a two-year-long training programme. This kind of IVET is available also to graduates of grammar schools (*gimnázium*) which provide only general education at upper secondary level and prepare students for the secondary school leaving examination.

The general access requirement of studying in the VET years of secondary vocational schools is the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A) or completion of the last (12th) year of secondary school, and there may also be medical/vocational aptitude or vocational pre-qualification requirements as defined in the SZVK of the given qualification. Otherwise, however, the general characteristics of curricula, the available forms of practical training and the forms of assessment correspond to those discussed in section 0403. The ISCED 4C level OKJ vocational qualification awarded at the vocational examination (*szakmai vizsga*) allows access to the labour market in occupation(s) defined in its SZVK.

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

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary level education offered by higher education institutions includes:

- higher level VET (*felsőfokú szakképzés*) programmes awarding an ISCED 5B level vocational qualification (*szakképesítés*) on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*), and
- higher education degree programmes (*felsőfokú végzettséget adó felsőoktatási programok*) awarding an ISCED 5A level degree and qualification (*szakképzettség*) which allows access to a given occupation, although Hungarian legislation does not categorise this latter type as vocational education and training (*szakképzés*).

Higher level vocational education and training

Higher level VET (HLVET) is a relatively new form of VET in Hungary, introduced following the French example. It has been available since the 1998/1999 school year as the outcome of a PHARE project aimed at strengthening the relationship between tertiary education and the economy and diversifying the higher education system.

HLVET can be organised only by colleges (*főiskola*) and universities (*egyetem*), but it may be - and is to a large extent - provided also in secondary vocational schools (*szakközépiskola*), based on an agreement between the institutions; thus the legal status of participants and the administrative, financing and statistical systems vary according to the type of training provider. The provision of VET is regulated by *Act LXXVI of 1993 on Vocational Education and Training*, other aspects of education are governed by *Act CXXXIX of 2005 on Higher Education*. There are full-time and part-time HLVET courses available, which can be either state-supported or fee-charging. The minimum duration of training is four terms, and the same or longer in alternative delivery modes.

A general precondition for pursuing studies in HLVET is the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) and there may be other (e.g. medical or vocational aptitude) requirements specified in the professional and examination requirements (*szakmai és vizsgakövetelmény*, SZVK) of the given OKJ qualification. Higher education institutions define their access requirements to HLVET programmes based on the results achieved at the two-level secondary school leaving examinations and in secondary school. Prior formal learning in VET of the same content can be recognised in 30-60 credit points.

The curricula of HLVET courses are developed by the institutions in accordance with the SZVK of the given OKJ vocational qualification published by the minister of the relevant field. As in the case of all OKJ vocational qualifications, the SZVK define the maximum duration of the training programme, the balance of time devoted to theoretical and practical training, the competences to be mastered, and the requirements of the vocational examination (*szakmai vizsga*). Curricula for these courses are of a modular structure, involving a basic education/competence developing, a mandatory vocational, and an optional (specialisation) module. Practical training may be provided in similar forms to those described in section 0403. Student contracts (*hallgatói szerződés*, see section 0404) have also been available since 1 January 2006 if the practical training is provided without interruption for at least 25% of the duration of the training.

The ISCED 5B level OKJ vocational qualifications (*felsőfokú szakképesítés*) obtainable upon passing the vocational examination do not provide a higher education graduation degree, but give access to the labour market in occupations defined in their SZVKs. Although HLVET is gaining familiarity and prestige, however a large number of graduates tend to continue their studies in a higher education degree programme where a number of credits (minimum 30, maximum 60) obtained in higher level VET must be recognised in a BA/BSc programme of the same field (thus reducing the duration of their training typically by 1-2 terms).

Higher education degree programmes

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

In the previous dual system there was a basic difference between college and university education in so far as university undergraduate programmes typically provided deeper theoretical education, while college undergraduate programmes were more practice-oriented. Accordingly, college programmes typically lasted for 6-8 terms and awarded a college degree and qualification (*főiskolai végzettség és szakképzettség*, ISCED 5A) equivalent to the international BA/BSc qualification, while university programmes lasted for 10-12 terms and provided participants with a university degree and qualification (*egyetemi végzettség és szakképzettség*, ISCED 5A) corresponding to an MA/MSc qualification. With regard to the fields of study (humanities, natural sciences, agriculture, medical science, economics, information technology, legal and social administration, technology, social, military, public order, studies in art, physical education, and teacher training), training programmes often existed at both levels, but college and university education did not build directly on each other and transferring to a higher level programme even in the same field was rather difficult.

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

The first cycle of higher education (6-8 terms) provides a BA/BSc degree and qualification (ISCED 5A). To gain entry applicants must have the Secondary School Leaving Certificate, and other admission requirements are defined by the higher education institution based on the applicant's performance in

secondary school and at the secondary school leaving examination (higher education institutions providing training in the given training field together specify the subjects which have to be taken at advanced level, although they do not typically require the advanced level because of the fear of not recruiting enough students). Medical and vocational aptitude tests as well as a practical examination may be organised by the institutions in certain training programmes.

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

Pursuant to the 289/2005. (XII. 22.) *Government Decree*, the curricula of the first and master cycle programmes, including the study and examination requirements, are defined by the higher education institutions in their 'training programmes' (*képzési program*), based on the training and outcome requirements (*képzési és kimeneti követelmények*) of each programme published by the minister of education in Decrees. These requirements specify the level of the degree and the title of the qualification (*szakképzettség*) obtainable, duration of the programme in terms, the number of credits to be gained, the training objective, the vocational competences to be mastered, the main fields of study, and the requirements concerning foreign language skills. The precondition of launching training in any given programme is that it be accredited by the Hungarian Higher Education Accreditation Body (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*).

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

Forms of assessment are defined by the higher education institution in line with the study and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution. Student performance may be assessed both during the study (*szorgalmi időszak*) and examination periods (*vizsgaidőszak*) that together make up a term. As a general rule, periodic (usually mid-term and end of term) assessment is typical in theoretical subjects, while assessment is continuous in practical subjects. Since 2003 the use of the European Credit Transfer System (ECTS) is mandatory in higher education, although the results of its monitoring show that in practice the autonomous higher education institutions very often do not recognise credits obtained in another Hungarian institution or abroad.

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

05- Continuing vocational education and training for adults

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

There is an ultimate legal differentiation among the currently available forms of adult education and training between school-based adult education (*iskolai rendszerű felnőttoktatás*) and adult training provided outside the school system (*iskolarendszeren kívüli felnőttképzés*). 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 by state-recognised public and higher education institutions whose operation is governed by *Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*, respectively. Participants in adult training provided outside the school system do not have the legal status of students, but their consumer rights are protected by a training contract, pursuant to *Act CI of 2001 on Adult Training*, which provides a general regulatory framework for this sector of education (except, since 2007, for the mandatory further training system of health care workers).

In both forms - except for higher education which is not considered as part of vocational education and training (*szakképzés*) 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*. Pursuant to it, the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) was set up to include all state-recognised vocational qualifications obtainable within the school system or elsewhere, thus providing a unified qualification system linking IVET and CVET.

Adult education within the school system offers full and part-time learning opportunities for adults who could not obtain a 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. This kind of education is provided by public and higher education institutions at primary, secondary and tertiary levels. Their training programmes offered to adults do not in general differ from the regular full-time courses in terms of their objectives, structure, main content, or the awarded state-recognised qualifications, with the exception of postgraduate specialisation programmes. Postgraduate specialisation programmes and doctoral degree programmes target higher education graduates to provide them more specialised or higher level training.

Adult training outside the school system covers many different types and forms of learning opportunities, not all of which award a state-recognised qualification. The Adult Training Act that regulated this sector of education in 2001 for the first time in Hungary differentiates between vocational, general and language training. Adult training providers include the 9 Regional Training Centres (*regionális képző központ*) of the Public Employment Service, private training companies, non-profit organisations, employers, public and higher education institutions, etc.

As a special type of adult training, master examinations (*mestervizsga*) that award a higher level qualification based on the OKJ qualification obtained in IVET were introduced in 1996. Pursuant to the VET Act, master examinations are organised by the economic chambers that also develop their qualification requirements.

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

With regard to CVET at the initiative of enterprises and the social partners, it underwent a major transformation following the change of the political system and has shrunk considerably over the last decade parallel to the privatisation of the former large state-companies and the proliferation of micro, small and middle-sized enterprises (MSMEs). It currently 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 MSMEs in particular need to be extended and supported by the state. Adult education and training opportunities are available to everyone, and participation may be initiated by individuals or employers, who may also provide financial support for it. The government, however, primarily accords high priority to responding to the training needs of unemployed people and those vulnerable to exclusion on the labour market. The state finances their training through the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) and by per capita funding (although the latter had practically disappeared by 2007), and supports the development and provision of special training programmes tailored to their needs through central programmes and tenders from national and/or EU funds.

In spite of the wide range of learning opportunities available to adults, participation rates in adult education and training are still considerably lower than the EU average (according to the Eurostat Labour Force Survey, in 2007 the percentage of the population in Hungary aged 25-64 who had received education or training in the four weeks preceding the survey was 3.6%, while the figure for the EU-27 was 9.7%). Educational policy - as defined in the strategies of the development of adult training, VET and lifelong learning accepted in recent years - therefore aims to enable and motivate more adults to increase their learning activity, and also to strengthen the link with the economy and enhance the role of education and training in ensuring equal opportunities for everyone by promoting:

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

These objectives are to be met through various development programmes financed from national and/or EU Structural Funds assistance, most importantly by the various central programmes and invitations to tender from the Human Resource Development (HRD) and Social Renewal (SR) Operational Programmes (OP, see section 0201). In particular example, the two most influential projects of the past years to facilitate the development of CVET were implemented under:

- HRD OP central measure 3.2.1., which supported the modularisation of the OKJ to ensure improved structure and linkage between IVET and CVET and a uniform system of validating and recognising prior learning (see section 0201); and
- HRD OP central measure 3.5.1. (*Development and application of up-to-date adult training methods*) which supported the overall development of adult training, involving the elaboration and piloting of new curricula and learning materials in line with local/regional labour market demands or the special needs of disadvantaged people, to be used in the Regional Training Centres; a model of the further training of adult trainers; and an all-inclusive adult training database involving statistical information, accredited and e-learning curricula and training programmes, a digital library of training materials, relevant legal documents, etc.

Increasing participation in CVET provided at enterprises is supported by financial incentives, as well as through various invitations to tender that offer training opportunities for employees, especially of micro and small enterprises (see section 0504).

0502 - PUBLICLY PROMOTED CVET FOR ALL

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

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

Please see Annex 3 for the participation rates in publicly promoted CVET.

I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM

Adult education in public education

Adult education as a sub-sector of public education (see section 0401) targets primarily those young people who for social, personal or other reasons could not obtain a formal school graduation certificate or a state-recognised vocational qualification in the course of their regular, compulsory schooling. Its main function is therefore to provide participants a 'second chance' to obtain the formal school certificate that is a prerequisite for continuing studies at a higher level, and/or a vocational qualification on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) that affords access to the labour market.

The primary target groups thus include:

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

Pursuant to *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). In the 2006/2007 school year (and also 2007/2008) the most popular delivery mode in both types of VET schools was evening education (with around 55% of students), with only a very few adults choosing the 'other' delivery mode.

Apart from the differences in curricula resulting from the peculiarities of the delivery mode, the type and duration of training programmes, content requirements, and the types and levels of outcomes (formal school graduation certificates and/or OKJ vocational qualifications) in adult education are the same as in regular full-time education. Adult education is typically provided at 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.

General and vocational adult education is financially supported by the state (see section 1003). Young people without a vocational qualification can participate free of charge in full-time VET (until the age of 23) to obtain their first OKJ qualification. Part-time general and VET programmes charge some fees to cover a part of training costs, but all types and forms of adult education are available free of charge for students with special needs, and disadvantaged students can also obtain their second vocational qualification free of charge.

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

Adult education in higher education

There was a considerable expansion of higher education between 1990 and 2004 concerning both the number of students and the types of training programmes on offer. In addition to the introduction of various new types of postgraduate programmes, the proliferation of alternative delivery modes and forms of financing have all contributed to making tertiary education more accessible to adults. The number of participants studying in part-time or distance learning has increased considerably - from 25 786 in 1990/1991 to 196 008 in 2004/2005, suggesting that an increasing number of adults have chosen this type of CVET. This expansion, however, had stopped by 2004; in the 2006/2007 academic year, 177 674 students studied in part-time or distance learning (154 811 in 2007/2008), and the number of students in distance education in particular has decreased (by a third) in the last four years.

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

- non-degree programmes also available as part-time education to obtain an ISCED 5B level OKJ higher level vocational qualification (*felsőfokú szakképesítés*, see section 0407);
- undergraduate programmes (ISCED 5A, partly in the previous dual system of higher education, see section 0407) to obtain a degree and qualification (*szakképzettség*), including:
 - undergraduate training (*alapképzés*) awarding the first higher education degree and qualification (in the new system: BA/BSc) available also in part-time or distance learning,
 - supplementary undergraduate training (*kiegészítő képzés*) to obtain a university level degree and qualification targeting college graduates, or
 - the so-called 'undergraduate programme 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;
- postgraduate specialisation programmes (*szakirányú továbbképzés*), usually 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

- 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 2006/2007 academic year (as in 2007/2008), part-time education and distance learning courses (the latter with the exception of higher level VET, MA/MSc and non-divided programmes) were available at every level and in every type of training, the correspondence format being by far the most popular.

Pursuant to current regulations, the first higher level OKJ qualification and higher education degree can be obtained free of charge in every delivery mode, and the state also covers the costs of the training of mothers on childcare support in every type of training programme. There are also student loans available for both state-supported and self-financed students, and disadvantaged students can have extra points added to their admission scores to facilitate access.

The assessment of the quality of education in every type and delivery mode of training programme, and the evaluation (at least once in every 8 years) of the quality development systems to be developed by every higher education institution are the tasks of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*).

II. ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM

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

Adult training providers include:

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

Pursuant to the Adult Training Act, adult training providers have to be registered at the Regional Labour Centre (*regionális munkaügyi központ*), but otherwise they are free to develop and provide their (vocational, general or language education) courses. The law prescribes only that they have to conclude a training contract with the participant and prepare a training programme specifying:

- the competences that can be mastered,
- the preconditions of participation,
- the duration and methodology of the training,

- the modules of curricula (including their objective, content and duration),
- the maximum number of participants,
- the methods of assessment,
- the preconditions of issuing a certificate concerning the completion of the training or of its parts (modules), and
- the means of ensuring the human resource and material conditions of the training.

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

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

According to the adult training statistics - in terms of both the number of training programmes and of participants - most often adult training courses offer an OKJ qualification, typically one of ISCED 3C level. The majority of participants participate in programmes requiring at most the primary school graduation certificate as an entry requirement (see Annex 3).

In the case of training programmes awarding an OKJ vocational qualification, the objectives, duration, content requirements and type of outcome are specified in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given qualification, published by 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, however, can prepare their own curricula based only on the SZVKs. In fact, an objective of introducing the system of programme accreditation in 2003 was to facilitate the development of OKJ training programmes that (in terms of time and expenses) are more efficient than courses based on the central programmes.

Pursuant to the Adult Training Act, adult training providers are inspected by the competent Regional Labour Centre which, however, may check only whether:

- the adult training institution and its training programme are registered, and
- its activities comply with the legal regulations (since 2007, the centres inspect the practical training part of OKJ trainings with the involvement of the competent local economic chamber).

The quality of education in the case of courses awarding a state-recognised OKJ vocational qualification is to be ensured indirectly by the nationally uniform vocational examination that awards the qualifications (see also section 0801). The vocational examination can be organised by (besides VET schools and higher education institutions providing VET within the school system) institutions authorised by a Decree of the minister responsible for the given qualification. Otherwise, quality assurance is provided primarily by the accreditation of adult training institutions and/or programmes introduced in 2002, which is not, however, mandatory, although it is a prerequisite of receiving public subsidy and increasingly an attractive marketing asset as well. Accredited training programmes are exempt from VAT, and until recently participants could also apply for personal income tax deduction but only if they enrolled in an accredited institution.

Accreditation of adult training institutions and training programmes is awarded by the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület, FAT*, see also section 0303) for a definite

period of time (4 years in institutional, 2-5 years in programme accreditation), based on the evaluation of an expert committee.

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

Since July 2007 a precondition of institutional accreditation is having at least one accredited programme. The accreditation of training programmes aims to validate the programme as being adequate for its training objectives, it is realisable, and that its content and methodology is in compliance with pedagogical requirements.

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

Assisting unemployed people and others at risk of unemployment is the principal duty of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) whose Regional Labour Centres (*regionális munkaügyi központ*) support the training of these target groups from resources of the employment sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see section 1001). In addition, pursuant to *Act CI of 2001 on Adult Training*, the vocational, general and language education of people living with disabilities can be supported by the state budget through per capita support (*normatív támogatás*), although its budget allocation had substantially diminished by 2007 (see Table 18 in section 1004).

There are also central state programmes and tenders funded from the MPA and/or EU Structural Funds assistance that aim to enhance the employability of disadvantaged people through innovative, complex training programmes. EU funds assistance has been utilised through the Human Resource Development and the Social Renewal Operational Programmes (HRD OP and SR OP, see section 0201) and the Hungarian EQUAL programme.

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

Participation rates in training for unemployed people and others vulnerable to exclusion on the labour market are presented in Annex 4.

Training support through the Public Employment Service

Supporting the training of the unemployed and others vulnerable to exclusion in the training market has been an important measure of active labour market policies since the 1990s. Its provision is organised on a regional/local level through the 7 Regional Labour Centres and 167 local branches of the ÁFSZ. Pursuant to *Act IV of 1991 on Facilitating Employment and Provisions to the Unemployed*, funding may be provided for the training of:

- unemployed people,
- young people under the age of 25 (or 30 in the case of higher education graduates) who are not entitled to unemployment benefit,

- those who receive childcare support or permanent support for caring for sick or disabled people,
- those who receive rehabilitation allowance,
- those whose employment is expected to be terminated within one year,
- those who participate in public utility work,
- employed people whose regular employment cannot be ensured without training, and
- others as defined by the Governing Board of the MPA (involving representatives of the social partners).

Training support by the ÁFSZ (reimbursement of training costs and related expenses and provision of supplementary/compensatory payment) may be given for VET courses, preparatory skills-developing training, career orientation and job-seeking skills development, and foreign language education programmes provided outside the school system (see section 0502).

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

The training courses offered by the labour centres are provided by state-subsidised Regional Training Centres (*regionális képző központ*) and accredited private adult training providers selected annually by the centres through tenders. The nine Regional Training Centres established since 1992 assist the tasks of the Minister of Social Affairs and Labour related to human resources development at the national and regional level, primarily through developing and providing training programmes and related services (e.g. career orientation, guidance and counselling) for unemployed people and others vulnerable to exclusion on the labour market.

The quality of training provision is ensured by the requirement that only accredited adult training institutions can be contracted by the labour centres (for the accreditation procedure, see section 0502) and by their agreement, which entitles the centre to monitor training provision (although the improvement of this monitoring process is considered an outstanding task).

Per capita support of adult training

The per capita funding of adult training was introduced in 2003, aiming to support unqualified adults in obtaining their first OKJ vocational qualification, and to assist people living with disabilities (as well as other target groups defined annually) to participate in either general, language or VET training programmes provided outside the school system. In 2006 this kind of support also became available to people over the age of 50 to obtain their 2nd OKJ qualification, but at the same time, provision of full financial support - except for the training of disabled people - was linked to the guaranteed subsequent employment of participants in order to increase the efficiency of this support scheme. However, from July 2007, due to budgetary restraints and also the large number of eligible persons, the target group was restricted to people living with disability.

Pursuant to the Adult Training Act, funding provided through tenders are available to adult training institutions that are accredited and, where they train adults living with disability, offer an accredited training programme (see also section 1004).

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

Following a drastic decrease in the budget allocation in 2006, in 2007 (and 2008) it only provided funding for trainings commenced in the previous year, thus the per capita support of adult training has in practice ceased to exist (see Table 18 in section 1004).

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 content 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 OFA also performs tasks as the national agency of the *Hungarian EQUAL Programme* funded by Structural Funds assistance in the period of 2004-2006. The Programme provided support for the establishing of partnerships to develop and pilot new, innovative programmes facilitating the employment of Roma people, people with reduced working capacity, women, young and older people over 45, asylum seekers, imprisoned or homeless people, those living with mental disabilities or addictions, and inactive adults (altogether around 40 000 people).

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

The “One step forward” (*Lépj egyet előre*) programme aimed at improving the qualification level of the adult population through providing cost-free learning opportunities within the framework of the HRD OP Measure 3.5.3. The programme, coordinated by the ÁFSZ, has proved very successful and has continued in the first two years of the 2007-2013 budget period under Measure 2.2.1. of the Social Renewal Operational Programme.

While the per capita state-support of adult training has been practically eliminated (see above), in 2007 the government introduced support for the training of participants in the Public Work Programme (which targets unemployed people) from the training sub-fund of the MPA, and a complex programme targeting people living with disabilities was launched, offering training opportunities and employment rehabilitation for about 2500-3000 people with reduced ability to work, financed by the training and rehabilitation sub-funds of the MPA.

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

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

Measures to guarantee that some kind of training is provided for employees in the private/public sector include:

- legal regulations and financial incentives introduced by the state;
- provision for training opportunities in collective agreements or 'plans for ensuring equal opportunities' developed in some companies in cooperation with social partners (although these usually contain only broad prescriptions and framework rules, leaving the details for the 'study contracts' see below); and
- the human resource policies and the activities of individual private enterprises.

The state regulates the mandatory further training system of employees through legislation, both in the public sector and 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.).

The Labour Code (*Act XXII of 1992*) furthermore specifies the rights of an employee to participate in training. Pursuant to it, employers and employees may conclude study contracts 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 only guarantees training leave for employed adults where 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.

CVET IN THE PUBLIC SECTOR

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

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

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

In addition, there are well-established training systems in some large companies in the public sector (e.g. Hungarian National Railway, Hungarian Postal Service).

CVET in the private sector

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

According to the results of the third Continuing Vocational Training Survey coordinated by Eurostat, the proportion of training enterprises has increased in every size category since the 1999 survey (see Table 9). In 2005, 49% of enterprises in Hungary provided some kind of CVET opportunities for their employees, however, only 34% supported their training by traditional (primarily external) training programmes, which were available to only 23% of their employees. The amount of training provision and the proportion of training enterprises still vary considerably according to:

- the size of the enterprise: while the proportion of enterprises providing training for their employees had reached the EU average in the size classes of medium sized and large companies by 2005, it is still rather low among small enterprises, and
- sector: enterprises in the financial, postal, telecommunication and public utility sectors (electric power, gas, water, etc.) provide CVET for their employees to a greater extent than the national average, while those in the textile, clothing and leather industries, catering, timber and other processing industry sectors lag behind.

Table 9: Training enterprises as a % of all enterprises, by size class, 1999 and 2005

Hely			SIZE CLASS (NUMBER OF EMPLOYEES)					
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
EU-27	60	:	55	:	78	:	91	:
EU-25	61	61	56	56	80	80	92	95
HUNGARY	49	37	42	32	77	51	90	79

Source: Eurostat; Continuing Vocational Training Survey (CVTS2, 1999 and CVTS3, 2005). Date of extraction: 23/06/2008

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

The Hungarian Chambers of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) and Agriculture (*Magyar Agrárkamara*) also play an important role in non-school-based CVET through

organising master examinations (*mestervizsga*) since 1996, as a special form of CVET that awards a higher level qualification (the master title or *mestercím*). Pursuant to *Act LXXVI of 1993 on Vocational Education and Training*, the chambers develop the outcome requirements of these examinations in cooperation with the national economic interest representation organisations. 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 vocational qualification and professional experience is required. 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 most important measure taken at national level to improve CVET for employees in the private sector has been a financial incentive introduced in 1997. Pursuant to *Act LXXXVI of 2003 on the Vocational Training Contribution and the Support for the Development of Training*, employers can spend (at most) one third - since 2007, micro and small enterprises at most 60% - of their compulsory vocational training contribution (*szakképzési hozzájárulás*, see section 1001) on financing the internal or external vocational or foreign language training of their own employees. The amount allocated for the training of employees rose from 1.0 billion (EUR 4.1 million) in 2000 to HUF 7.3 billion (EUR 29.2 million) in 2007, which supported the training of altogether 94 053 people (see Table 16 in section 1003).

In addition to the lack of financial resources, micro, small and medium sized enterprises (MSMEs) - which constitute 99.9% of all enterprises in Hungary while providing 65% of employees with their workplace - face the problem of replacements (where the number of employees is small, employers cannot afford to release them to participate in training) and the lack of short-term, adequate and efficient training programmes and materials tailored to their specific needs.

The government's *Lifelong Learning Strategy* of 2005 defined the objective of increasing the number of employees participating in CVET by:

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

The achievement of these goals is assisted by several measures in the Human Resource Development and the Social Renewal Operational Programmes (see section 0201). These, alongside other national support schemes (e.g. opportunities to tender from the National Employment Foundation, *Országos Foglalkoztatási Közalapítvány*) also provide direct financial support for the further training of employees. Although such support is usually available to all companies, priority (and higher share of support) is given to SMEs and to disadvantaged groups (e.g. Roma employees and entrepreneurs).

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

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

The adult training statistics for 2007 show that nearly half of the participants (45% of those enrolled in 2007) finance or co-finance their own training.

06-Training VET teachers and trainers

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

The types of teachers and trainers working in VET (see Table 10) are differentiated by the different laws that regulate the operation of the given sector of education they work in. Vocational education and training, both IVET and CVET, can be offered in Hungary either within the school system (in public and higher education) or outside it (in adult training). Although the provision of VET leading to vocational qualifications listed on the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) and other vocational programmes are regulated by the same law in both sectors (*Act LXXVI of 1993 on Vocational Education and Training*), provisions concerning the conditions of teaching/training in VET not covered by it are included in *Act LXXIX of 1993 on Public Education, Act CXXXIX of 2005 on Higher Education and Act CI of 2001 on Adult Training*.

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

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

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

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

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

Pursuant to the new regulations, (both VET and general) teacher training is provided only at master level, while vocational trainer qualifications are awarded in the first cycle of higher education. Curricula for teacher/trainer training programmes and the forms and methods of assessment and evaluation are developed by higher education institutions based on the training and outcome requirements (*képzési és kimeneti követelmények*) of the given programme. These requirements are published by the minister of

education in Decrees and can be proposed by a professional committee of the given field, set up by the conference of the heads of institutions in the case of BSc programmes (training of vocational trainers), and by higher education institutions in the case of MA/MSc programmes (training of general education and vocational teachers). Such proposals have to include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*), the social and labour market oriented justification of the new programme, and the opinion of professional associations, employers and ministries involved in the specific field.

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

Table 10: Types of recognised teaching and training occupations in Hungary

TYPE OF TRAINING		CATEGORY OF OCCUPATION	OCCUPATION	OTHER ROLES	
IVET	WITHIN THE SCHOOL SYSTEM	HIGHER EDUCATION DEGREE PROGRAMMES (ISCED 5A)	instructors entitled to use 'instructor titles' (oktatói címek)	college/university professor* (főiskolai/egyetemi tanár) ¹ college/university associate professor* (főiskolai/egyetemi adjunktus) college/university assistant professor* (főiskolai/egyetemi docens) college/university teaching assistant* (főiskolai/egyetemi tanársegéd)	curriculum development, assessment
		TERTIARY EDUCATION	other instructors	language teacher, physical education teacher, artist teacher, information technology teacher, practice leader, etc.	
		HIGHER LEVEL VET (ISCED 5B)	see Higher education degree programmes see VET at upper and post secondary level		
CVET	WITHIN THE SCHOOL SYSTEM	VET AT LOWER, UPPER AND POST-SECONDARY LEVEL (ISCED 2C, 3A, 3C AND 4C)	see Higher education degree programmes see VET at upper and post secondary level		
		TEACHERS AND OTHER LEARNING FACILITATORS	general subjects teacher (közismereti szakos tanár) vocational teacher (szakmai tanár)	curriculum development, assessment	
		TEACHERS	vocational trainer (szakoktató) practice trainer (gyakorlati oktató)		
		TRAINERS AND OTHER LEARNING FACILITATORS	special education teacher (gyógypedagógus) and practitioners in non-pedagogical positions assisting the pedagogical-educational work (school psychologists, social pedagogues, etc.)		
	OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING AWARDED AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C)	instructor of vocational theoretical subjects instructor of vocational practical training	practitioners organising, planning, managing, evaluating, animating, etc. adult training	curriculum development, assessment
		HIGHER EDUCATION (part-time degree and non-degree programmes at ISCED 5B and 5A levels; postgraduate programmes at ISCED 5A and 6 levels)	same as in IVET		
	WITHIN THE SCHOOL SYSTEM	UPPER AND POST-SECONDARY ADULT EDUCATION (ISCED 3A, 3B, 3C, 4A, 4C)	same as in IVET		
		ADULT TRAINING	instructor of vocational theoretical subjects instructor of general education instructor of language education		curriculum development, assessment
		TEACHERS AND OTHER LEARNING FACILITATORS	instructor of vocational practical training practitioners organising, planning, managing, evaluating, animating, etc. adult training		
		TEACHERS			

¹ The distinction between 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.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Table 11 presents the different types of instructors working in IVET. The training of teachers/trainers employed in adult training is discussed in section 0603.

HIGHER EDUCATION INSTRUCTORS

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

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

TEACHERS/TRAINERS WORKING IN GENERAL EDUCATION AND VET PROVIDED IN VET SCHOOLS

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

- general subject teachers (*közismereti szakos tanár*) teach general subjects in the general education and VET years;
- vocational teachers (*szakmai tanár*) provide pre-vocational education in the general education years, and teach vocational theoretical subjects and 'theory-demanding' practical subjects in the VET years;
- vocational trainers (*szakoktató*) instruct vocational practice in school workshops in the VET years;
- practice trainers (*gyakorlati oktató*) instruct practical training provided at a company workshop or at the workplace in the VET years; and
- schools may also create non-pedagogical positions to assist the pedagogical-teaching work (school psychologists, social pedagogues, etc.).

Pre-service training

General and vocational theoretical subject teachers and vocational trainers must gain a tertiary level teaching-specific qualification (ISCED 5A) awarded by colleges/universities. Where there is no relevant teacher training programme and in providing practical training, *Act LXXIX of 1993 on Public Education* permits also the employment of individuals having only a relevant ISCED 4C or 5B level vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), where they have at least 5 years of professional experience.

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

In the former dual system of higher education, the majority of vocational teacher training programmes - engineer-teacher (*mérnök-tanár*), agrarian/agricultural engineer-teacher (*agrár/mezőgazdasági mérnök-tanár*), economist-teacher (*közgazdász-tanár*) training - belonged to the consecutive training model awarding double qualifications in which the teacher qualification could be earned after or in parallel to training in the given professional field. In the majority of artist-teacher (*művész-tanár*), medical-teacher (*egészségügyi tanár*) and general subject teacher, as well as the vocational trainer training programmes (technological, agrarian, economic and medical), however, the professional and the teacher training elements were provided concurrently and they awarded only one degree. Qualification requirements included 4 (college level teacher and vocational trainer qualifications) or 5 (university level teacher qualifications) years of study in the professional field and in the three large modules (pedagogy-psychology, professional methodology and school practice) of teacher training. Teachers qualified through a mix of assessment procedures which included examinations, practical assessment and a final teaching (*zárótanítás*) that closed the school teaching practice. The teacher/trainer qualification was awarded at the final examination (*záróvizsga*) taken upon the fulfilment of all requirements specified in the curriculum and having a thesis (*szakdolgozat*) prepared and defended.

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

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

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

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

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

In-service training

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

This legal obligation can be accomplished by:

- participating in further training course(s) accredited by the In-service Teacher Training Accreditation Body (*Pedagógus-továbbképzési Akkreditációs Testület, PAT*), organised by an adult training institution, in a total of 120 hours;
- passing the pedagogical professional examination (*pedagógus szakvizsga*, ISCED 5A) within the framework of a postgraduate specialisation programme (*szakirányú továbbképzés*) in higher education;
- obtaining a second or further degree and/or qualification in higher education undergraduate or master level studies, supplementary undergraduate training (*kiegészítő alapképzés*) or postgraduate specialisation programmes (ISCED 5A);
- obtaining a first pedagogical degree and qualification (in the case of teaching vocational theoretical subjects or instructing on practical training with only a relevant degree and qualification);
- obtaining an OKJ advanced (*emelt szintű*) or a higher level vocational qualification (*felsőfokú szakképesítés*) that would improve pedagogical and teaching work, and
- participation in international in-service teacher training programmes (study visits) may also be counted into the fulfilment of this obligation.

Table 11: Types of recognised teaching and training occupations in Hungary

TYPE OF TRAINING	CATEGORY OF OCCUPATION	OCCUPATION	OTHER ROLES	
VET	HIGHER EDUCATION DEGREE PROGRAMMES (ISCED 5A)	TEACHERS, TRAINERS AND OTHER LEARNING FACILITATORS	instructors entitled to use 'instructor titles' (oktatói címek)	curriculum development,
		TEACHERS	college/university professor* (főiskolai/egyetemi tanár) college/university associate professor (főiskolai/egyetemi adjunktus) college/university assistant professor (főiskolai/egyetemi docens) college/university teaching assistant (főiskolai/egyetemi tanácssegéd)	
	TERTIARY EDUCATION	TEACHERS	other instructors	language teacher, physical education teacher, artist teacher, information technology teacher, practice leader, etc.
		TEACHERS	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)	TRAINERS AND OTHER LEARNING FACILITATORS	see Higher education degree programmes see VET at upper and post secondary level	
		TEACHERS	general subjects teacher (közismereti szakos tanár) vocational teacher (szakmai tanár)	curriculum development, assessment
		TRAINERS AND OTHER LEARNING FACILITATORS	vocational trainer (szakoktató) practice trainer (gyakorlati oktató) special education teacher (gyógypedagógus) and practitioners in non-pedagogical positions assisting the pedagogical-educational work (school psychologists, social pedagogues, etc.)	
	ADULT TRAINING AWARDDING AN OKJ QUALIFICATION (ISCED 2C, 3C, 4C)	TEACHERS	instructor of vocational theoretical subjects instructor of vocational practical training	curriculum development, assessment
		TRAINERS AND OTHER LEARNING FACILITATORS	practitioners organising, planning, managing, evaluating, animating, etc. adult training	
	OUTSIDE THE SCHOOL SYSTEM			

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

Table 12 presents the different types of instructors working in CVET that may be provided within or outside the school system.

TEACHERS/TRAINERS WORKING IN CVET PROVIDED WITHIN THE SCHOOL SYSTEM

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

TEACHERS/TRAINERS WORKING IN CVET PROVIDED OUTSIDE THE SCHOOL SYSTEM

When provided as adult training, a variety of practitioners are involved in CVET (teacher, *tanár*; trainer, *tréner*; instructor, *instruktor*; tutor; mentor). Adult training providers may offer general, language and vocational training programmes, and teachers of general subjects, of language education, of vocational theoretical subjects and trainers of vocational practical training can be differentiated also in adult training. In addition, there exist various learning facilitator positions organising, planning, managing, evaluating, animating and consulting for adult training.

In VET provided as adult training, only instructors of training programmes provided to disadvantaged adults are required to have a pedagogical (or psychological) qualification (and in this case, practical training instructors must also have 5 years of professional/adult trainer experience). For other types of VET courses, if the instructor has a defined number of years of professional experience, legislation allows the employment of practitioners with only a relevant tertiary level (ISCED 5A) degree or even a secondary level vocational qualification (of at least the same level as that of the training).

Pre-service training

In so far as teachers/trainers in adult training hold pedagogical qualifications, their pre-service training is provided in the same form and in the same higher education institutions as it is for IVET (VET school) teachers/trainers and corresponds to the content discussed in section 0602.

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

In-service training

Current legislation does not prescribe mandatory further training for adult training instructors, apart from accredited institutions, in so far as the 24/2004. (VI. 22.) Decree of the Minister of Employment Policy

and Labour states that accredited adult training institutions, in order to plan their training activities, shall possess a human resource-plan including regulations concerning the in-service training of instructors.

The in-service training of instructors employed in VET provided outside the school system is rather varied. Teachers/trainers working in VET schools are employed also in public education and as such they have to participate in further training. There is no mandatory organised further training for instructors of higher education, they do, however, have the highest level qualifications and professional self-development is a requirement of their full-time position. Regional Training Centres (budgetary institutions) regularly offer organised in-service training to their instructors based on an internal training plan. Among private training companies there are significant differences in this respect: apart from those companies holding an International Organisation for Standardisation (ISO) certification who develop internal training plans and offer their (full-time) employees further training either internally or by buying-in training from another enterprise, most adult training providers offer further training for their (full-time) instructors only occasionally. Instead, they typically offer professional consultation or send their instructors to professional conferences, or simply expect them to further develop their knowledge and skills themselves.

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

The development of a model for an in-service training system of instructors working in adult training began in 2005 within the framework of the Human Resource Development Operational Programme Measure 3.5.1. (see sections 0201 and 0501).

Table 12: Types of recognised teaching and training occupations in Hungary

TYPE OF TRAINING		CATEGORY OF OCCUPATION	OCCUPATION	OTHER ROLES	
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	
		UPPER AND POST-SECONDARY ADULT EDUCATION (ISCED 3A, 3B, 3C, 4A, 4C)	TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET	
			TEACHERS	same as in IVET	
	OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING	TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET	
			TEACHERS	instructor of vocational theoretical subjects instructor of general education instructor of language education	curriculum development, assessment
		TRAINERS AND OTHER LEARNING FACILITATORS	instructor of vocational practical training practitioners organising, planning, managing, evaluating, animating, etc. adult training		

07 - Skills and competence development and innovative pedagogy

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The state-recognised vocational qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) and their outcome requirements are defined by the ministers of the relevant sectors. Although modification of the OKJ can be initiated by anyone, and the social partners are involved in these processes through various national and regional level consultative boards, the existing forecasting and planning mechanisms of VET are considered insufficient. Apart from regular short-term prognoses on labour shortage and oversupply based on employers surveys conducted by the labour centres of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), medium and longer term forecasts and research into future demands for skills on the labour market based on a qualitative or combined approach have been carried out only occasionally.

In relation to anticipating skills needs, VET policy has focused on two main goals in recent years: ensuring that training provision adequately meets local-regional labour market demand and modernising the structure and content of the OKJ. Recent measures related to the former objective include:

- the Regional Development and Training Committees have been assigned the task of defining the regional lists of vocations in short supply on the labour market - to promote training in these vocations, financial incentives targeting students and training provider companies in student contract-based training have been introduced (see sections 0404 and 1002) - and (since 2008) the committees also define the regional demands of VET and the vocational programme offers and appropriate shares of student enrolment (see section 0302);
- consultative boards are to be established in every TISZK to assist in local planning of VET (see section 0302);
- the development of a national career monitoring system of VET graduates - pursuant to the 2005 Strategy for VET development, this is to be set up by the end of 2008 - is currently supported by Structural Funds assistance under the Social Renewal Operational Programme.

The OKJ and the VET outcome requirements have recently been renewed within the framework of Measure 3.2.1. of the Human Resource Development Operational Programme (see section 0201). This large-scale project, aiming to modernise both the structure and content of VET, was based on an extensive analysis of Hungarian employment structure and job profiles, including a survey of future developments in each vocation expected by practitioners, and implemented with the involvement of representatives of the economy and the social partners.

With regard to the future development of vocational qualifications, current legislation assigns the task of “continuous monitoring of the development of VET structure” to a consultative body (the OKJ committee) to be set up following the example of the 30-member Consulting Board involved in the OKJ development project. Through this and other consultative bodies, representatives of the economy and the social partners are encouraged to report changing labour market needs by initiating the modification of the OKJ and the outcome requirements and to review modifications proposed by others.

The process of creating/modifying/deleting an OKJ vocational qualification can be initiated by the minister of the relevant field or by anyone making a proposal to the minister that includes the proposed professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) and the supportive opinion of the relevant economic or professional chamber, employer and employee associations, labour centres, etc. concerning the economic and labour market demand for any given qualification. The minister sends the proposal to the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet*) and the OKJ committee, and makes a decision based

on their opinion (except for higher level vocational qualifications for which SZVKs can be developed jointly by a higher education institution and the relevant economic/professional chamber). If accepted, the proposal is sent to the minister responsible for VET and adult training who makes a final decision based on the opinion of the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*), in agreement with the minister responsible for education and the minister of the relevant sector.

In order to increase further the role of the economy in qualification development, through a recent agreement with the Ministry of Social Affairs and Labour, the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) was assigned to continuously develop - in cooperation with national economic interest representation organisations - the SZVK of 11 new vocations, in addition to the 16 qualifications 'handed over' to the Chamber in 2004. As a result, the MKIK is currently responsible for the content of far more than half of ISCED 3 level VET provision.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Bridging pathways, in the sense of providing for the possibility of switching between the tracks of general education and VET, is ensured by *Act LXXIX of 1993 on Public Education* and the framework curricula of general education years (subject to preconditions defined in the local school curriculum). In principle, it might also be facilitated by the high proportion of so-called 'multi-purpose' (*többcélű*) institutions that provide different types and levels of training programmes: currently, 90% of vocational schools (*szakiskola*) are part of such institutions (typically providing also secondary vocational school programmes, *szakközépiskola*), where graduates of vocational school programmes can usually continue their studies to take the secondary school leaving examination (*érettségi vizsga*, ISCED 3A). However, the duration of such supplementary studies has increased in the past decade (after 5 years of vocational school it takes a further 3 years to obtain the Secondary School Leaving Certificate), and in addition to the expansion of secondary education in the 1990s, increasing the possible duration of pre-vocational education in years 9 and 10 in 2006 is also considered by many researchers to have contributed to widening the gap between vocational school and secondary education programmes.

Post-secondary and higher level VET are available to all students who have passed the secondary school leaving exam either in a grammar school (*gimnázium*) or in a secondary vocational school, but for secondary vocational school graduates the former type of programmes are often shorter (2-3 terms instead of the typical 4 - subject to the school's decision), because their pre-vocational studies are recognised.

Bridging VET and higher education was one of the main objectives of the introduction of higher level VET (*felsőfokú szakképzés*, ISCED 5B) in 1998. A number of credits obtained in this kind of VET programmes (minimum 30, maximum 60) have to be recognised in a BA/BSc level higher education degree programme of the same field. Higher level VET offers a unique opportunity also for cooperation between VET and higher education institutions, since it can be organised only by a college/university but may be provided by a secondary vocational school, based on a cooperation agreement between the institutions. These training providers may also cooperate in the newly established Regional Integrated Vocational Training Centres (see section 0302).

The introduction of a modularised competence-based qualification structure (see section 0703) intends to facilitate transfer primarily between different kinds and levels of VET programmes. The development of a National Qualifications Framework will begin in 2008 supported by EU Structural Funds assistance under the Social Renewal Development Operational Programme and it is planned to be introduced from 2013 (see also section 0803).

0703 - RENEWAL OF CURRICULA

In VET provided within the public education system, curricula for vocational programmes awarding an ISCED 2C, 3C or 4C qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are developed at both national and local level. Framework curricula (termed 'central programmes', központi program) based on the outcome, the so-called 'professional and examination requirements' (*szakmai és vizsgakövetelmények, SZVK*) of OKJ qualifications are developed and issued by the ministry of the relevant field with the assistance of the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet*) and the participation of experts. Local school curricula are developed by the school teachers/trainers in accordance with these documents.

In the case of higher level VET (*felsőfokú szakképzés, ISCED 5B*) and of OKJ vocational programmes offered in adult training, curricula are developed by the training provider based on the SZVKs.

In adult training, training programmes and curricula are in many cases developed with the participation of experts and economic and professional organisations, often based on the DACUM method (job profile analysis).

Current curricula development regarding OKJ qualifications is defined by the introduction of a modular, competence-based qualification structure developed within the framework of Human Resource Development Operational Programme (HRD OP) Measure 3.2.1 (see section 0201). The new OKJ and outcome requirements are based on job profile analyses conducted by 1-1 job experts (experienced practitioners of the given vocation) from small, medium and multinational enterprises. The competence profiles of each occupation, specifying not only the professional knowledge and skills, but also the methodological (thinking, problem-solving and work style), social (communication, cooperation and conflict-resolution) and personal (flexibility, creativity, independence, capabilities and characteristics) competences required to perform the various tasks involved in the given occupation/job were developed by practitioners with experience of training. The new centrally defined framework curricula elaborated with the participation of teachers/trainers and the local VET curricula based on these will thus consist of curriculum modules (*tananyagegység*) corresponding to the professional requirements modules defined in the SZVKs and will focus on the development of competences.

Another important direction of current curricula development is that of developing more open training programmes, to contribute to the realisation of individual learning pathways through the integration of 'openness' elements (centrality of learning, a complex learning environment, wide range of user-oriented programmes, modern teaching technology, external professional practices) in curricula. Development of digital learning materials and e-learning training programmes to be used in VET in public education and adult training was supported, for example, by HRD OP Measures 3.2.1. and 3.5.1. (see sections 0201 and 0501). VET curricula developed in the former programme are available by qualifications group on the Sulinet Digital Knowledge Base webpage (<http://sdt.sulinet.hu>).

In line with these developments, there are changes in applied teaching and learning methods as well (spreading project and problem-solving teaching, WEB-based learning, application of electronic learning frameworks, virtual classroom work, co-operative learning). However, the improvement of pre-service teacher/trainer training programmes and the provision of sufficient further training opportunities are needed to induce comprehensive changes and ensure the success of the renewal of curricula, as highlighted also in the Strategy for VET development (see section 0201).

08 - Accumulating, transferring and validating learning

0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

Background

listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) obtainable (with a few exceptions) both within and outside the formal school system and certificates/licenses awarded in adult training, which may or may not be recognised by the state. An OKJ vocational qualification enables one to enter the occupation(s) defined in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) issued by the responsible minister. These vocational qualifications include those that provide access to regulated professions a list of which - specifying also the ministers responsible for preparing the relevant legislation - is regularly published as a register by the minister of education.

Provisions concerning the transfer of qualifications and formal learning from one formal setting to another are defined in *Act LXXVI of 1993 on Vocational Education and Training, Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*. In accordance with their regulations it is typically the head of the training institution who decides upon the extent of recognising previously obtained qualifications and former studies (see below).

Mechanisms

VET within the school system

The mechanism of accrediting formal learning in VET awarding an OKJ qualification is defined by central regulations. The minister of the relevant sector issues the SZVK of the intended qualification specifying the preconditions, parts (oral, written or practical) and subjects of the national vocational examination that awards the OKJ qualification at the end of the training programme. This vocational examination is taken before an independent examination board including a president nominated by the minister of the relevant field - or where the economic chamber has defined the SZVK, then by that relevant local chamber - and representatives of the school and of the chamber (or national interest representation organisations). The institution organising the examination and the location of the exam is, however, often the training provider itself.

In the case of qualifications listed in the new OKJ introduced in 2006, the exam elements assigned to each professional requirements module of the qualification consist of exam exercises and written, interactive, practical or oral exam activities assigned to them. The SZVKs of the renewed qualifications may require the so-called 'module final exam' (*modulzáró vizsga*) as a precondition of taking the vocational exam. This is a competence assessment organised by the training provider to ensure that the training participant has the competences required to pass the vocational exam. However, in school-based VET the completion of the last VET year is equivalent to passing the module final exam.

Concerning transfer from one IVET programme to another, pursuant to the VET Act, prior formal studies at a VET school or a higher education institution have to be recognised in the completion of requirements of the same content in any vocational programme (thus giving exemption from participating in that part of the programme). Similarly, exemption from parts, subjects or modules of the vocational examination must be given based on previously taken examinations. The application for such recognition must be submitted to the head of the training institution who then decides on the extent to which prior studies will be recognised (appeals against his decision can be made to the Education Office, see section 0302). The

law also makes provision for the recognition of pre-vocational studies taken in the general education years - which can reduce the duration of the vocational training programme - depending on the decision of the head of the institution. Since 2007, the recognisability of competences obtained in school-based education, in pre-vocational studies, in VET and in higher education, as well as that of the secondary school leaving examination (*érettségi vizsga*, see 0403) taken in a subject of pre-vocational studies must be specified in the SZVK of each qualification.

The recently renewed OKJ (see section 0201) also allows partial qualifications to be obtained at the vocational examination, which can later be supplemented by the missing modules to obtain a complete qualification either in school-based VET or in adult training.

Concerning vertical transfer, the Higher Education Act stipulates that a number of credits (minimum 30, maximum 60) obtained in a higher level VET programme (*felsőfokú szakképzés*, ISCED 5B) must be recognised in bachelor level studies (ISCED 5A) within the same training field. Otherwise, however, the OKJ qualifications obtainable in IVET do not provide direct access neither to general nor to higher education (although switching tracks at upper secondary level is possible under certain conditions, see section 0702). Graduates of vocational schools (*szakiskola*) therefore have to complete three more years of full or part-time formal general education to obtain the Secondary School Leaving Certificate (*érettségi bizonyítvány*, ISCED 3A) that is a precondition of entering post-secondary and higher education.

VET outside the school system

In adult training, there exist two parallel systems for accrediting formal learning. One is the centrally regulated vocational examination system described above, which is in effect in case the programme awards an OKJ vocational qualification. In adult training, the vocational examination can be organised by public and higher education institutions engaging in adult training and the Regional Training Centres (for their participants) and by institutions authorised by the minister responsible for the given qualification.

In the case of trainings regulated by public authorities (*hatósági jellegű képzés*, see section 0502) the content and examination requirements are regulated by the relevant public authority and the awarded certificates/licenses are state-recognised (and often internationally recognised as well). The professional and examination requirements of the master examination (*mestervizsga*, see section 0504) are defined by the relevant economic chamber. In other cases the training provider issues a certificate for completing the training programme based on its own assessment/validation system. These documents are not recognised by the state, but the knowledge and skills acquired through the training programme may result in their being recognised on the labour market, especially if they are awarded by accredited training providers and/or in accredited training programmes that can ensure the quality of education.

Impact of policy

In addition to adapting student assessment and the regulations of the vocational examination to the new modularised qualification structure and training programmes, the policy objective concerning the accumulation, accreditation and validation of formal learning is defined in 1057/2005. (V.31.) *Government Resolution on the Measures Necessary for the Implementation of the Strategy for VET Development*. This document stipulates that in order to enable the recognition of prior knowledge obtained in whatever form and to ensure that the competences certified by the qualification awarded at the vocational examination truly reflect what the participant has mastered, a new system and institutional system of vocational examination - independent of the training providers - has to be established by the end of 2013. It also provides for the preparation of a proposal on recognising knowledge obtained in IVET (especially in the case of programmes

awarding a technician qualification or one that falls under EU jurisdiction) in a higher education degree programme. However, so far there have been no developments in these respects.

VET teachers and trainers are currently being offered in-service training programmes to prepare them for the introduction of modularised and competence-based training, which shall also be taken into account in their pre-service training. All these developments should have an impact on guidance and counselling as well, and the planned further transformation of the examination system would probably also affect financing.

0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING

Background

The need to develop a national system of accrediting and recognising non-formal/informal learning has been mentioned in every major policy document in recent years. *The Strategy for VET development 2005-2013* stipulates that the opportunity to recognise prior formal, non-formal and informal learning must be realised at each level of VET by the end of 2010. The *2005 Lifelong Learning Strategy* refers to the task of creating a system of recognising non-state-recognised vocational qualifications coordinated with the Europass system and introducing a competence-card system to facilitate the recognition of non-formal learning. It later mentions prior learning assessment (PLA) as a means of improving accessibility to training. The *National Action Plan for Growth and Employment 2005-2008* links the initiative of accrediting non-formal learning to the introduction of an Employee Training Card. This card is envisaged primarily as serving as a means of registering and following-up the training activities of adults, including recording the various qualifications and competences obtained in non-formal learning, thus enhancing participation in training and decreasing the duration and cost of courses. Furthermore, VET policy considers joining to the European Qualification Framework and creating a national qualification framework (see section 0803) as a means of facilitating the recognition of competences obtained through non-formal/informal learning in formal learning and on the labour market. However, apart from ensuring the theoretical opportunity of validating non-formal/informal learning by creating a legal framework, so far there have been no concrete steps taken to achieve the objectives mentioned above.

The social partners were involved in the creation of these policy documents, but the development of a system of validating non-formal/informal learning has been initiated by the national educational and VET administration.

Mechanisms

Currently, the assessment and recognition of prior non-formal/informal learning is common practice in only a few areas in adult training: primarily at certain types of examination (awarding state-recognised qualifications) where the relevant regulations do not require participation in preparatory trainings. Examples include the master examination (*mestervizsga*) organised by the economic chambers (see section 0504), some so-called 'trainings regulated by public authorities' (*hatósági képzés*, see section 0502), 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 *Act CI of 2001 on Adult Training*, namely, that "the adult applying to a training programme may request the assessment of the level of her/his knowledge that the training provider must assess and take into account". This has been a well-known method in adult training for a long time and is indeed common practice in foreign language education. However, 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.

Furthermore, the Adult Training Act does not regulate the procedure of the assessment and recognition of the “level of knowledge” that participants may request, and the actual methods of assessment are heterogeneous. Adult training providers usually simply apply the same test sheets, theoretical examination questions, or practical assignments of the subject or of the module/final exams they use in their training programme to assess participants' prior learning as well. The development of national standards for PLA was supported through a pilot project in 2003-2006 with the participation of 50 accredited adult training institutions, coordinated by the National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet*). The experience and rather limited results of this have been integrated in a project implemented under Human Resource Development Operational Programme Measure 3.5.1. (see section 0501) involving the development of modular adult training programmes and materials, as well as measuring tools for PLA in 200 vocations.

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. 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 professional and examination requirements (*szakmai és vizsgakövetelmények*) of each vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*). Furthermore, with the exception of ISCED 5 level qualifications, the new OKJ published in 2006 (see section 0201) permits the definition of access requirements in terms of competences, and pursuant to the 2007 vocational exam regulation, both the module final exam (*modulzáró vizsga*, see section 0801) and the vocational exam can be taken - and thus a state-recognised vocational qualification can be obtained - also by those who have not participated in training. 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.

Impact of policy

Policies on accumulating, accrediting and validating non-formal and informal learning have not yet had a major impact on other parts of the training system.

0803 - IMPACT OF EU POLICY COOPERATION

EU policies and initiatives on validating and identifying non-formal and informal learning have had a significant impact on Hungarian VET policy thinking, and although progress at the national level to achieve the EU aims is slow (see section 0802), recent developments show that VET policy is committed to implementing the related EU tools.

With regard to the introduction of Europass, the Hungarian National Europass Centre was established by the Ministry of Education in 2004 to create a central information system for the Europass portfolio, to coordinate the work of the various organisations issuing the documents, to develop a Hungarian-language homepage and to provide information and counselling services. The Europass portfolio became accessible as an online service in 2005 and its application, the Europass CV in particular, as well as the

operation of the system have been very successful. However, it has not yet had a major impact on enhancing mobility, and in fact, the method of recording credits earned through non-formal/informal learning emerged as a problem during the development of the structure of the Europass Diploma Supplement.

Hungary has supported the establishment of a European Qualifications Framework (EQF) from the beginning and has actively participated in the related policy discussions and expert groups. A broad national consultation process took place on the EQF in the autumn of 2005. The major challenge to introducing the EQF and developing a national qualification framework (NQF) is the fact that an outcome-oriented approach is foreign to the decisive traditions of the Hungarian education and training system (with the exception, actually, of the field of VET where the National Qualifications Register, *Országos Képzési Jegyzék/OKJ*, is ultimately outcome-oriented, and in its renewed form its focus is on the development of competences, see section 0201). Based on the outcome of this consultation, the Ministry of Education and Culture has prepared a proposal to be discussed by the government in 2008. The proposal emphasises that creating the NQF would greatly facilitate the realisation of lifelong learning by enforcing the coordination of developments in the various educational sectors, and would also accelerate the formal recognition of non-formal and informal learning. The development of the NQF will be supported from 2008 by EU Structural Funds assistance under the Social Renewal Operational Programme, and according to the proposal, its introduction and the official accession to the EQF will be possible from 2013.

Under European impulses, Hungarian experts were researching questions connected with introducing a credit system in VET already in 2002. Based on the European Credit Transfer for VET (ECVET) working document published by the European Committee in November 2006, the Ministry of Social Affairs and Labour organised a national consultation in February 2007. Credit-based training is a prioritised issue in strategic policy thinking and its introduction will be facilitated by the modularised and competence-based training based on the renewed OKJ.

0804 - FACILITATING EU MOBILITY

The transfer/validation of qualifications acquired abroad is regulated by *Act C of 2001 on the Recognition of Foreign Certificates and Degrees*. This law transfers the right to decide upon the recognition of uncompleted studies to the training institution. The national legislation concerning recognition was harmonised with *EU Directive 2005/36/EC on the recognition of Professional Qualifications* through the amendment of this act enacted by the Parliament in 2007.

The recognition of qualifications obtained abroad that allows access either to further education or to a regulated occupation and the promotion of teacher and student mobility by information provision are the primary tasks of the Hungarian Equivalence and Information Centre (*Magyar Ekvivalencia és Információs Központ, MEIK*, operating as part of the Education Office, *Oktatási Hivatal*, since 1 January 2007). At the request of the applicant, the Centre also issues certificates about studies in Hungarian higher education institutions and Hungarian degrees to be used for official procedures abroad.

Further provisions/mechanisms to transfer/validate knowledge/skills/qualifications acquired abroad include the introduction of the Europass portfolio (see section 0803) and the credit system for higher education, although so far these have not enhanced student mobility to any significant extent. The increase in mobility is hindered, amongst other things, by the weak purchasing power of Hungarian students, but also by the autonomy of higher education, which is not infrequently an obstacle to the recognition of practical training (organised for example through the Leonardo programme) or studies (Erasmus programme) taken abroad.

09 - Guidance and counselling for learning, career and employment

0901 - STRATEGY AND PROVISION

Currently, the Ministry of Education and Culture and the Ministry of Social Affairs and Labour are jointly responsible for the provision of career information, guidance and counselling services: the former for guidance/counselling offered in public and higher education, the latter for services provided to unemployed people and in adult training.

Since the beginning of the 1990s a multi-polar system of guidance and counselling institutions has developed.

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

Career information and counselling services are offered to students in counselling or career centres in higher education where the provision of such services has been mandatory since 2006.

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

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

In school-based VET, career orientation as a school subject was first introduced in the middle of the 1990s in the local curricula of secondary vocational schools (*szakközépiskola*) participating in a development programme supported by the World Bank. Since the 2001/2002 school year a similar subject, aimed at assisting students' career (programme) choices has been included into the framework curricula of vocational schools (*szakiskola*). This provision has been mandatory in year 9 since 2006

(although some schools actually use these two classes per week to provide pre-vocational studies, and schools in fact have conflicting interests in career guidance, since it could lead students to choose another vocation at another school). In the latest National Core Curriculum (*Nemzeti Alaptanterv, NAT*) introduced in 2007, career orientation is not defined as one of the key competences, rather as a development task.

Cooperation between the various sectors providing career guidance and counselling services is very poor in terms of both institutional and professional relations, and in fact, the current system of provision is considered to be inadequate and does not provide widely accessible services. The importance of and need for developing guidance and counselling has long been emphasised in policy documents, but most development programmes launched in recent years have focused primarily on creating information systems, labour market information databases and homepages assisting career orientation (see section 0902).

Nevertheless, a large scale development programme aimed at creating a national integrated system of guidance (career building) was launched in 2008 as a project of the Social Renewal Operational Programme (SROP) with a budget of EUR 6.878 million. The development of a national career guidance system by the middle of 2009, to be constructed around both online and traditional tools, developing current and newly established career counselling, guidance and monitoring systems and linking them to labour market information systems that can be connected into the EU-27 systems (EQF, EUROPASS, PLOTEUS, EURES, EuroGuidanceNetwork, etc.), is being coordinated by the National Employment and Social Office of the ÁFSZ. Within that Office, a Hungarian Lifelong Guidance Policy Council was set up in early 2008. The development of a career monitoring system also supported under SROP will provide valuable information for guidance and will assist career choice.

0902 - TARGET GROUPS AND MODES OF DELIVERY

Although data is available on the institutional background of guidance and counselling services, information on the details of delivery modes is rather scarce.

County pedagogical institutes (*megyei pedagógiai intézet*) and pedagogical professional services (*pedagógiai szakszolgálatok*) offer career choice counselling services to students of primary and secondary schools. These include a wide range of services varying across institutions, from the provision of information to individual counselling aimed at improving self-awareness.

The main objective of career orientation provided within the framework of a school subject in the general education years of VET schools (as defined in the framework curricula) is to assist students in their career (vocational programme) choice, develop their independence, self-confidence and motivation, and provide them with information about the VET system and the labour market. Career orientation in schools is primarily group-oriented, and besides the provision of labour market information (through films, factory visits, lectures) it typically involves career orientation practice in the school workshop when students get a chance to learn about the training programmes offered by the school. In addition, some schools also provide computer-based services (for example, “Choices” software was used in some secondary schools for more than a decade, its national license, however, expired in 2005).

The student counselling and career centres of universities and colleges offer career information and in some cases also individual counselling services, and many institutions also assist students in finding employment through organising job fairs that provide opportunities for meeting prospective employers and participating in job interviews.

The main target groups for the provisions of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) are registered job-seekers, people whose ability to work has changed and those at risk of becoming unemployed, and the Regional Labour Centres (*regionális munkaügyi központ*) and their local branches may also cooperate with schools to provide career orientation services to students in public education. The labour market services provided by or through the centres include the provision of labour market and occupation-related information, work, career, job-search, rehabilitation counselling and related psychological services, local (regional) employment counselling (assisting employers and other actors involved in the local labour market to avoid or alleviate employment crises), and job brokerage. Counsellors assist clients in obtaining educational and labour market information, as well as in defining their individual characteristics, interests and needs. Based on this information, experts support people in making well-grounded decisions for career changes or development. Counselling can be provided to both individuals and groups through personal (telephone) consultation, group counselling, structured group sessions, the assessment of interests, values, competences, and personality, and the improvement of occupational awareness.

The training programmes and career orientation and counselling services of the ÁFSZ Regional Training Centres (*regionális képző központok*) primarily target the various disadvantaged groups. They provide career information services and personal counselling, as well as career orientation training programmes. For example, the Northern Hungarian Regional Training Centre (*Észak-magyarországi Regionális Képző Központ, ÉRÁK*) offers a programme of several months duration that provides unqualified young people with supplementary training in general education and 'a sample' of a vocational programme in order to assist them in choosing a career and enrolling in a training programme. The ÉRÁK also organises an outreach project called OMNI-BUS, which visits small settlements with the help of a bus equipped with computers, Internet, DVD player, LCD TV, photocopier, printer and scanner and trained counsellors to provide career orientation and information about its training programmes to disadvantaged people at their place of residence.

The services of the Employment Information Guidance organisations and bases (*Foglalkozási Információs Tanácsadó, FIT szervezetek és bázisok*) operated by the labour centres are offered also to students and those in employment. They have developed and introduced several new tools to assist in career decisions and new services (e.g. job-search clubs, FIT-media database involving films and other information materials about vocations and computer programmes) which they apply together with more traditional delivery modes (personal and psychological counselling, group counselling, etc.).

The services of the National Resource Centre for Vocational Guidance (*Nemzeti Pályainformációs Központ*) primarily target institutions involved in education and vocational guidance, but its extensive resources on vocations, the education system, labour market, social and health insurance in Hungary and EU member states, and training opportunities in Hungary and abroad are available to anyone on its homepage at <http://www.npk.hu>. The staff members of the Centre also give answers to questions related to education and training either by telephone, via mail or e-mail.

Accredited adult training institutions, pursuant to *Act CI of 2001 on Adult Training*, also have to provide services related to adult training which can be:

- prior learning assessment;
- career guidance and correction counselling;
- assessment of training needs and educational counselling;
- employment counselling and teaching job searching techniques.

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

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

Access to training information is also facilitated by internet-based databases and printed publications. One of the most popular websites, the ePályá (eCareer; <http://www.epalya.hu/>) was launched within the framework of a PHARE project entitled "Supporting transition from training into the world of work" at the beginning of the decade.

Within the framework of the Vocational School Development Programme I. (*Szakiskolai Fejlesztési Program*, see section 0201) important innovative developments took place in order to improve career orientation provided in vocational schools. The various activities of the project - including the development of a competence-based curriculum and innovative learning materials (a student workbook and a methodological handbook, career exploration films and a multimedia DVD assisting the assessment of interest and competences and providing career information), provision of in-service teacher trainings, and organisation of regional conferences providing opportunity for the exchange of experiences - aimed at increasing students' level of motivation in guidance activities, so that they would enter VET in year 11 based on better grounding, self-awareness and career information training, as a result of conscious career choice. The project paid special attention to the demonstrated motivation deficit, the prevalence of school failure experiences, and the high number of drop-outs among vocational school students.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

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

Pursuant to *Act LXXIX of 1993 on Public Education*, teachers providing career orientation in VET schools must have either a relevant teacher qualification or a relevant higher education degree and qualification. A 'career orientation teacher' training programme has been available since 1999 in postgraduate training and there are also some other relevant postgraduate specialisation programmes (see below), but currently there is no training for this subject in pre-service teacher training (a 'learning and career counselling teacher' Masters programme will be available from 2008). The typical career orientation teacher is a vocational trainer of a vocation.

Practitioners providing services supported by the labour organisation are required to have the qualifications (mostly higher education degrees and qualifications) defined in the *30/2000 (IX.15) Decree of the Ministry of Economy* by the nature of services and in some cases work experience as well (see Annex 8).

In-service training opportunities for counsellors are available through various courses and further trainings, conferences and international study trips (e.g., within the framework of the Leonardo da Vinci programme).

Specialised further training programmes currently available for counsellors include:

- Career orientation teacher (postgraduate specialisation programme)
- Learning and career counselling (postgraduate specialisation programme)
- Psychology of counselling (postgraduate specialisation programme)
- Student counselling (postgraduate specialisation programme)
- Social inclusion counselling (postgraduate specialisation programme)
- Career orientation consultant training (course-based training)
- Creativity and communication (course-based training)

Within the framework of the PHARE programme “Supporting transition from training into the world of work” a special teacher training programme was also developed and 900 teachers and experts have been trained in the field of career guidance/counselling. The development and provision of further training opportunities for teachers of career orientation in vocational schools was also an integral part of the career orientation project of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, see section 0902).

10 - Financing – investment in human resources

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

An important current policy priority - discussed in a separate chapter in the 2005 *Strategy for VET Development* (see section 0201) - is “to make the use of resources more efficient and improve capacity utilisation” (cf. encouraging institutional concentration through the establishment of Regional Integrated Vocational Training Centres and the concentration of development funds, see section 1002). Furthermore, the introduction of financial incentives and the modification of the support system have been the principal tools for achieving the following policy objectives:

- the adaptation of training provision to labour market needs (cf. establishment of Regional Integrated Vocational Training Centres adhering to the decisions of the Regional Development and Training Committees regarding training offers and appropriate shares of student enrolment, preferential financial support for training in vocations in short supply on the labour market, introduction of a Quality Award - see section 1002, and changes in the system of state support for adult training - see section 1003);
- the promotion of workplace learning and in general the enhancement of practical training in school-based VET (cf. financial incentives to increase the number of student contracts, changes in the per capita funding of VET schools, see section 1002);
- the increase of participation of micro, small and medium enterprises in CVET (cf. changes in the use of the vocational training contribution, see section 1003).

The system of financing VET is built on four ultimate sources:

- the central budget contribution to the financing of public and higher education institutions and adult training programmes training people living with disabilities;
- support of local governments (and other school maintainers), i.e., the financing of public education institutions through budgetary support;
- the training, employment and rehabilitation sub-funds of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*), whose income is derived from various kinds of compulsory contributions paid by employers and employees, budgetary support and privatisation, supporting the development of VET and adult training and the training of target groups; and
- non-state financial sources:
 - enterprises paying the vocational training contribution (*szakképzési hozzájárulás*, see below), providing practical training for VET students, development subsidies to VET schools and higher education institutions, and training for their own employees, granting employees' study leaves, etc.;
 - individuals paying tuition fees, travel and accommodation expenses, buying textbooks and learning materials, etc.; and
 - international assistance (most importantly, EU Structural Funds).

The private sector plays a decisive role in the financing of VET through the vocational training contribution (*szakképzési hozzájárulás, SZH*) system. This compulsory contribution, a kind of tax levied on enterprises amounting to 1.5% of total labour cost, can be paid in various forms as regulated by *Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training*. Accordingly, enterprises can allocate their SZH for the following purposes:

- to provide practical training for students of VET schools or participants of higher education (based on cooperation agreements or student contracts; 100% of their SZH can be allocated to expenses related to this);
- to provide vocational or foreign language training for their own employees (to the amount of at most 33%, or in the case of micro and small enterprises, 60%, of their SZH); or
- to provide a development subsidy (see section 1002) for VET schools (a maximum amount of 75% of their SZH) or, since 2001, to higher education institutions (37.5%);
- to pay it into the training sub-fund of the MPA (a maximum of 100%).

The total amount of SZH is growing steadily (see the tables below). The development of this system is therefore of outstanding importance, and more rigorous control over its use and more efficient and transparent use of development funds could continuously provide the resources for both content and technological development of VET.

Table 13: The amount of the vocational training contribution by the purpose of its allocation, 1998-2007 (billion HUF) [HUF 100 HUF=EUR 0.4]

YEAR	PRACTICAL TRAINING PROVISION FOR VET STUDENTS AT ENTERPRISES	DEVELOPMENT SUBSIDY FOR		PAYMENT INTO THE TRAINING SUB-FUND OF THE MPA	TRAINING PROVISION FOR EMPLOYEES	TOTAL
		VOCATIONAL TRAINING SCHOOLS	HIGHER EDUCATION INSTITUTIONS			
1998	5.7	n/a	-	8.7	n/a	14.4
1999	5.6	n/a	-	11.0	n/a	16.6
2000	5.5	n/a	-	13.3	1	19.8
2001	6.2	11.9	0.9	16.0	2.4	37.4
2002	6.9	12.5	2.3	18.6	3.4	43.7
2003	7.6	13.3	3.0	20.8	4.8	49.5
2004	8.0	12.4	3.3	24.0	5.4	53.1
2005	9.2	12.8	4.1	28.5	6.98	61.6
2006	11.0	12.3	4.4	32.3	7.80	67.8
2007	13.6	10.4	4.4	36.7	7.31	72.4

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

Table 14: The distribution of the amount of the vocational training contribution by the purpose of its allocation, 2001-2007 (%)

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

Source: SZMM

Table 15: The increase of the amount of the vocational training contribution paid into the training sub-fund of the Labour Market Fund, 1998-2007 (billion HUF) [HUF 100=EUR 0.4]

YEAR	TRAINING SUB-FUND	% OF 1998	% OF PREVIOUS YEAR	CONSUMER PRICE INDEX (PREVIOUS YEAR = 100%)
1998	8.7	100.00	-	-
1999	11.0	126.44	126.44	110.0
2000	13.3	152.87	120.91	109.8
2001	16.0	183.91	120.30	109.2
2002	18.6	213.79	116.25	105.3
2003	20.8	239.08	111.83	104.7
2004	24.0	275.86	115.38	106.8
2005	28.5	327.59	118.75	103.6
2006	32.3	371.26	113.33	103.9
2007	36.7	421.84	113.62	108.0

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

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

PUBLIC EDUCATION

The primary sources of funding for the operation of VET schools are the central budget and the budget of the (county or municipal) local government (and of other school maintainers). A part of the central budget contribution is provided automatically to school maintainers, 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, the local government bodies do not have to supplement the resources provided by the state in the case of some institutions.

Until 1 September 2007 the automatically provided basic per student capita grant was differentiated by the level and type of education (in 2007, its amount was HUF 262 000/EUR 1048 per student per year for general education in years 9-13, and HUF 210 000/EUR 840 per student for vocational theoretical education). Since then the amount of the state contribution for general and vocational theoretical education is calculated by using a performance-indicator (based on parameters determining the cost of education such as the average number of students per class as prescribed by the law, weekly mandatory teaching hours, etc.). Practical training provided in VET schools is supported by supplementary per capita grants both in career guidance and pre-vocational education in the general education years (its funding was introduced from the 2006/2007 school year) and in vocational practical training (the respective amounts in 2007 were HUF 40 000/EUR 160 and HUF 112 000/EUR 448 per student per year). Since the 2004/2005 school year - in accordance with the policy objective of promoting practical training provided by enterprises, especially in the final part of VET - VET schools are entitled to 140% of the grant in the first but only 60% in the final VET year.

The funding of any practical training provided by an economic organisation (based on a cooperation agreement or a student contract, see section 0403) is ensured by the enterprise, which can then allocate a part or the whole of its vocational training contribution (*szakképzési hozzájárulás*, SZH, see section 1001) to related expenses. Enterprises can also apply for the reimbursement of any expenses not covered by their SZH from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap*).

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 training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap/MPA*, see section 1001) and EU Structural Funds assistance. Due to the transference of sectoral governance of VET to the Ministry of Social Affairs and Labour in 2006, the right of disposal over the MPA training sub-fund was divided between the minister responsible for VET and adult training and the minister responsible for education (in relation to his tasks related to school-based VET). Allocation and tendering for the resources of this sub-fund are assisted by the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*, NSZFT) and the Regional Development and Training Committees (*regionális fejlesztési és képzési bizottság*, RFKB) involving representatives of the social partners.

Recent changes concerning the financing of IVET were related to the educational policy objectives of promoting apprenticeship training (i.e., training based on a student contract, *tanulószerződés*) and ensuring training provision in vocations in short supply on the labour market on the one hand, and to encourage institutional transformation and concentrate the use of development funds on the other hand. In order to encourage enterprises to enter apprenticeship training, various financial incentives have been introduced in recent years (in addition to encouraging students by increasing the student allowance, see section 0404, and providing 20% of the per capita grant to schools even when the practical training is provided at an enterprise, based on a student contract). The range and amount of costs deductible by enterprises from their SZH or reimbursable from the MPA have been increased continuously, and from 2007 they can deduct materials costs up to 40% of the minimum wage when they provide training in a vocation with labour shortage.

Fundamental changes are in progress concerning the availability and use of development funds and the related decision-making processes. Pursuant to a 2007 legal amendment, from September 2008 development subsidies and investment support from the MPA training sub-fund will only be available to the maintainers of Regional Integrated Vocational Training Centres (*térségi integrált szakképző központ*, TISZK) with at least 1500 full-time VET students and to special and special skills development vocational schools, and to higher education institutions only in regard to higher level VET and so-called 'practice-demanding' bachelor level programmes. In addition, the range of activities eligible for support was widened to include curriculum and learning tool development, accredited in-service training of teachers/trainers, and in the case of the development subsidy, also the purchase of licenses and software needed to operate equipment that has been purchased/received. The narrowing of the group of beneficiaries aims to encourage the establishment of TISZKs, which will adhere to the decisions of the RFKBs regarding training offers and appropriate shares of student enrolment (see also section 0302). From 2008, the RFKBs will: make recommendations concerning the distribution of the development subsidy among institutions/qualifications; decide on regional development objectives for VET and support from the resources of the decentralised section of the training sub-fund; make proposals regarding the volume of development funds in the region and the regional use of resources from the central section as well.

HIGHER EDUCATION

The financing system of higher education - where the first higher level OKJ vocational qualification or degree can be obtained in state-supported training free of charge in state and church colleges/universities (and based on a special agreement, also in private institutions) - is built on the following sources:

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

In 2007 the total budget of higher education institutions and their income from the central budget were HUF 420 billion (EUR 1.68 billion) and HUF 214 billion (EUR 856 million), respectively. That is, the relative share of state contribution in higher education is around 50%.

The so-called 'development partial contribution' (*fejlesztési részhozzájárulás*), which is in effect a tuition fee payable in state-supported training, was introduced in September 2007, but will be abolished from September 2008 as the result of a referendum.

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

Adult education offered within the school system is ultimately financed by the same sources as regular, full-time public and higher education. In public education, the per student capita funding of practical training provided in adult education (*felhőttoktatás*) organised in full-time education is equal to regular education, 50% in evening classes, and 20% in correspondence education. This is supplemented by tuition fees paid by the participants in the latter two forms. Programmes offered by higher education institutions can (in principle) be both state-supported and fee-charging in every delivery mode (full, part-time and distance learning), and the state ensures the right for all to obtain a first OKJ higher level vocational qualification or degree free of charge.

The main sources for the financing system of adult training (which includes CVET provided outside the school system) are:

- the central budget financing the operation of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) and its Regional Training Centres, and providing per capita support for the training of target groups (see section 1004);
- the Labour Market Fund (*Munkaerő-piaci Alap, MPA*):
 - the employment and rehabilitation sub-funds supporting the training of the unemployed and other target groups (see section 1004); and
 - the training sub-fund (see below and also section 1002);

- participants in adult training (who until recently could reduce their expenses through the personal income tax deduction opportunity); and
- employers providing or financing the training of their employees, who can reduce their expenses through the opportunity to pay a part of their vocational training contribution (*szakképzési hozzájárulás/SZH*, see section 1001) in this way.

According to the Ministry of Social Affairs and Labour, in 2007 about 12-12% of the total costs of adult training was financed from the central budget and the resources of the MPA, around 33-33% by the training participants and by employers, and approximately 10% from other sources.

The amount of SZH paid by enterprises to the training sub-fund of the MPA provides resources for supporting adult training provision, the technological development of accredited training institutions, content and methodology development, and joining to EU adult training programmes. Support may be provided 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 National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*).

The personal income tax deduction opportunity as an incentive element was available for participants in adult training provided by an accredited training provider (below an annual income threshold) from 2003 until 31 December 2006. The amount of tax deduction was 30% of the training fee but not more than HUF 60 000/EUR 240.

CVET provided at the initiative of enterprises is financed by employers. Their support varies significantly according to sector and size of enterprise, and in 2005 traditional training programmes were supported altogether by 34% of the enterprises and were available to only 23% of their employees. CVET provided by employers is encouraged by the state through the opportunity (available since 1997) of spending (at most) 33% - or since 2007 for micro and small enterprises 60% - of their SZH on financing such trainings. The amount of SZH spent on this purpose has been constantly rising as shown in Table 16.

Table 16: The amount of the vocational training contribution spent on financing the training of employees and the number of participants in such training, 2000-2007 (HUF 100=EUR 0.4)

YEAR	HUF (BILLION)	NUMBER OF TRAINING PARTICIPANTS
2000	1.03	26 563
2001	2.37	42 884
2002	3.4	55 970
2003	4.8	71 744
2004	5.4	82 616
2005	6.98	101 825
2006	7.80	104 494
2007	7.31	94 053

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

In 2005, the total cost of CVET courses provided by enterprises was 2.6% of the total labour cost (see Table 17), considerably higher than the EU average (in fact, it was the 2nd highest figure among the EU-27 countries). It has increased significantly compared to the 1999 result of 1.2% which indicates the

growing intention of employees to improve the skills of employees. However, the distribution of the total cost has also changed considerably: the proportion of the balance of contributions to national funds and receipt from national or other funding arrangements has increased significantly from 26% to 38%, primarily at the expense of staff time costs, which have decreased from 33% to 24%, while the proportion of direct costs has also decreased slightly from 41% to 38%. This suggests that employers increasingly prefer and support training organised out of working hours, but also that a great part of the increase in the figure for total cost as % of total labour cost is derived from the increasing amount of the SZH.

Table 17: Total cost of CVET courses as % of total labour cost (all enterprises), 1999 and 2005

Hely	SIZE CLASS (NUMBER OF EMPLOYEES)							
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
EU-27	1.6	:	1.1	:	1.4	:	1.9	:
EU-25	1.6	2.3	1.1	1.5	1.4	2.4	1.9	2.5
HUNGARY	2.6	1.2	1.3	1.1	3.6	1.0	2.5	1.3

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

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

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

The training of unemployed people and others vulnerable to exclusion on the labour market is provided either through the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) or directly by adult training providers receiving per capita support or participating in central state programmes and tenders financed from the employment, rehabilitation and training sub-funds of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) and/or by EU Structural Fund assistance. In order to receive any kind of support, the training provider institution must be accredited and must provide data for statistical data collection.

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

The per capita support of adult training (see section 0503) is financed from the state budget. The support can be claimed from the Ministry of Social Affairs and Labour by adult training institutions which are accredited and, if they train adults living with disabilities, which offer accredited training programmes. Claims are accepted up to the amount of budget allocation in an order defined by legislation. The total annual amount of per capita support and its amount per hour per participant (differing according to whether the programme is offered to disabled adults and since 2006, whether it supports the theoretical or practical part of the programme) are defined in the Budget Act. Due primarily to budgetary restraints, the target group of this support was restricted to disabled adults in 2007. However, following a drastic

decrease in the budget allocation in 2006, in 2007 and 2008 the small amount only provided funding for trainings commenced in the previous year, thus the per capita support of adult training has in effect ceased to exist (see Table 18).

Table 18: Amount of per capita support of adult training and number of participants in supported training programmes, 2003-2007

	ANNUAL TOTAL AMOUNT (MILLION HUF/EUR)	NUMBER OF PARTICIPANTS	OF WHICH: NUMBER OF PEOPLE LIVING WITH DISABILITIES
2003	475 / 1.9	5823	669
2004	2900 / 11.5	29177	2480
2005	3000 / 11.9	17181	2953
2006	1325.2 / 5.3	3869	3644
2007	100 / 0.4	176	176
2008	15 / 0.06	9	9

Source: Ministry of Social Affairs and Labour

The amount of the contribution from the various support schemes in 2007 is presented in Table 19.

Table 19: The contribution of the various support schemes in financing the training of unemployed people and other groups excluded from the labour market in 2007

	SOURCE	AMOUNT (BILLION HUF) (HUF 100 = 0.4 EUR)	TENDENCY
1.	MPA employment sub-fund	7	Slightly increasing.
2.	Per capita support of adult training	0.1	Disappearing, to be replaced by training linked to public work and other state programmes.
3.	Other state programmes, including public work, MPA training sub-fund, local government support	1	Slightly increasing.
4.	From EU Structural Funds resources, primarily HRD OP measures	17	Including the "One step forward" („Lépj egyet előre”, LEE) 1 programme (see section 0503 with about HUF 7 billion. Increasing: programming is continuous in SR OP (see LEE 2).

Source: SZMM

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

The current priorities of improving the cost effectiveness of VET both in public/higher education and in state-supported adult training and of ensuring the optimal use of the substantial resources available for development from the system of vocational training contribution (*szakképzési hozzájárulás*, see section 1001) will remain important policy objectives in the future. In school-based VET the transformation of the institutional system has begun and the concentration of development funds was introduced by the recent legal amendments in order to improve capacity utilisation and make use of available resources more effective (see section 1002). With regard to adult training, one of the most important future policy priorities will be to develop state support schemes which at the same time could ensure the motivation of training participants, the inclusion of the most disadvantaged and the labour market relevance of the training.

11 - European and international dimensions, towards and open area of lifelong learning

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

Current EU policy priorities - in particular the promotion of a culture of lifelong learning focusing on the development of skills and competences, or the improvement of the quality and transparency of VET, etc. - have been the major guiding principles of both the sectoral strategies and the *Lifelong Learning Strategy* accepted in recent years, as well as of the relevant operational programmes of the *National Development Plan* and the *New Hungary Development Plan* setting the framework for receipt of Structural Funds assistance. In defining development objectives and measures, there have been determined policy efforts to harmonise national development needs with these priorities.

Strengthening the link between employment and education and training strategies has also been a distinct policy objective, demonstrated also by the fact that the development programmes of both fields are organised within the framework of the same operational programme (the Human Resource Development and the Social Renewal Operational Programmes in the periods of 2004-2006 and 2007-2013 respectively). The objective of increasing low employment rates and of assisting especially disadvantaged groups through training to integrate them into the labour market is a recurring element in all these strategic documents - which have been developed through consultations with stakeholders including employer and employee associations, economic and professional chambers, NGOs, training providers, etc. On the other hand, the improvement of the quality and effectiveness of education and training and the promotion of LLL have been defined as priorities in the strategies of employment policy (*National Action Plan for Growth and Employment 2005-2008, reviewed Lisbon Action Plan of 2006*).

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

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

The impact of Europeanisation/internationalisation on VET pathways, curricula and methodology is manifested in developments initiated by national strategies, influenced by European/international policy priorities, including the following areas:

- transparency: introduction of the system of Europass; a new modularised, competence-based VET qualification structure through renewing the National Qualifications Register (*Országos Képzési Jegyzék*) supported by Measure 3.2.1. of the Human Resource Development Operational Programme (HRD OP), planned development of a national qualification framework under the Social Renewal Operational Programme (SR OP; see sections 0201 and 0803);
- career guidance and counselling: improvement of career guidance curricula and teaching aids through a thematic project of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program/SZFP*, see section 0902), planned development of a national career guidance system under SR OP;

-
- quality assurance: adaptation and introduction of a Common Quality Assurance Framework (CQAF) compatible system supported by the SZFP and SR OP (see section 0201);
 - skills development: development of curricula and training materials promoting the development of skills and competences necessary for lifelong learning at pre-primary, primary and secondary level through HRD OP Measure 3.1.; introduction of the new OKJ and development of competence-based VET curricula supported by HRD OP and SR OP (see section 0201);
 - language teaching: establishment of bilingual VET schools (Hungarian and another language, typically English or German), introduction of a 'language preparatory year' (60-70% of the classes in the 'O' year are dedicated to language learning and information technology studies) in several secondary schools, improvement of foreign language teaching in vocational schools through a thematic project of SZFP;
 - digital literacy: integrating information technology studies in the curricula of upper secondary schools, inclusion of an ECDL compatible vocational qualification in the OKJ;
 - mobility: participation in the European Union (Socrates, Erasmus and Leonardo da Vinci) community action programmes since 1997, support of the trans-national mobility of vocational school (*szakiskola*) students (under-represented in Leonardo programmes) financed from national (MPA) sources, and support of study visits within development programmes funded from national sources and/or EU Structural Funds assistance.

ANNEX 1: STATISTICS FOR PRACTICAL TRAINING IN IVET

Table 1.1: Number and distribution of full-time students at vocational training schools (in all VET years) by school type and by the place and form of practical training in the 2007/2008 school year

Place and form of practical training	Vocational school (<i>szakiskola</i>)		Special vocational school (<i>speciális szakiskola</i>)		Secondary vocational school (<i>szakközépiskola</i>)	
	number	%	number	%	number	%
Only in a school workshop in groups	25 757	37.63	3 059	66.91	40 877	62.58
Only in a workshop outside the school in groups	8 428	12.31	638	13.95	1 677	2.57
Only at the workplace in groups	3 370	4.92	309	6.76	1 024	1.57
Only outside the school not in groups	14 747	21.54	103	2.25	5 218	7.99
In workshops within and outside the school in groups	4 439	6.48	341	7.46	3 888	5.95
In a school workshop and at the workplace (not in groups)	10 415	15.21	74	1.62	5 525	8.46
In other forms (in a school environment in groups or not in groups)	1 300	1.90	48	1.05	7 114	10.89
Total	68 456	100.00	4 572	100.00	65 323	100.00

Source: Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium, OKM*)

Table 1.2: Number and distribution of full-time students in the VET years of vocational training schools receiving their practical training at an enterprise by school type and the legal form of practical training in the 2001/2002 and 2007/2008 school years

School type	2001/2002						2007/2008					
	cooperation agreement (<i>együttműködési megállapodás</i>)		student contract (<i>tanuló-szerződés</i>)		Total		cooperation agreement (<i>együttműködési megállapodás</i>)		student contract (<i>tanuló-szerződés</i>)		Total	
	number	%	number	%	number	%	number	%	number	%	number	%
Vocational school	31 282	78.28	8 682	21.72	39 964	100.00	6 738	15.85	35 771	84.15	42 509	100.00
Special vocational school	784	61.68	487	38.32	1 271	100.00	399	27.46	1 054	72.54	1 453	100.00
Secondary vocational school	13 109	89.60	1 521	10.40	14 630	100.00	11 808	66.76	5 880	33.24	17 688	100.00
Total	45 175	-	10 690	-	55 865	-	18 945	-	42 705	-	61 650	-

Source: OKM

ANNEX 2: INDICATORS OF PARTICIPATION IN PUBLICLY PROMOTED CVET FOR ALL

Notes:

Tables 2.1-2.2 present participation rates in adult education within the school system:

- in part-time/distance learning primary school (*általános iskola*, ISCED 1A-2A), grammar school (*gimnázium*, ISCED 3A), vocational school (*szakiskola*, ISCED 3C) and secondary vocational school (*szakközépiskola*, ISCED 3A-4C) programmes,
- in part-time/distance learning higher level VET (*felsőfokú szakképzés*, ISCED 5B) and college/university undergraduate and master level and non-divided training programmes (ISCED 5A), and
- in full and part-time postgraduate specialisation programmes (*szakirányú továbbképzés*, ISCED 5A) and PhD/DLA programmes (ISCED 6).

Table 2.1 presents indicators by school type and age group. Table 2.2 shows the number and proportion of the total of adult population participating in publicly promoted vocational adult education, both the total figures and the number of those financed by the state.

Tables 2.3-2.6 present indicators of participation in adult training provided outside the school system. Table 2.3 shows the distribution of participants by age group. Table 2.4 presents the number and distribution of adult training programmes and participants by the content of the training. Tables 2.5 and 2.6 show the number and distribution of participants completing the training by the ISCED level and the entry requirement of the training programme. (The total numbers presented in these tables might vary, the reason for which is that in the case of trainings regulated by public authorities (*hatósági jellegű képzés*) and programmes of less than 25 hours duration it is not compulsory to fill in some fields of the “Data sheet on adult training” which is the basis of data collection. Such data include the proportion of enrolled students and of participants successfully taking the examination by age group and the highest level of educational attainment.)

A somewhat higher figure of participation in adult learning than that presented in the tables below was found by the “Adult education and training” survey coordinated by Eurostat and conducted in Hungary by the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*). According to the results of this research, in 2006 9% of the population aged 25-64 participated in some kind of training in the year preceding the survey; 2.5% of the cohort studied in school-based education and 6.8% in training programmes organised outside the formal school system.

Tables 2.1: Participation rates in adult education within the school system by age group in the 2006/2007 school year

2006/2007 population in age cohort	15-24		15-64		25-34		25-64		35-64	
	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)
1. primary school	1 456	0.11%	2 319	0.03%	546	0.03%	863	0.02%	317	0.01%
2. grammar school	20 653	1.61%	45 975	0.66%	17 111	1.06%	25 322	0.45%	8 211	0.20%
3. secondary vocational school	21 646	1.68%	45 060	0.65%	13 966	0.87%	23 414	0.41%	9 448	0.23%
4. vocational school	1 767	0.14%	4 829	0.07%	1 657	0.10%	3 062	0.05%	1 405	0.03%
5. higher level VET part- time/distance learning	869	0.07%	2 371	0.03%	1 070	0.07%	1 502	0.03%	432	0.01%
6. college/university undergraduate or master level part-time/distance 36 665	2.85%	151 203	2.18%	80 936	5.02%	114 538	2.03%	33 602	0.83%	
7. postgraduate speciali- sation programmes	1 299	0.10%	21 372	0.31%	10 827	0.67%	20 073	0.36%	9 246	0.23%
8. PhD/DLA programmes	172	0.01%	2 728	0.04%	1 670	0.10%	2 556	0.05%	886	0.02%
total adult education (1-8)	84 527	6.57%	275 857	3.98%	127 783	7.93%	191 330	3.39%	63 547	1.58%
total vocational adult education (3-8)	62 418	4.85%	227 563	3.28%	110 126	6.83%	165 145	2.93%	55 019	1.36%

Source: KSH

Table 2.2: Number and proportion of the total of adult population participating in publicly promoted vocational adult education in the 2006/2007 school year

2006/2007	total	state-financed	% total	% state-financed
vocational school	4 829	4 829	0.07	0.07
secondary vocational school	45 060	45 060	0.65	0.65
higher level VET	2 371	1 515	0.03	0.02
college/university undergraduate and master level programme part-time	151 203	29 567	2.18	0.43
postgraduate specialisation programmes	21 372	20	0.31	(0.00029)
PhD/DLA	2 728	0	0.04	0.00
Total	227 563	80 991	3.28	1.17

Source: KSH

Table 2.3: Proportion of the total of adult population participating in adult learning by age group, 2007

2007	Participants in adult training outside the school system		Population
	number	ratio to population (%)	
15-24	37 389	2.91	1 285 976
15-64	191 878	3.07	6 245 202
25-34	69 097	4.29	1 611 696
25-64	154 489	3.12	4 959 226
35-49	65 083	3.29	1 980 697
25-49	134 180	3.74	3 592 393
50-64	20 309	1.49	1 366 833

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

Table 2.4: Number and distribution of adult training programmes and participants completing the training by the type of training, 2007

2007	Training programmes		Participants completing the training	
	száma	%	száma	%
basic vocational training grounding a vocational qualification	422	3.33	6 493	4.24
awarding a state-recognised OKJ qualification	5 361	42.31	86 499	56.44
awarding a non-OKJ qualification required for a job/profession	1 777	14.02	18 164	11.85
CVET	3 516	27.75	32 022	20.89
catching-up training for disadvantaged people	25	0.20	579	0.38
training assisting employment, entrepreneurship	325	2.56	2 175	1.42
training preparing for a qualification awarded by public authorities (transportation, communication and water management sectors)	1 238	9.77	7 288	4.76
training preparing for obtaining a chartered accountant qualification	7	0.06	34	0.02
foreign language training	7 240	n/a	37 599	n/a
general adult training	2 229	n/a	30 870	n/a
Total vocational (vocational preparatory) training	12 671	100.00	153 254	100.00
Total	22 140	n/a	221 723	n/a

Source: SZMM

Table 2.5: Number and distribution of adult training participants completing the training by the ISCED level of the training, 2007

ISCED level	Participants completing the training	
	number	%
szint		
2C	3 185	3.69
3C	60 941	70.62
4C	21 024	24.36
5B	426	0.49
5A	720	0.83
Összesen	86 296	100.00

Source: SZMM

Table 2.6: Number and distribution of adult training participants completing the training by the minimum school graduation certificate required for entry, 2007

Minimum school graduation certificate required for entry	Participants completing the training	
	száma	%
(1) completion of the 8th year of primary school	99 049	44.67
(2) vocational school	2 139	0.96
(3) special vocational school	182	0.08
(4) skilled workers' school	19 288	8.70
(5) secondary vocational school	30 257	13.64
(6) grammar school	11 922	5.38
(7) technical school	804	0.36
(8) college	18 753	8.46
(9) university	203	0.09
(10) completion of 10 years	5 272	2.38
(11) completion of the 12th year in a secondary vocational school	4 130	1.86
(12) completion of the 12th year in a grammar school	988	0.45
(0) less than the 8th year of primary school	28 758	12.97
Total	221 745	100.00

Source: SZMM

ANNEX 3: INDICATORS OF PARTICIPATION IN TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION ON THE LABOUR MARKET

Notes:

Table 3.1 presents participation rates in labour market training (*munkaerő-piaci képzés*), i.e., the training of unemployed and employed people endangered by unemployment and other target groups supported by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), by age group.

Table 3.2 presents the distribution of participants in labour market training by employment status.

Table 3.3 presents the distribution of participants in labour market training by the registered target groups.

Table 3.4 presents the number of participants in training programmes financed by the adult training per capita support.

Table 3.1: Proportion of the total of adult population participating in labour market training by age groups, 2007

2007	Participants		Population
	ratio to population (%)	number	
15-24	0.99	12 774	1 285 976
15-64	0.62	38 513	6 245 202
25-34	n/a	n/a	1 611 696
25-64	0.52	25 739	4 959 226
35-49	n/a	n/a	1 980 697
25-49	0.64	22 814	3 592 393
50-64	0.21	2 925	1 366 833

Source of data: Employment and Social Office (*Foglalkoztatási és Szociális Hivatal, FSZH*) of the ÁFSZ, Central Statistical Office (*Központi Statisztikai Hivatal, KSH*)

Table 3.2: Distribution of people in labour market training by employment status, 2007

2007	number	%
unemployed	38 513	92.10
employed	3 303	7.90
total	41 816	100.00

Source: FSZH

Table 3.3: Distribution of participants in labour market training by target group, 2007

2007	number	%
unemployed new entrant to labour market	9 499	22.72
long term unemployed	1 525	3.65
disabled	682	1.63
on child care benefit	213	0.51
other not specified	29 897	71.50
Total	41 816	100.00

Source: FSZH

Table 3.4: Number of participants in training programmes financed by the adult training per capita support, 2003-2007

Year	number of participants	of which: number of people living with disabilities
2003	5 823	669
2004	29 177	2480
2005	17 181	2953
2006	3 869	3644
2007	176	176

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

ANNEX 4: QUALIFICATION REQUIREMENTS OF PRACTITIONERS PROVIDING SERVICES SUPPORTED BY THE LABOUR ORGANISATION AS DEFINED IN THE 30/2000 (IX.15) MINISTRY OF ECONOMY

- provision of labour market and occupation-related information or local (regional) employment counselling: a higher education degree and qualification is required, and also one year of relevant work experience if providing labour market information;
- work, career or rehabilitation counselling: any one of the following qualifications is required:
 - employment counsellor (available since 1992),
 - social pedagogy,
 - social worker,
 - employment and career counsellor,
 - postgraduate qualification in higher education student counselling,
 - learning and career counselling teacher,
 - tertiary level mental hygiene,
 - career orientation teacher,
 - psychologist,
 - counselling psychologist with work and career counselling specialisation,
 - work and organisation psychologist,
 - social manager,
 - sociologist,
 - social organiser,
 - jurist,
 - andragogue,
 - human resources organiser,
 - social politician,
 - special education teacher,
 - teacher of any subject, or
 - administration organiser;
- psychological counselling: a degree in any of the following fields is required:
 - psychology, or
 - counselling psychologist with work and career counselling specialisation, or
 - work and organisation psychologist;
- job-search counselling: higher education humanities degree is required;
- labour market assistance (mentor) activity:
 - a university level jurist, physician, human organiser, psychologist, social politician or sociologist degree; a higher education qualification obtained in the humanities or economics; a teacher degree, social worker qualification obtained at a university or college; administration organiser, employment counsellor, labour relations or human resources organiser qualification,
 - a university of college level degree not mentioned above and a labour administration, social security, human resources, human administration qualification or a human resources administration organiser qualification obtained in postgraduate specialised training,
 - secondary school graduation and a state-recognised higher level labour administration, higher level human administration, higher level human resources, higher level social security, secondary level labour administration, secondary level social security, social administration or social assistant vocational qualification.

ANNEX 5: LIST OF 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>)
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 (<i>National Union of Students in Hungary</i>)
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 Alaptanterv (<i>National Core Curriculum</i>)
NFI	Nemzeti Felnőttképzési Intézet (<i>National Institute for Adult Education, predecessor of NSZFI</i>)
NFT	Nemzeti Fejlesztési Terv (<i>National Development Plan</i>)
NPK	Nemzeti Pályainformációs Központ (<i>National Career Information Centre</i>)
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>)
OH	Oktatási Hivatal (<i>Education Office</i>)
OKJ	Országos Képzési Jegyzék (<i>National Qualifications Register</i>)
OKM	Oktatási és Kulturális Minisztérium (<i>Ministry of Education and Culture</i>)
PAT	Pedagógus-továbbképzési Akkreditációs Testületet (<i>In-service Teacher Training Accreditation Body</i>)

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>)
SZMM	Szociális és Munkaügyi Minisztérium (<i>Ministry of Social Affairs and Labour</i>)
SZVK	szakmai és vizsgakövetelmények (<i>professional and examination requirements</i>)
TISZK	térségi integrált szakképző központ (<i>Regional Integrated Vocational Training Centre</i>)
VET	vocational education and training (<i>szakképzés, szakmai képzés</i>)

ANNEX 6: LIST OF KEY HUNGARIAN VET TERMS

<i>ágazati párbeszéd bizottság (ÁPB)</i>	sectoral dialogue committee
<i>agrár/mezőgazdasági mérnök-tanár</i>	agrarian/agricultural engineer-teacher
<i>általános iskola</i>	primary school
<i>egészségügyi tanár</i>	medical-teacher
<i>egyetem</i>	university
<i>egyetemi végzettség és szakképzettség</i>	university degree and qualification
<i>együttműködési megállapodáson alapuló gyakorlati képzés</i>	practical training based on a cooperation agreement
<i>együttműködési megállapodás</i>	cooperation agreement
<i>érettségi bizonyítvány</i>	Secondary School Leaving Certificate
<i>érettségi vizsga</i>	secondary school leaving examination
<i>esti képzés</i>	evening education
<i>felnyitóképzés</i>	adult training
<i>felnyitótanítás</i>	adult education
<i>felsőfokú oklevéllel rendelkezők számára meghirdetett alapképzési szak</i>	undergraduate programme available for higher education graduates
<i>felsőfokú szakképesítés</i>	higher level vocational qualification
<i>felsőfokú szakképzés</i>	higher level vocational education and training
<i>felsőfokú végzettséget adó felsőoktatási programok</i>	higher education degree programmes
<i>felsőoktatás</i>	higher education
<i>felzárkóztató oktatás</i>	catching-up programmes
<i>foglalkozási napló</i>	work log
<i>foglalkozások egységes osztályozási rendszere (FEOR)</i>	unified job classification system
<i>főiskola</i>	college
<i>főiskolai végzettség és szakképzettség</i>	college degree and qualification
<i>gazdasági tanács</i>	economic council
<i>gimnázium</i>	grammar school
<i>gyakorlati oktató</i>	practice trainer
<i>gyógypedagógus</i>	special education teacher
<i>hatósági jellegű képzés</i>	training regulated by public authorities
<i>iskolarendszerű szakképzés</i>	VET provided within the school system
<i>iskolarendszeren kívüli szakképzés</i>	VET provided outside the school system
<i>képzési ág</i>	training branch
<i>képzési és kimeneti követelmények</i>	training and outcome requirements

<i>képzési program</i>	training programme
<i>kiegészítő alapképzés</i>	supplementary undergraduate training
<i>középiskola</i>	secondary school
<i>közgazdász-tanár</i>	economist-teacher
<i>közismereti szakos tanár</i>	general subject teacher
<i>közoktatás</i>	public education
<i>központi képzőhely</i>	central training place
<i>központi program</i>	central programme (curriculum)
<i>levelező képzés</i>	correspondence training
<i>megyei pedagógiai intézet</i>	county pedagogical institute
<i>munkaügyi tanács</i>	labour council
<i>mérnök-tanár</i>	engineer-teacher
<i>mestercím</i>	master title
<i>mestervizsga</i>	master examination
<i>Munkaerő-piaci Alap (MPA)</i>	Labour Market Fund
<i>művelődési ház</i>	community cultural centre
<i>művészeti szakiskola</i>	vocational school of art
<i>művészeti szakközépiskola</i>	secondary vocational school of art
<i>Nemzeti Alaptanterv (NAT)</i>	National Core Curriculum
<i>normatív támogatás</i>	per capita support
<i>oktatói címek</i>	instructor titles
<i>Országos Képzési Jegyzék (OKJ)</i>	National Qualifications Register
<i>óvoda</i>	kindergarten
<i>pályaorientáció</i>	career orientation
<i>pedagógiai program</i>	pedagogical programme
<i>pedagógus szakvizsga</i>	pedagogical professional examination
<i>regionális fejlesztési és képzési bizottságok</i>	Regional Development and Training Committees
<i>regionális képző központ</i>	Regional Training Centre
<i>regionális munkaügyi központ</i>	Regional Labour Centre
<i>speciális szakiskola</i>	special vocational school
<i>speciális szakiskola, készségfejlesztő</i>	special vocational school, skills developing
<i>speciális szakiskola</i>	special vocational school
<i>szakdolgozat</i>	thesis
<i>szakirány</i>	specialisation
<i>szakirányú továbbképzés</i>	postgraduate specialisation programme
<i>szakiskola</i>	vocational school
<i>Szakiskolai Fejlesztési Program (SZFP)</i>	Vocational School Development Programme
<i>szakképesítés</i>	vocational qualification
<i>szakképzés</i>	vocational education and training
<i>szakképzési hozzájárulás</i>	vocational training contribution
<i>szakképzettség (felsőoktatásban megszerezhető)</i>	qualification (obtainable in higher education)
<i>szakképző iskola</i>	VET school
<i>szakközépiskola</i>	secondary vocational school
<i>szakmacsoport</i>	qualification group
<i>szakmacsoportos alapozó oktatás</i>	grounding training in an occupational group
<i>szakmai alapozó elméleti és gyakorlati oktatás</i>	vocational grounding theoretical and practical training

<i>szakmai és vizsgakövetelmények (SZVK)</i>	professional and examination requirements
<i>szakmai orientáció</i>	vocational orientation
<i>szakmai program</i>	vocational programme
<i>szakmai tanár</i>	vocational teacher
<i>szakmai vizsga</i>	vocational examination
<i>szakmunkásképző iskola</i>	workers training school
<i>szakoktató</i>	vocational trainer
<i>szintvizsga</i>	level examination
<i>szorgalmi időszak</i>	study period
<i>tanulmányi és vizsgaszabályzat</i>	study and examination rules
<i>tanulószerződés</i>	student contract
<i>térségi integrált szakképző központ (TISZK)</i>	Regional Integrated Vocational Training Centre
<i>vizsgaidőszak</i>	examination period
<i>zárótanítás</i>	final teaching
<i>záróvizsga</i>	final examination

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- Ministry of Social Affairs and Labour - State Secretariat of Employment and Training
- National Institute of Vocational and Adult Education
- Public Employment Service - Employment Office
- Tempus Public Foundation - Leonardo National Agency
- University of Debrecen - Lifelong Learning Center

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Homepage [online]. Available from Internet: <http://www.afsz.hu>

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Recognition of Foreign Qualifications belonging under the Jurisdiction of the Community Law.
Magyar Ekvivalencia és Információs Központ. Homepage [online]. Available from Internet:
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Kontakt Foundation. Homepage [online]. Available from Internet: <http://www.palyanet.hu>

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Az Európai Unió és az oktatás (The European Union and education)/Ministry of Education and Culture. Homepage [online]. Available from Internet: <http://www.okm.gov.hu/main.php?folderID=861>

Tempus Közalapítvány (Tempus Public Foundation). Homepage [online]. Available from Internet: <http://www.tka.hu>

OBSERVATORY FOR EDUCATIONAL DEVELOPMENT

The Observatory for Educational Development - operating as part of the Corvinus University of Budapest, Institute of Behavioural Sciences and Communication Theory - conducts information collection and analysis, development and networking activities aiming to contribute to the development of vocational education and training. Its most important European partner is the Cedefop (European Centre for the Development of Vocational Training) and the Observatory participates in several of its international networking and research programmes. The Office works in close co-operation with public administration and civil organisations, social partners, budgetary and university research and development institutions involved in VET and human resources development.

The mission of the Observatory for Educational Development is to contribute to the development of VET in Hungary through collecting and analysing information on the system of VET and VET policy development and through participating in development projects carried out in national and international cooperation. It also undertakes to disseminate to a broad national audience information received through its partnership with Cedefop about practices in VET, R&D activities and the VET policies of EU member states.

The research work of the Observatory is focused on the following areas:

- the Hungarian VET system and VET policy developments;
- VET teacher/trainer training;
- educational management competences.

Currently the Observatory participates in the following networking-research programmes:

ReferNet - the European network of reference and expertise for vocational education and training

ReferNet is a decentralised European network (composed of national consortia), created and coordinated by Cedefop, which collects, analyzes and disseminates information related to vocational education and training. In Hungary the programme is coordinated by the Observatory for Educational Development. Regular country reports and other products prepared within the framework of the programme are available from the homepage of ReferNet Hungary: <http://www.refernet.hu/index.php?id=41>.

TTnet - Training of Trainers Network

TTnet is a network of national networks set up by Cedefop as a Pan-European forum to allow key players and decision-makers to share practices, knowledge and expertise on key issues related to the training and professional development of vocational teachers and trainers (http://www.trainingvillage.gr/etv/Projects_Networks/TTNet/). The Hungarian agent of TTnet is the Observatory for Educational Development.

ACVCD - Accreditation Centre for VET Curriculum Developers

The objective of the ACVCD project, supported by the Leonardo da Vinci programme of the European Commission, is to establish an on-line European Accreditation Centre which would contribute to creating the frameworks of a quality assurance system in the field of e-curriculum development through accrediting e-curriculum developers and curriculum developing institutions and creating a database of them. The project involves also the development of a VET-specific model curriculum to assist experts to meet the accreditation criteria. More information: <http://www.acvcd.eu>.

JobArt TtT - Training the trainers

JobArt TtT is a Leonardo da Vinci innovation transfer project which trains trainers/teachers in active learning vocational training methods and supports the transfer of innovation for the curricula necessary for the training programmes. More information: <http://www.jobart.org/ttt/index.php?showL=en>.

DVP - Defining VET Professions

The objective of the DVP project is to contribute to creating a common European competence framework of VET professions. Based on international research cooperation started in 2005, members of the Cedefop network TTnet, representing 17 countries, have developed a uniform reference system for defining the actual and required competences of professionals working in IVET and CVET. The homepage of the project presenting the products in detail is currently under development, partial results are available at <http://www.observatory.org.hu/index.php?id=157>.

More information on the activities of the **Observatory for Educational Development** is available at <http://www.observatory.org.hu>.

The ReferNet network was established by Cedefop (European Centre for the Development of Vocational Training). Members of this network located in each EU Member State plus Norway and Iceland prepare the annually updated ReferNet country reports which discuss the national vocational education and training systems, structured around the most important aspects of the subject. The reports are originally intended for use in an online database available at: http://www.trainingvillage.gr/etv/Information_resources/NationalVet/, where information for each theme or sub-theme can be viewed by country or group of countries. The English and Hungarian language versions of the Hungarian report prepared by the Observatory for Educational Development, the coordinator of ReferNet Hungary, is also available in electrical format at <http://www.refernet.hu>.

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CEDEFOP

European Centre
for the Development
of Vocational Training

REFERNET



Támogatáskezelő

