

Country Report HUNGARY

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1. Background and country context

National economy

The transformation of the political system in 1989 changed the economy and the labour market in Hungary and caused enormous shiftings in the three economic sectors have been caused. In 2005 employment in the service sector exceeded 60 per cent whereas only approximately one third of the working population was employed in industrial companies and 5.16 per cent in agriculture.

Productivity in Hungary is improving but is still far below the European average (EU-27). Compared to the nine other candidate countries which entered the European Union in 2004 the Hungarian economy is performing temperately. Cyprus, the Czech Republic or Slovenia for example are performing better in terms of GDP per capita, while Slovakia, Lithuania, Latvia and Poland record smaller outputs than Hungary. Since 2000 the gross domestic product per capita in Hungary has risen by slightly more than 44 per cent. According to EUROSTAT the gross domestic product in 2006 was EUR 15,600 (EU-27 EUR 23,400) and following EUROSTAT's estimations the GDP per capita in 2007 will increase by nearly 4.5 per cent whereas the EU-27 average will rise by only 4 per cent.

In terms of unemployment Hungary faces relatively high percentages. During the 1990s the national unemployment rate increased rapidly due to the transformation process (11.9 per cent in 1993), but also currently the employment situation is an important economic theme in Hungary. According to EUROSTAT the national employment rate accounted for 57.3 per cent in 2006, the EU-27-average being at 64.3 per cent. Regarding the general averaged unemployment rate of Hungary in 2006 7.5 per cent of the working population aged between 15 and 74 years were unemployed (EU-27 7.9 per cent). Also youth unemployment is very high in Hungary. In 2006 19.1 per cent of the teenagers between 15 and 24 years were unemployed.

Improvements of the vocational education and training (VET) system shall help to enhance the employability and integration of young people into the labour market. In order to reduce youth unemployment Hungary has started several programmes which aim to enhance the prestige of VET.

General political context

Hungary has been a member of the European Union since January 2004. The country has an area of 93,030 km² and comprises 19 counties in seven regions. In 2005 Hungary's population counted 10,097,549 people and consists mainly of ethnic and linguistic Hungarians and several minorities (Roma, German, Slovak, Romanian). General European demographic trends are crucial also in Hungary. Declining birth rates, ageing population and migration problems impact the current education and training system and Hungary's education policy. For the development of programmes and strategies for socio-economic problems the social partners play an important role in different fields including also the area of vocational education and training.

Social partners are involved in VET through the participation in various councils (National Council for the Conciliation of Interests, National Vocational Training Council, Higher Education and Science Council, National Adult Training Council). The influence of the social partners affects nearly every level of policy making but only on the enterprise level they may carry out their decision making power. Important tasks concern the provision of practical training, students' assessments and the monitoring of practical training. On the national, regional, sectoral level the social partners only have advisory functions. They are involved in setting up strategies and policies in VET, defining professional and examination requirements etc.

Vocational education and training (VET) in Hungary

Compulsory education begins at the age of five and lasts until the age of 16, thus compulsory schooling takes ten years and is to be further extended to 18 years if primary education was started in 1998 or later. Usually at the age of 16 pupils may start vocational education and training by attending either vocational schools or secondary vocational schools.

- Students of vocational schools may obtain qualifications on the ISCED 3C or 2C level.
- Secondary vocational schools provide VET to students who want to acquire the maturity certificate (ISCED 3A) or award ISCED 4C level qualifications.

Both school types award qualifications of the National Qualifications Register (OKJ) (see below). In terms of educational attainment of the Hungarian population the situation has been improving in the last decade as 59 per cent of the population aged between 25 and 64 dispose of a ISCED 3 or 4 level qualification.

Vocational Education and Training (VET) is carried out jointly by the state and the economy. Since 1972 schools have been providing theoretical training whereas companies have been responsible for the practical training part. Up to now Hungary has maintained this long tradition of good relations between the social partners which will be continued also in the future. The **Hungarian Chamber of Commerce and Industry (MKIK)** is an important actor in VET which coordinates the cooperation between state and economy and pursues the objective of increasing practical in-company training in order to improve the status of VET. In this respect also the improvement of the content of VET, i.e. the professional and examination requirements as well as the curricula of state recognised and other qualifications, is a decisive target in the modernisation process.

Vocational education and training in Hungary is strongly influenced by the **National Qualifications Register (OKJ)** which was introduced due to the economic change. The transformation caused a change in the structure of schools and traditional vocational training underwent a big crisis in the first half of the 1990s. Thus in 1994 Hungary introduced the National Qualifications Register (OKJ) as a result of the market economy transition. The OKJ contains a list of formal state-recognised qualifications and has become a very important instrument in VET. After several modifications in 2001 the register has been systematised in a new way according to 21 vocational groups and four professional fields (human, technical, business and services, agriculture). One of the main advantages of the OKJ is the high practical value. Users may find practical references to legal regulations which describe the prerequisites for certain professions and qualifications.

Today the OKJ is a very important instrument for the harmonisation between the responsibility of the state, the rapid changes demanded by the economy and the requirements of the European Union. In addition it helps to make the national vocational structure and qualifications that have been recognised by state more transparent and visible. Further improvements of the OKJ thus play an important role also in the

Hungarian VET policy as current development programmes aim to further develop the OKJ (see also VET policy in Hungary). On the one hand a partial reduction of the number of vocational qualifications and the development of a modular structure of qualifications on the other hand are strived. The focus is on the job profiles defined by employers for each professional group. The profiles serve as the basis for the development of the content and the professional and examination requirements of qualifications and later of training programmes.

VET policy in Hungary

In the course of the last years modernising and renewing the vocational education and training in line with the demands and needs resulting from the economic and social situation has become increasingly important in the Hungarian educational policy. Besides the different projects implemented according to the **National Development Plan** of Hungary several strategies and development programmes listed below help to establish a modern VET system in Hungary:

- Strategy for the Development of Vocational Education and Training
- Strategy for the Enhancement of Lifelong Learning
- Vocational School Development Programme (SZFP)
- Human Resources Development Operational Programme

In 2005 Hungary has adopted a **Strategy for the Development of Vocational Education and Training**. The concept pursues high quality of VET by providing state recognised qualifications of the National Qualifications Register (OKJ) within or outside the formal school system. Improvements should be made by restructuring the VET system, facilitating the accessibility of VET, providing modern learning materials and by enhancing the training of teachers and trainers. Furthermore Hungary follows the **Strategy for the Enhancement of Lifelong Learning** which focuses among other aspects on the quality and efficiency of education and training as well as on strong links between education, training and economy.

In terms of the European indicator for Lifelong Learning which accounts for 12.5 per cent according to the guidelines of the European Union, Hungary has still a long way to go. In 2006 the participation of the population aged between 25 and 64 years in continuing training activities accounted for 3.8 per cent. This value is very low although there are several other European countries with even lower percentages.

Beside these two strategies two development programmes influence the current VET policy of Hungary. The **Vocational School Development Programme (SZFP)** has the objective of improving the quality of the competences of vocational school graduates and thus increasing the image and prestige of vocational schools in general. One major component of this programme concerns human resources development which affects teachers, trainers and school managers.

Human resources development also plays an important role in the **Human Resources Development Operational Programme** which deals with different themes (employment, education and training, social and health services). Regarding education and training a list of measures has been developed with the main objective of improving the links between education and training and economy.

2. Organisation

The responsibility for Vocational Education and Training in Hungary is divided between two ministries. IVET (Initial Vocational Education and Training) is organised by the

Ministry of Education (OM) and CVET is subject to the Ministry of Employment Policy and Labour (FMM). IVET is organised at a national level.

Although there are various similarities and common issues of different trainer types the differences concerning for example the organisation of the training of trainers must not be neglected. For providing a clearer picture the following information is split up between the two main types, namely IVET trainers and CVET trainers.

IVET training in companies

Generally IVET in Hungary is provided mainly within the school system. Only a small part of IVET activities takes place outside the school system. IVET in companies within the school system is related to **apprenticeship training** or alternance (cooperation between school and economic organisation) in vocational training schools. There are two types of vocational training schools which lead both to state-recognised vocational qualifications of the National Qualifications Register (OKJ):

- Vocational schools (for students aged 14-18): two years of general and two years of VET
- Secondary vocational schools (for students aged 14-19 or older): four years of general and in addition one optional year of VET; maturity examination at the end

In the school year 2004/2005 261 OKJ qualifications were offered by vocational schools and 273 by secondary vocational schools. The areas which are most popular are the building industry, engineering, hotel and catering industry, wholesale and retail, ICT and nursing. This implies that also a big part of the trainers has specialised in these fields.

Vocational trainers and practice trainers are the relevant actors in apprenticeship training, the former being employed by (secondary) vocational schools and the latter being employees of an enterprise. These are both IVET trainers who provide training within the school system. As the target group of the EUROTRAINER study focuses on in-company training the following report concentrates on practice trainers in the area of IVET.

Practice trainers conduct practical training for pupils of (secondary) vocational training schools. They work as “learning facilitators”, i.e. practice trainers who instruct practical training at an enterprise within the framework of a cooperation agreement or apprenticeship/student contract.

The Hungarian version of **apprenticeship training** belongs to the category of IVET and is one of the three forms of practical training beside school-based workshops and cooperation agreements between school and enterprise (alternance). Students from vocational schools or secondary vocational schools can enter this form of practical training. Apprenticeship training in Hungary includes remunerated practical training which is based on a contract between the student and the company. Apprenticeship training is **strongly promoted by law and the national education policy** because currently most of the students do their practical training within school-workshops or alternance. The content and learning outcome of students doing an apprenticeship training is the same as that of students who attend a school workshop or acquire practical skills in alternance. Despite this fact apprenticeship training is regarded as the most successful form of practical training to strengthen the relationship between economy and VET which is one of the overall objectives of the Hungarian educational policy.

“... Pursuing the Act on Vocational Education and Training practical training should alternate with theoretical education within a week during the study period and has to be conducted uninterrupted during the summer vacation time. Typically, however, during the school year one week of theoretical instruction alternates with one week of practical training which may be done in the school workshop and/or at an enterprise workshop or

the workplace...” (see Vocational Education and Training in Hungary, Thematic Overview, CEDEFOP, March 2006)

Practice trainers who train students from (secondary) vocational schools have to **assess** the performance and **achievements of the students** on a regular basis. The applied instrument is a so called “work log” which has to be administered by the practice trainer and includes exercises, their evaluations as well as attendances or absences of the students. Practice trainers also assess the performance of the vocational examination of students from vocational schools. This is done with the assistance of the school, the representative organisation and the relevant local chamber of economy. The student has to carry out a complex exercise which is generated by a central database of the Hungarian Chamber of Commerce and Industry and measures the student’s professional and technological competences.

CVET training in companies

OKJ qualifications, i.e. vocational qualifications listed in the National Qualifications Register OKJ can be obtained either within or outside the formal school system. Although VET is provided mainly within school education most OKJ qualifications are also offered within adult training. Therefore CVET in Hungary may be provided either within or outside the school system. In Hungary there are CVET trainers on the tertiary education level, in upper and post secondary adult education as well as in adult training. Only within adult training there are CVET trainers in companies (workplace – internal training) who are either instructors of vocational practical training or practitioners organizing, planning, managing etc. adult training. This document focuses on CVET outside the school system. Thus the following information concentrates only on this aspect.

Regarding **CVET outside the school system** many types of learning opportunities can be distinguished. The Act on Adult Training issued in 2001 (Act CI of 2201 on Adult Training and Act LXXVI of 1993 on VET) differs between vocational, general and language learning. Adult training is provided by nine state-subsidized regional training centres, private training enterprises, non-profit organisations, public and higher education institutions. Except the mentioned training providers also employers must be comprised as they provide in-company (internal) training for their employees. All adult training providers have to be registered at the county labour centres and conclude training contracts with every training participant according to the **Act on Adult Training**. Concerning the development of courses in general there are no legal prescriptions. Since around 90 per cent of the courses award an OKJ qualification, in most cases the **professional and examination requirements** (the Hungarian abbreviation is SZVK) serve as the basis for the development of curricula for training programmes. They are published by decrees of the minister of the relevant field and include a precise definition of the objectives, content and duration of the OKJ qualification training. Through the SZVK (professional and examination requirements) and the national uniform state vocational examination of OKJ qualifications the quality of adult education is comprehensively ensured.

CVET provided by enterprises decreased considerably in the last ten years due to the change of the political system. This process occurred contemporaneously with the privatisation of the large state companies and the rise of small and medium enterprises. As a result significant differences of continuing training activities can be noted. The amount and form of CVET in companies varies strongly according to different sectors and company sizes. In addition, compared to the European average, participation rates in CVET in Hungary are relatively low. Thus CVET in SMEs needs to be promoted and supported by the state. (see Economy)

Educational policy in Hungary is concerned with implementing strategies and programmes for enhancing CVET at all levels of the education and training system (see above VET policy Hungary). The adopted development programmes are financed by national and/or EU funds.

The *European Continuing Vocational Training Survey (CVTS 2)* in 1999 revealed that in Hungary only 37 per cent of the Hungarian enterprises provided CVET for their employees whereas the European average accounted for 62 per cent. This shows that training activities in companies must be stronger promoted in the future. Several sectors are more concerned than others. Thus textile, clothing and leather industries as well as hotels/restaurants and construction or wood and manufacturing companies do offer very little CVET activities for their employees. Sectors which are more innovative in CVET are banking and insurance, telecommunication or electricity, gas and water supply. CVET activities depend also on the size and sector of the companies. Thus larger companies with more than 250 people usually engage more in training of their employees than small companies.

Further training of employees in the public and partly also in the private sector is **mandatory** and thus regulated by legislation. The right of employees to participate in continuing training is specified in the Act XXII of 1992 of the Labour Code. Accordingly so called **study contracts** may be concluded between employers and employees which usually stipulate the support of the training through payment of course fees and other expenses by the employer. Continuing training for CVET trainers is not prescribed by law except for accredited training institutions.

CVET in the private sector is obligatory for certain vocations like (e.g. gas production, bookkeepers and auditors, professional drivers). Employers may provide training for their employees either internally at the workplace or externally. Internal trainings include trainee programmes, job rotation etc.

Concerning CVET in Hungary there is very little separated data for CVET trainers in companies. General data for CVET training is easily available but national and international statistics unfortunately do not distinguish different vocations and thus only total numbers and general information can be found.

According to the results of the Eurotrainer study in-company trainers in Hungary are involved in IVET, CVET and human resources development. They work either in small, medium and large enterprises and are full-time or part-time employed. Because they usually carry out very similar work tasks most trainers regardless if IVET, CVET or HRD are concerned with the organisation, conceptualisation and implementation of training activities (e.g. courses). Furthermore also the assessment of skills and competences and the introduction of new learning and training methods play an important role in the job profile of trainers in general. Their work is either based on legal regulations and recommendations of VET and/or company-specific training guidelines. Among the learning methods most applied by trainers in general are the following:

1. demonstration – imitation
2. trainer-centred learning
3. task-oriented learning supported by guidelines
4. projects

The ranking shows that open forms of learning are already used but have not replaced traditional teaching methods. Most of the training activities take place in workshops, in classroom settings or within the work process.

According to the Eurotrainer study IVET trainers mostly work in big companies as full-time or part-time trainers. In their work IVET trainers cooperate closely with teachers in vocational schools and other trainers in the company.

3. Economy

As already mentioned Hungary has adopted new strategies in order to improve the system of VET. Besides the major goals of enhancing the quality of the system and its competitiveness also the **efficient use of financial resources** is regarded as an important objective. The rationalisation of costs should facilitate the optimum use of resources for development.

The financing of the Hungarian VET system is based on the following four sources:

- Central budget (per capita funding of public education institutions, adult training programmes)
- Local government subsidies for public education institutions
- Training and employment sub-funds of the Labour Market Fund (MPA)
- Non-state financial funds: especially enterprises which pay the vocational training contribution and provide practical training for apprentices or finance training for their own employees etc.

When considering vocational training in general, both IVET and CVET is at least partly financed by the companies themselves. In terms of cost and financial incentives the *vocational training contribution* plays a decisive role in the financing of the VET system. The contribution which was introduced in 1997 is compulsory and can be compared to a kind of tax which is paid in various forms by enterprises in the amount of 1.5 per cent of their total labour costs. The detailed regulations can be found in the Act on the Vocational Training Contribution (Act LXXXVI of 2003).

Companies have different possibilities or options for allocating their vocational training contribution:

- At most 100 per cent can be used for the provision of practical training for students of VET schools (these funds may include also the work (salary) and training of IVET trainers)
- At most 75 per cent can be used for development subsidies for VET schools or at most 37.5 per cent for higher education institutions
- At most 33 per cent can be used for VET of the own employees (further trainings)
 - (these funds may include also the training of VET trainers)
- At most 100 per cent can be used for the training sub-fund of the Labour Market Fund (MPA)

Financing IVET training in companies

VET schools and companies are stimulated to foster apprenticeship training by several financial incentives. The expenses of an economic organisation for practical training are primarily born by the enterprise. Costs which are not covered by the company's vocational training contribution can be reimbursed from the training sub-fund of the Labour Market Fund (the Hungarian abbreviation is MPA). Companies may also reduce the tax base by 20 per cent of the minimal monthly wages per apprentice.

Since the current Hungarian education policy tries to encourage apprenticeship training because of its great practical value also the financing of VET has been changed. The administration requirements for the reimbursement of expenses of enterprises were simplified and also the per capita funding of practical training for vocational training schools was modified (VET schools are entitled to receive development subsidies from enterprises which can be paid from the companies' vocational training contribution).

Between 2000 and 2004 the amount of the vocational training contribution allocated for practical training of VET students at enterprises has grown by more than 50 per cent. From EUR 22.0 million in the year 2000 the contribution increased to EUR 33.6 million in 2004.

Financing CVET training in companies

The state financing system of adult training aims to encourage the creation of a knowledge-based society and to enhance employability and the competitiveness of employees. In addition, the access to adult training should be facilitated in order to realise lifelong learning. Adult training outside the school system is financed by the three major contributors state, employers and participants which contribute each about one third of the total costs according to the governing principle of the Hungarian education policy. The main sources for financing CVET can be classified as follows:

- Central budget
- Labour Market Fund (employment sub-fund, adult training section, training sub-fund)
- Participants who can reduce their expenses through the deduction of the personal income tax
- Employers who can reduce their expenses through the allocation of their vocational training contribution (including the costs for trainers and training of trainers)

CVET in the private sector is strongly promoted by the Hungarian state not only politically through the Lifelong Learning Strategy but also financially by the **vocational training contribution**. According to the issued Act employers can use one third of their compulsory vocational training contribution for the continuing training activities of their own employees.

As the second European Continuing Vocational Training Survey in 1999 has shown the amount and form of CVET and the financial contributions vary according to the sector and size of enterprises. In 1999 the training support altogether accounted for 37 per cent of the enterprises and only 12 per cent of the employees followed CVET activities. The cost of CVET courses provided by companies amounted to only 1.2 per cent of the total labour costs. This was about the half of the EU-15-average. The reasons for the small engagement in in-company trainings was the lack of financial resources as it was revealed by the second Continuing Vocational Training Survey in 1999.

Thus the state has started to encourage adult training and the improvement of CVET by offering and promoting the opportunity to spend at most 33 per cent of their compulsory vocational training contribution on their own employees. This financial incentive was introduced in 1997 in order to improve CVET of employees in private companies.

The investment development shows a quite positive picture. The invested funds increased enormously between 2000 and 2004 although a lot of companies still do not make use of the financial support. The amount rose from EUR 4.124 million in 2000 to

EUR 21.2 million in 2004. The vocational training contribution which is paid by companies to the Labour Market Fund (MPA) supports the development of the system, institutions and participants of CVET.

In Hungary the allocated amount from the state and local government VET budget is currently nearly as high as the vocational training contribution although these two sources show different tendencies. While over the last five years the budgetary resources have decreased or at least show a declining tendency the amount of the vocational training contribution has steadily increased.

Concerning the financing of training of trainers there is no precise information available. Several statistical data give a rough idea of the economy of VET and its different areas but do not describe the financial aspects for trainers separately. Since there is no further CVTS the available figures are all from the year 1999. It must be noted that a valid interpretation and acceptance of this data for the current period cannot be presumed without reservation.

4. Selection and Allocation

The recruiting of trainers of both IVET and CVET shows an interesting picture. According to the Eurotrainer study most of the trainers are recruited internally. This is very typical for the vocational group of in-company trainers and among other reasons also a characteristic in their individual career process. Nine of ten experts say that trainers in companies complete an initial vocational training programme to acquire a skilled worker status before becoming a trainer. Usually they carry out a special job or profession which is the basis for their work as trainers. Regarding this aspect it seems very feasible that trainers are recruited inside the company and not from outside.

The forms of employment of trainers (full-time, part-time) in Hungary are diverse and the current data situation does not allow a precise distinction for the different types of trainers. A clear answer for which type of trainers underlies which form of employment unfortunately cannot be given. According to the Eurotrainer study IVET and CVET trainers are both employed as full-time or part-time employees, considering that IVET trainers tend to work more as part-time-workers than CVET trainers. Furthermore they also may be external trainers, i.e. trainers who are employed by a specialised training institutions and carry out demanded training in different companies.

Selection and allocation of IVET trainers in companies

Regarding the formal qualification practice trainers (IVET) need a specific vocational qualification plus five years of professional experience. Practitioners who have passed the master craftsperson examination or have a certain vocational trainer qualification must be preferred when selecting the instructor of vocational practical training.

The provision of the practical training at vocational training schools is subject to the Act on Vocational Education and Training and related decrees. The most frequent specialisations of practice trainers may be deducted according to the most popular fields of students which are the building industry, engineering, hotel and catering industry, wholesale and retail, ICT and nursing. Presumably also a major part of IVET trainers has specialised in these areas.

The availability of IVET trainers (practice trainers) is difficult to describe because there is no separate data of whether there are too many or too less trainers in different sectors of the labour market. A few indications can be gained from the availability of practical

training throughout Hungary. The Hungarian law does not distinguish apprenticeship schemes according to sectors/occupation areas/professions. Only the distribution and number of students by qualification studying in apprenticeship training gives little information. In the school year 2005/2006 there were 32,114 student-contracts in 190 professions. 16,546 students or 51 per cent of the apprentices studied in the following 10 vocations:

1. Food and household retailer
2. Cook
3. Waiter
4. Hairdresser
5. Painter and wallpaperer
6. Carpenter
7. Body ironer
8. Bricklayer
9. Garment retailer
10. Electrician

(the vocations are ranked according to the number of apprentices; 1 = largest number of apprentices, 10 = lowest number of apprentices)

Selection and Allocation of CVET trainers in companies

CVET outside the school system or adult training in general comprises several types of practitioners which are teachers, trainers, instructors, tutors or mentors. Since adult training includes general, language and vocational training programmes, the different types of teachers/trainers can be classified according to these three types of adult training. Furthermore there are a lot of “learning facilitators” who carry out organisation or management tasks.

As the qualification requirements for CVET trainers are mainly unregulated the selection of these strongly depends on their completed school level, the vocational qualification and work experience. Recruiting of CVET trainers does not follow formal criteria but company guidelines and the ability of the individual trainer for self-presentation. Generally the same procedures are adopted for the search for CVET trainers as for other employees, i.e. job ads in newspapers, on internet platforms etc.

There is no information about the number of CVET trainers employed by companies as well as no special data about whether there are too much or too less CVET trainers in certain fields.

5. Qualification

Qualification of IVET trainers in companies

IVET trainers are practice trainers in companies who instruct practical training in an enterprise. They train apprentices who attend a vocational school and have a cooperation agreement or a student contract with a company for completing their practice training. Regarding the formal qualification practice trainers (IVET) need a specific vocational qualification plus five years of professional experience. At least they need the same level as they provide training for. Practitioners who have passed the master craftsman examination or have a certain vocational trainer qualification must be preferred when selecting the instructor of vocational practical training.

The provision of the practical training at vocational training schools is subject to the **Act on Vocational Education and Training** and related decrees.

Because there is no separate pedagogical qualification for practice trainers in companies the only training contents for trainers are found in the National Qualifications Register (OKJ) and/or the professional and examination requirements for the vocational qualification they have acquired. Practically this means that practice trainers acquire their trainer skills and competences in schools or education institutions and “on the job”. As skilled workers they are able to train apprentices in their profession but as such they have also the possibility to pass the master craftsman examination introduced in 1996 and thus reach a higher education level. The involved institutions in training of trainers are therefore public schools, enterprises and CVET institutions.

Qualification of CVET trainers in companies

CVET provided outside the school system is regulated by the Act CI of 2001 on Adult Training and the Act on Vocational Education and Training. This law is also applied for companies offering in-company (internal) training for their employees (adult training in companies).

In adult training/CVET the qualification requirements of instructors are regulated only in the case of training programmes falling under the effect of the Act on Vocational Education and Training and in accredited adult training companies and programmes. At the moment only instructors providing training for disadvantaged adults in an accredited institution need a trainer-specific qualification requirement. In other cases where the instructor has a certain number of years of **professional experience**, he/she is allowed to work as a trainer having completed a tertiary level (ISCED 5A) in the relevant field or a secondary vocational qualification.

Practitioners who work in different learning facilitator positions may be trained in higher education. The new **multi-cycle training structure** which was introduced in September 2006 provides a human resources and an andragogy BA programme leading to four possible specialisations (human organizer, educational organizer, human resources organizer, employment consultant). Additionally practitioners having the maturity examination certificate may attend the two year higher VET programme for becoming a professional training assistant. They are prepared for carrying out organisational tasks in adult training and practical vocational training.

The Eurotrainer Survey has shown that most trainers are recruited internally as full-time or part-time trainers. National standards, i.e. the National Qualifications Register (OKJ) determine the qualifications and competences of trainers. Nearly all interviewed people said that trainers usually have acquired the status of a skilled worker before becoming a trainer. The preparation of trainers for carrying out their job is generally regarded to be very good. The optimistic approach may be due to different strategies and development programmes Hungary has implemented in the last few years. As national standards are the basis for the trainers` qualifications and competences they seem to play an important role for quality assurance.

A lot of in-company trainers have acquired different types of diplomas in the area of engineering, economy or similar fields.

The Eurotrainer survey as well as different sources of secondary literature show that adult learning and continuing training activities are initiated either by the individual or the employer. Regarding frequent further trainings for trainers Eurotrainer has shown that the

focus is laid on ICT courses as well as on trainings for the improvement of social competences. The most frequent organisation forms of continuing training for trainers are either workshops or courses.

Further training for CVET trainers generally is **not mandatory by law** except for accredited institutions but according to the Eurotrainer study it can be assumed that depending on the vocational qualification at least certain trainers are obliged to follow continuing training activities. Since there is no general obligation for continuing training for CVET trainers, they do not participate regularly in further training. As a possible reasons for the low CVET activities of trainers especially lacking motivational benefits or insufficient support of employers are named.

6. Integration

Social Integration of IVET and CVET trainers in companies

The prestige of initial vocational education (IVET) is considerably low as well as the social status of skilled workers. As a result there has been an enormous decrease in the number of students participating in vocational training. From 1990 to 2002 the number of worker trainees decreased by approximately 50 per cent whereas the number of students attending secondary vocational schools increased by over 40 per cent.

Regarding the professional and social status of in-company trainers (IVET) a quite similar picture can be shown. According to a survey conducted in 2000 the prestige of trainers and vocational school teachers is lower than the status of skilled workers (e.g. carpenter) and teachers in general. This may depend also on the low remuneration trainers get for their work. The average salary of trainers accounts for between one fifth to one third related to the salary of professionals in the private sector with the same qualifications.

According to the Eurotrainer results IVET trainers as well as CVET trainers enjoy various contacts to other professional groups. Contacts to other trainers play an important role in the work of VET trainers. IVET trainers usually cooperate very closely with teachers from vocational schools. As the survey has shown inside the company VET trainers, both IVET and CVET trainers work together also with members of the management or other departments. Outside the company they hold contacts especially with the Labour Office and different economic chambers.

Unemployment of IVET and CVET trainers in companies

There is no statistical information available on the unemployment rate of VET trainers in companies. As IVET trainers usually have acquired the status of a skilled worker and are recruited internally they take over a certain job position including training activities. Thus they carry out a special profession and in addition part-time training. Consequently specifications about unemployment of in-company trainers may only refer to the employment situation of the relevant branch or sector the trainer is working in.

Additionally unemployment strongly depends on the qualification status of VET trainers. IVET trainers need a vocational qualification plus five years of work experience. There is no pedagogical training required. As a result the group of IVET trainers statistically does not exist as they are identical with other employees of the same profession and a clear distinction between employees who actually have the formal requirements for working as a trainer and other employees cannot be made. The same principle is true for CVET trainers.

7. Innovation

In the last few years European policy and strategy has strongly contributed to the development of national VET and HRD policies in Hungary. According to secondary literature Hungary is currently conducting a lot of research and development activities in the field of VET training. Based on the **National Development Plan** and the **Strategy of Development of Vocational Education and Training until 2013** several research projects have been started. These projects involve also the theme of teachers and trainers in VET although it does not seem to be the topic with the highest priority.

At the moment VET research in Hungary is closely linked to the modernisation of the VET system as such. The topics are currently dominated by the overall restructuring of VET awarding vocational qualifications listed in the National Qualifications Register (OKJ), the development of effective labour market analysis in order to anticipate changes in labour supply and demand and the development of training programmes based on the local/regional labour market needs including also a model of prior learning assessment and e-learning programmes.

The **research and development activities** with the most impact on the work of VET trainers in companies involve the following projects.

- **Renewal of the National Qualifications Register (OKJ):** the register involves all formal qualifications and as the number of vocational qualifications is too large a current project on the one hand aims to reduce the number of qualifications and on the other hand tries to establish a modular structure of qualifications (qualifications of different levels shall build on another and also partial qualifications shall be included). Job profiles defined by employers for occupational groups are the basis for the content development. Improving the content of VET also refers to the professional and examination requirements (SZVK) and curricula of state recognised and other vocational qualifications.

In Hungary the existing planning mechanisms and forecasting methods of VET are still considered to be insufficient. Thus the renewal process of the OKJ also pursues the objective of establishing a system for anticipating skills and needs demanded by the labour market. An important step towards this target was the implementation of sub-committees of the relevant stakeholders in all 21 occupational groups of the OKJ.

- **VET curricula development** is an important priority in current development programmes as curricula have become competence-based and require more open elements. In this regard the improvement of pre-service teacher/trainer training programmes and providing continuing training programmes play a key role in assuring the success of the renewal of curricula.
- **Apprenticeship training** is strongly promoted by law and the national education policy because currently most of the students do their practical training in school-workshops or alternance (see table below). Apprenticeship training is regarded as the most successful form of practical training to strengthen the relationship between economy and VET which is one of the overall objectives of the Hungarian educational policy. As a consequence of this policy also the role of IVET trainers is strengthened.

Place and form of practical training	Vocational school		Special vocational school		Secondary vocational school	
	Number	per cent	Number	per cent	Number	per cent
Only in a school workshop in groups	26 885	39.9	2685	65.65	41 682	62.00
Only in a workshop outside the school in groups	8 261	12.26	743	18.17	1 436	2.14
Only at the workplace in groups	3 245	4.82	230	5.62	1 358	2.02
Only outside the school not in groups	13 543	20.10	70	1.71	4 609	6.86
In workshops within and outside the school in groups	4 867	7.22	173	4.23	4 271	6.35
In a school workshop and at the workplace (not in groups)	9 793	14.53	60	1.47	6 106	9.08
In other forms (in a school environment in groups or not in groups)	795	1.18	129	3.15	7 771	11.56
TOTAL	67 389	100.0	4 090	100.0	67 233	100.0

Quality assurance of IVET training in companies

As IVET trainers usually acquire the status of a skilled worker and complete a vocational qualification high quality in IVET requires a high standard of vocational examination. The Act LXXVI of 1993 on Vocational Education and Training assures a systematic examination standard. Candidates have to pass written, oral and practical exams in front of an Examination Board, an independent professional body. The Board comprises the president appointed by the minister in charge of the given vocational qualification and the representatives of the institution organising the exam and of the local relevant chamber of economy. Members of the Examination Board have to fulfil certain criteria, i.e. they are required to have the relevant vocational qualification.

High standards for vocational examinations influence also the level of the master craftsperson examination which is awarded with the master title. The requirements for this exam are developed by the chambers of economy in cooperation with the national economic interests organisations.

- **Flexible ways of learning in VET**, i.e. e-learning and different ICT technologies and their efficient use will be enhanced through several operational programmes.
- **Improving the training of trainers** and the system of **quality assurance** will be a future research theme. The professional and methodological competences of teachers and trainers working in VET must be renewed. Project: Defining the competencies of trainers working in adult education (ERO)

Innovative Organisations in VET

Innovation is only possible if competent actors encourage change and innovative strategies. Beside several ministries specialised institutions acting as change managers in the area of VET play a crucial role in innovation processes. A few important organisations are listed here:

- National Institute of Vocational Education – NSZI

- National Institute for Adult Education – NFI
- National Vocational Training Council
- Alliance of Teachers and Trainers (<http://human.kando.hu/tsz>): A civil association which was set up by university and college teachers in order to develop the training of trainers. The activities of the association range from research projects to the organisation of discussions and conferences.
- Higher education network for lifelong learning (<http://www.mellearn.hu>): This network aims to develop lifelong learning and organises meetings, conferences, provides counselling and information newsletters.

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