

Hungary

VET in Europe - Country Report

2011

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Abstract:

This is an overview of the VET system in Hungary. Information is presented according to the following themes:

1. General context - framework for the knowledge society
2. Modernizing VET to support LLL, internationalization and mobility
3. VET to support recovery from the crisis
4. Historical background, legislative and institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Lifelong guidance for lifelong learning and sustainable employment
10. Financing: investment in human resources

This overview has been prepared in 2011 and its reference year is 2010. Similar overviews of previous years can be viewed at:

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

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

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

Keywords:

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

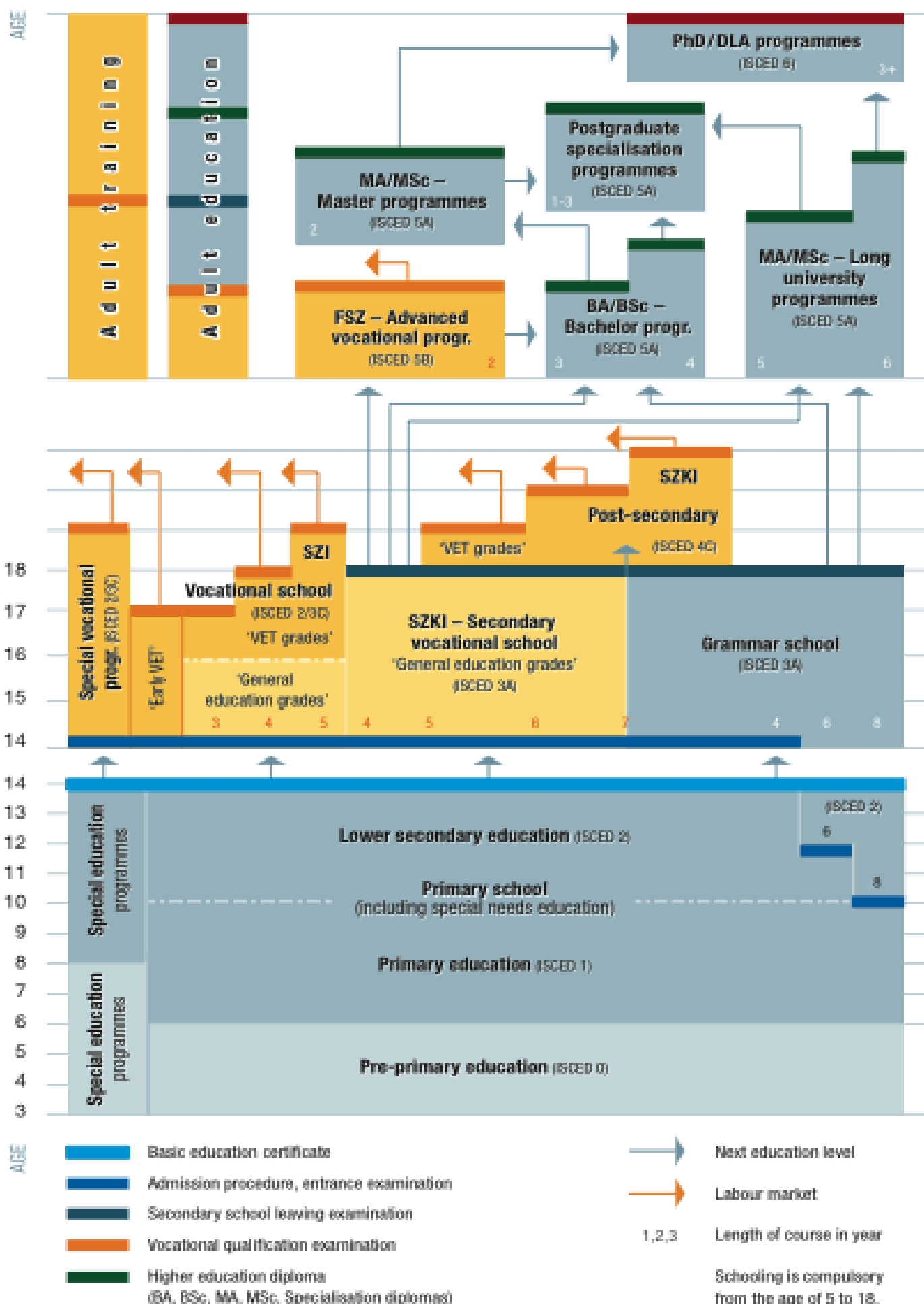
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1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1. POLITICAL AND SOCIO-ECONOMIC CONTEXT

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

The 19 counties and the capital city of Budapest, the traditional mid-level public administration units, have less administrative power than the more than 3 000 local governments whose wide-ranging rights and responsibilities currently include education and training (however this is foreseen to be changed, see 4.3). For planning and statistical purposes, seven NUTS II level regions¹ were created in 1999 in line with EU requirements. They were subdivided into altogether 174 statistical micro-regions, i.e. regional development and statistical units based on functional relationships between the settlements. The regions' main decision-making bodies are the regional development councils (*regionális fejlesztési tanács*).

However, the recent restructuring of public administration has again reinforced the counties' role. Since 1 January 2011, the previous regional offices of several State agencies, including those of the Educational Authority (Oktatási Hivatal, OH) and the National Employment Service (Nemzeti Foglalkoztatási Szolgálat, NFSZ), have been integrated into new county/capital government offices. Nevertheless, in vocational education and training, regional development and training committees (*regionális fejlesztési és képzési bizottságok, RFKB*) play an increasingly important role (see 4.3).

1.2. POPULATION AND DEMOGRAPHICS

Hungary is 93 030 km² and has around 10 million inhabitants (see Table 1). Approximately 98% of the people speak Hungarian as their native language.² The majority are ethnically Hungarian (*magyar*). The largest minority group are Roma, numbering approximately 600 000 (6%). German, Croatian, Slovakian, Romanian and others comprise at most 2% of the population. Although decreasing in line with general demographic trends, the birth rate among Roma is significantly higher than that of other groups. Among school-aged children the share of Roma is higher than that of other age groups.

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009, 2010

GEO\TIME	2003	2006	2009	2010
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¹ The EU nomenclature of territorial units for statistics divides its economic territory up to collect regional statistics, carry out socioeconomic analyses and frame regional policies. Regions eligible for aid from the structural Funds (Objective 1) have been classified at NUTS 2 level.
http://epp.eurostat.ec.europa.eu/portal/page/portal/nuts_nomenclature/principles_characteristics [cited on 5.3.2011].

² According to the 2001 census data, 98.85% of all respondents described themselves as native Hungarian speakers. Source: Hungarian Central Statistical Office (Központi Statisztikai Hivatal) <http://www.nepszamlalas.hu/hun/kotetek/04/tabhun/tabl03/load03.html>

EU 27	486647831	493226936	499723520(p)	501105661 (p)
HU	10142362	10076581	10030975	10014324

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 19 May 2011

(p) provisional

In line with European trends Hungary's population is ageing (see Table 2). Since 1981, owing to low birth rates and relatively high mortality rates, it has also been decreasing. The old age dependency ratio is expected to rise from 24.22% (EU: 25.9%) in 2010 to as much as 34.06% (EU: 38.08%) in 2030 (see Table 3). An increasing share of people over the age of 50 in the working-age population concurs with a declining number of school-aged children. That indicates a further decrease of learners in IVET and an increasing demand for CVET and other forms of adult learning.

	2010	2020	2025
TOTAL	10,016,709	9,839,679	9,743,137
AGED 0-24	2,726,172	2,479,672	2,432,901
AGED 25 -64	5,623,462	5,386,078	5,194,115
AGED 65+	1,667,075	1,973,929	2,116,121

Source: Hungarian Central Statistics Office (Központi Statisztikai Hivatal)

GEO\TIME	2010	2015	2020	2030	2040	2050	2060
EU 27	25.9	28.26	31.05	38.04	45.36	50.42	53.47
HU	24.22	26.3	30.31	34.06	40.11	50.83	57.64

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

Date of extraction: 19 May 2011; Last update: 16.05.2011

To a small extent, immigration has offset the population decline since the early 1990s. Most immigrants are well-qualified Hungarian-speaking citizens from the neighbouring countries. In international comparison their absolute number and proportion is low and declining (especially since Romania has joined the EU). Immigration from developing countries is insignificant. Emigration of qualified people -college/university graduates and qualified skilled workers - to Western Europe is, however, accelerating under the current financial crisis and economic depression.

1.3. ECONOMY AND LABOUR MARKET INDICATORS

Hungary's economy had been steadily growing at an annual rate of over 4% real GDP on average until the middle of the past decade (see Table 4). As a result, the GDP per capita reached 63.6% of the EU average in 2006, from less than 50% 10 years before. However, the growing budget deficit and national debt combined with austerity measures the government introduced since late 2006 halted economic development even before the global financial crisis. Following an economic contraction of 6.7% in 2009, the economy recovered in 2010 with a big boost from exports. Growth of more than 2.5% was expected in 2011, but this had to be decreased to 1.5% in September 2011.

Table 4. Real GDP growth rate in Hungary and EU-27, 2000-10
(% change on previous year)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Hungary	4.9	3.8	4.1	4	4.5	3.2	3.6	0.8	0.8	-6.7	1.2
EU-27	3.9	2	1.2	1.3	2.5	2	3.2	3	0.5	-4.2	1.8

NB: Gross domestic product (GDP) is a measure of economic activity, defined as the value of all goods and services produced less the value of any goods or services used in their creation.

Source: Eurostat, statistics database, real GDP growth rate. Available from Internet: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcod=e=tsieb020> [cited 19.8.2011].

The economy of Hungary is small and open with mainly micro enterprises (94.7%); 4.4% are small and 0.7% medium-sized enterprises. Together, in 2009, they employed 71.0% of the workers but only produced half of gross value added (see Annex, Table 1).

In 2010 the largest share of the workforce (28.0%) was employed in the distribution and transport sector, followed by non-marketed services (23.3%), and manufacturing (20.8%). The primary sector and utilities (7.0%), construction (7.3%) and business and other services (13.5%) accounted for 27.8% of employment. Constant shortage of skilled workers in certain sectors, occupations and regions, and inadequate skills have hampered economic development. Participation in CVET is low and correlates strongly with company size.

TABLE 5: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2010

GEO	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU-27	15175.8	7.0	33992.7	15.7	16573.2	7.7	57099.0	26.4	38733.1	17.9	53694.1	24.8
HU	265.4	7.0	785.1	20.8	277.6	7.3	1059.0	28.0	511.5	13.5	881.9	23.3

Source: Eurostat (Labour Force Survey); extracted on: 19-05-2011; last update: 12-05-2011

Hungarian employment rates are exceptionally low, especially among the low qualified, disadvantaged, women and elderly. In 2010 only 55.4% of the population aged 15-64 were employed (60.4% of males and 50.6% of females), lagging far behind the EU-27 average rate of 64.2% (see Annex, Table 2). The employment rate of young people between 15 and 24 years was little more than half of the EU-27 average in 2010 (18.3% as opposed to 34.1%), while only 46.8% of the 55-64 age group worked in the same period, which is 10 percentage points lower than the EU-27 average. Low employment figures are accompanied by very high inactivity rates, which are in fact one of the highest in the European Union (see Annex, Figure 1).

TABLE 6: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010

GEO	TIME	2003			2006			2010			
		ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2		25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	21.5	62.8	43.1
	3-4		47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	45.0	79.7	59.6
	5-6		62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	57.1	87.4	74.5
	No ANSWER		14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.2	72.8	62.2
	TOTAL		36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	34.1	78.1	56.7
HU	0-2		7.8	53.4	22.7	7.3	49.9	26.7	5.4	46.2	27.9
	3-4		42.3	78.2	53.7	34.3	78.6	53.4	29.2	76.1	48.4
	5-6		70.0	89.0	70.2	65.8	87.6	69.7	57.0	83.7	67.3
	No ANSWER		:	:	:	:	:	:	:	:	:

TOTAL	26.7	75.2	43.9	21.7	75.4	47.9	18.3	73.1	46.8
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Source: Eurostat (Labour Force Survey); Extracted on 19-05-2011; Last update: 12-05-2011

(i) - see explanatory notes:

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

Unemployment has been increasing in recent years. Of the total population aged 15-64, 11.2% were jobless in 2010, 11.6% among males, 10.8% among females (see Annex, Table 3). Youth unemployment is higher than the EU average (2010: 26.6% 15-24 year-olds versus 20.8%) and particularly high among those with the lowest level of educational attainment (ISCED 0-2): 41.4%. This is 14 percentage points higher than the EU-27 average.

TABLE 7. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010

TIME		2003			2006			2010		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	27.4	16.3	10.2
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	18.1	8.2	6.7
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	16.2	5.3	3.6
	No ANSWER	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	:	8.2	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	20.8	8.9	6.9
HU	0-2	26.4	12.6	6.4	31.8	17.8	8.8	41.4	26.5	17.2
	3-4	10.5	5.1	3.4	15.7	6.5	4.8	23.3	9.9	8.4
	5-6	:	1.1	:	16.9	2.5	1.6 (u)	22.2	4.8	2.3
	No ANSWER	:	:	:	:	:	:	:	:	:
	TOTAL	12.9	5.5	3.5	19.1	7.1	4.8	26.6	10.7	8.4

Source: Eurostat (LFS); Extracted on: 19-05-2011; Last update: 12-05-2011

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

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

As the above suggests, in Hungary, labour market status correlates even more strongly with educational attainment than in EU-27. Individual returns to education are also very high. Significant disparities between regions and communities and low sectoral and geographical mobility are further important characteristics of the economy and the labour market.

Total public expenditure on education as % of GDP at secondary level of education (ISCED 2-4) is a little higher in Hungary than the EU-27 average (see Table 8). However, the figure for upper-secondary education has been decreasing since 2005 and the trend is the same concerning data on public expenditure per student as well (Balázs et al., 2011, p. 572).

TABLE 8: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2002-2008

GEO	2002	2003	2004	2005	2006	2007	2008
EU27	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)	2.20 (s)	:
HU	2.29	2.68	2.46	2.36	2.33	2.29	2.25

Source: Eurostat (UOE); extracted on: 19-05-2011; Last update: 12-04-2011

(s) - Eurostat estimate

1.4. EDUCATIONAL ATTAINMENT OF THE POPULATION

Most students (around 98.5%) complete the eight years of primary school (*általános iskola*, ISCED 1A-2A) by the age of 16. A significant expansion of secondary and tertiary education began in the early 1990s (see Annex, Figure 2). Initiated primarily by the growing social and economic demand for higher level qualifications, it soon became one of the top priorities of education policy. Enrolment in upper secondary schools awarding the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A), the prerequisite for entry into higher education, has grown considerably. ‘Vocational schools’ (*szakiskola*, SZI, ISCED 2C or 3C)³, however, do not offer their students the option of taking the exam. As a result they have lost out both in prestige and student numbers to grammar schools and ‘secondary vocational schools’ (*szakközépiskola*, SZKI)⁴ (see Table 9a and Figure 6 in 5.3). While the number of people with tertiary level qualifications has been rising continuously (see Table 9b), the rate for the working-age population, and especially in the 30-34 age cohort, is still lower than in EU-27 (20.1% versus 25.9% and 25.7% versus 33.6%, respectively, source: Eurostat), especially among men.

TABLE 9 A: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2007, 2009

YEAR		2007						2009					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
HU	T	91029	:	18459	:	:	32140	90450	:	20771	:	:	26035
	M	41364	:	11144	:	:	14929	40853	:	12779	:	:	13004
	F	49665	:	7315	:	:	17211	49597	:	7992	:	:	13031

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011.

TABLE 9 B: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2007, 2009

YEAR		2007						2009					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
HU	T	51458	8608	6099	:	1059	67224	52364	7687	6731	:	1376	68158
	M	17691	2444	1790	:	613	22538	18446	2345	1824	:	710	23325

³ SZI: upper secondary programmes (ISCED 3C or 2C) which start at the age of 14 and lead to vocational qualifications. See also Glossary (Annex 3) and Chapter 4.

⁴ SZKI: vocationally-oriented upper secondary programmes (ISCED 3A) which start at the age of 14 and prepare for the qualification that allows higher education access and then offer post-secondary programmes (ISCED 4) that lead to vocational qualifications. See also Glossary (Annex 3) and Chapter 4.

	F	33767	6164	4309	:	446	44686	33918	5342	4907	:	666	44833
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Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011

The proportion of young people leaving education and training early is lower than the EU average (see Table 10). This can partly be explained by the expansion of secondary education and the opportunity to acquire the first (and from 1999 to 2005 also the second) vocational qualification free of charge in full-time education until the age of 23. The fact that around 95% of students pass the secondary general (Balázs et al., 2011, p. 170) or the vocational examination should also be considered. Similarly to other East-Central European countries, the percentage of the population aged 20 to 24 having completed at least upper secondary education has been permanently higher in Hungary than the EU average (see Table 11).

Nevertheless, this high rate has been slightly decreasing in the past decade, and the high number of drop-outs is a serious problem in 'vocational schools' (SZI). As research studies confirm, the Hungarian education system has become exceedingly selective and polarized. Disadvantaged students are more likely to end up in 'vocational schools' that are unable to compensate for their drawbacks, and thus produce high drop-out rates (reproduction of inequalities).

GE O/ TI ME	2002	2003	2004	2005	2006	2007	2008	2009
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
HU	12.2	12.0 (b)	12.6	12.5	12.6	11.4	11.7	11.2

Source of data Eurostat (LFS); Extracted: 19-05-2011; Last update 01-04-2011

(b) - break in series

TIME	2002			2005			2009		
	T	F	M	T	F	M	T	F	M
EU-27	76.7	79.3	74.0	77.5	80.2	74.8	78.6	81.4	75.9
HU	85.9	86.3	85.5	83.4	84.9	81.9	84.0	85.8	82.1

Source: Eurostat (LFS); extracted: 19-05-2011; last update: 01-04-2011.

Despite various measures in recent years to increase participation in adult education and training (see 6.1 and 10.3), rates have remained far below the EU average, with a downward trend since 2004 (see Table 12). The national target by 2013 - as opposed to the EU targets of 12.5% for 2010 and 15% for 2020 - is 8%. As regards gender, fewer men tend to partake in lifelong learning (LLL) than women. One of the reasons for these low figures is that adult learning activity is concentrated in the more educated and younger population who tend to be more motivated to be trained.

TIME	2002			2005			2009		
	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.3	10.2	8.5

							(p)	(p)	(p)
HU	2.9	3.3	2.6	3.9	4.6	3.2	2.7	3	2.5

Source: Eurostat (LFS); Extracted on: 19-05-2011; Last update: 01-04-2011

(p) - provisional value

1.5. DEFINITIONS

ALTERNANCE TRAINING - THERE IS NO OFFICIAL/UNIFORMLY USED HUNGARIAN EQUIVALENT TERM

Pursuant to the VET Act of 1993 practical training of VET school students can be provided at the school as well as at a business organization (see under 'school-based programme'). Legislation permits two possible forms of practical training organized by an enterprise, although the form preferred by the law and education policy is apprenticeship training based on a student contract (*tanulószerződés*, see below). This can be replaced by training based on a cooperation agreement (*együttműködési megállapodás*) of the VET school and an enterprise only if practical training comprises less than 40% of the duration of the training programme or if the practical training is:

- provided at a budgetary organization;
- organized by a VET school and the summer (continuous) vocational practice is provided at an enterprise;
- provided - in at most 50% of the duration of practical training - as supplementary practical training by another practical training provider because the organizer of the practical training does not meet all the conditions necessary for practical training provision;
- provided at a training shop maintained jointly by several enterprises (*üzemközi tanműhely*);
- provided at a training shop maintained by a state-maintained regional training centre; or
- provided at a regional integrated vocational training centre (*térségi integrált szakképző központ, TISZK*, see 2.1) training centre.

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

Since 1 January 2007, practical training outside the school can be organised based on a student contract alone (instead of a cooperation agreement) whenever enterprise-based training makes up more than 50% of practical training.

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

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

CONTINUING VOCATIONAL EDUCATION AND TRAINING - FELNŐTTOKTATÁS ÉS -KÉPZÉS (ADULT EDUCATION AND TRAINING)

The Hungarian equivalent of the term 'CVET' is actually not the mirror translation of the term '*szakmai továbbképzés*' (vocational further training) as this is understood in a much narrower sense than what is involved in the concept 'CVET' according to the Cedefop terminology - it refers to vocational further training following a previously obtained qualification. Learning opportunities for adults are available both within and outside the formal school system (see Glossary), i.e., in higher education or as adult education in 'public education' (*közoktatás*, see 5.1 and Glossary) and in adult training (*felnőttképzés*, see Glossary and Chapter 6).

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

IVET is vocational education and training provided in full time education within the school system in two types of VET schools in public education and in higher education (ISCED 5B advanced level VET programmes, see chapter 5). The practical training part of these VET programmes can be provided by the school as well as by an enterprise. There are no separate enterprise-based IVET pathways.

LOWER SECONDARY EDUCATION (ISCED 2) - ALSÓ-KÖZÉPFOKÚ OKTATÁS (LOWER SECONDARY EDUCATION)

Lower secondary education in Hungary appears as an artificial division, which does not correspond to the national education system. ISCED 2 level education is provided primarily in the last four years of the eight-grade primary school (*általános iskola felső tagozat*), following ISCED 1 level education (*alsó tagozat*).

However, special eight- and six-year grammar schools (*gimnázium*) also provide ISCED 2 level education in their first four or two grades, and ISCED 2 level VET might also be provided in special 'vocational schools' (*szakiskola*, SZI, see 5.2 and Glossary).

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

Post-secondary non-tertiary education has been offered in the VET grades of secondary vocational schools (*szakközépiskola*, SZKI, see chapter 5 and Glossary) since the second half of the 1990s when the structure of VET schools was substantially transformed. General education was extended until grade 12 or 13 at SZKI, thus moving its vocational training programme from ISCED 3 to ISCED 4 level. Currently students enter the VET grades of SZKI at the age of 18 at the earliest, typically after having obtained the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A, see Glossary). The duration of the VET programme depends on the OKJ qualification to be acquired and is defined in its vocational and examination requirements (*szakmai és vizsgakövetelmények*, see Glossary). In most cases it is two years long but for most students it is reduced to one year, when participation in pre-vocational education in secondary vocational school is recognized.

PRE-VOCATIONAL EDUCATION - THERE IS NO OFFICIAL/UNIFORMLY USED HUNGARIAN EQUIVALENT (BUT SEE BELOW THE NAMES OF THE VARIOUS PRE-VOCATIONAL PROGRAMMES)

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

- in 'vocational schools' (SZI): career orientation (*pályorientáció*) and practical training in grade 9, and 'pre-vocational grounding' (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen trade group in grade 10 (until 2010 in 40%, since 2010 50% of the mandatory teaching hours at most) - the introduction of such subjects has been mandatory since 2006;
- in 'secondary vocational schools' (SZKI): vocational orientation (*szakmai orientáció*) from grade 9, and 'trade group related grounding' (*szakmacsoportos alapozó oktatás*) from grade 11 - the vocational competences acquired in this kind of education can be recognised in the VET grades which may reduce the duration of their training.

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

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

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

Pursuant to the VET Act of 1993, in VET within the formal school system vocational theoretical education can be provided only in a VET school (or in the case of advanced level VET, in a higher education institution), while the practical training of students can be organized at any 'practical training place' (*gyakorlóhely*) maintained/operated by either a VET school, a legal entity, a business organization or an individual entrepreneur "where the preconditions of preparing students for the practical requirements prescribed by legislation are ensured" (except since 2010 for VET commenced in grade 9 where it has to be organized in the school in the first year). A training centre of a TISZK can also participate in practical training provision, on the basis of an agreement with the practical training provider.

In the past decade, education policy has aimed - especially in 'vocational school' (SZI) training for skilled manual jobs - to encourage practical training first to be provided in a school workshop (to practice basic vocational skills) and at a real workplace in the following years (see 5.4 and 10.2). As regards current practice, while most 'secondary vocational school' (SZKI) students still have their practical training exclusively at school, most 'vocational school' (SZKI) students participate in practical training at an enterprise, usually based on a 'student contract'.

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

2. MODERNISING VET TO SUPPORT LLL, INTERNATIONALISATION AND MOBILITY

2.1 VET POLICY DEVELOPMENTS AND PRIORITIES IN SUPPORTING LLL

NATIONAL LLL STRATEGY

In 2005 the government approved a number of strategic documents defining the goals and objectives in employment and in education and training policy. The implementation of these strategies was envisaged primarily within the framework of the operational programmes of national development plans, which provide the framework for the use of EU Structural Funds assistance.

While the Strategy of the Development of Vocational Education and Training (*Szakképzés-fejlesztési stratégia*) listed specific goals related to VET, the LLL Strategy identified long-term development objectives. The LLL strategy builds upon 5 objectives deemed most important:

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

Each priority development area defined in the LLL Strategy is directly related to VET as well:

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

However, the implementation of the LLL Strategy was largely hindered by the weakness of cooperation between the various responsible government actors and the strategy could

never in fact become a real orientation point for synchronising policy developments in the different education sectors.

CURRENT NATIONAL POLICY DEBATES ON VET

In 1998, a significant reform was launched which introduced the present structure of VET schools but it was bound to fail, as it was neither adequately designed nor did it succeed in reconciling differing interests. Innovations intended to address problems - such as the vocational school development programme (Szakiskolai Fejlesztési Program) running from 2003 to 2009 - have proven insufficient and did not even get consistent government support. Since the millennium, VET's reputation has been low among learners and stakeholders. Young people prefer general education that promises better life chances. For most who end up in skilled workers' training, it is only a last resort. Drop-out rates are high in 'vocational schools'. While the share of VET learners who participate in enterprise training based on a student contract has increased sharply (see 5.4), the duration of practical training is still rather short.

These weaknesses gave rise to a wide-ranging nostalgia for the earlier VET structure that had been deemed out-dated - not unrelated to stakeholders' daily interests and narrow horizons. The new approach that emerged in recent years aims to retain young people in education and training and ensure supply of skilled workers by starting VET at an earlier age, at 14, as before 1998, not at 16. Although experts' and policy-makers' views differed on this issue, parliament amended the law in 2009 to introduce such three-year VET programmes, called 'early VET' (*előrehozott szakiskola képzés*), from 2010 in 86 occupations in parallel to the existing VET structure (see 5.1).

The government, formed in 2010, intends to raise the share and prestige of VET. In future VET should be less theoretical and include more work-based learning, with more training in enterprises moving towards a dual system (inspired by countries with a strong apprenticeship system such as Germany). To this end, the prime minister and the president of the Hungarian Chamber of Commerce and Industry (Magyar Kereskedelmi és Iparkamara, MKIK) signed a framework agreement in November 2010.

The MKIK will play a key role, as it will take on VET-related tasks currently performed by the State, financed from the State budget (see 4.3 and 8.2). Its objective is to replace current skilled-worker training programmes at 'vocational schools' (*szakiskola*, *SZI*, see Chapter 5 and Glossary) as of 2012 by a three-year programme which learners can enter after completion of primary and lower secondary level education (year 8 in primary school, *általános iskola*) similar to those introduced in 2010 (see above and 5.1). However, discussions between the concerned ministries and the chamber are still on-going. A debate has started about a 'bridge programme' for those not ready to enter VET, which might be the majority of learners.

VET professionals have differing views on these measures. Some think the envisaged new VET structure, which is shorter and includes more work-based training, will not allow enough time for key competences development. This could result in even more young people with poor reading and learning skills who leave education and training early and risk being excluded from the labour market sooner or later. The gap between *SZI* and programmes leading to higher education entry level risks becoming even wider. What seems also unclear is whether the responsibilities of the State and the economy with respect to VET provision will be more clearly defined and which businesses could become the pillars of this new dual system.

The government is planning fundamental changes also concerning 'secondary vocational school' (*szakközépiskola*, *SZKI*, see Chapter 5 and Glossary) training. As before the 1998 reform, *SZKI* would again provide VET parallel to general education from grade 9. This would involve vocational theoretical and practical training in the common content of

qualifications in a given sector. Students would then be able to take a 'vocational secondary school leaving examination' (*szakmai érettségi*) and get a certificate (though not a vocational qualification), which would qualify them to enter certain jobs. Following that, they could choose whether to start working, continue to learn for a post-secondary level vocational qualification, or enter higher education.

In the period 2004-2010 two large-scale developments have been implemented with European Social Fund (ESF) assistance. The modular, competence-based renewal of the national qualification register (Országos Képzési Jegyzék, OKJ, see Glossary) in 2004-2006 was based on extensive analysis of the Hungarian employment structure and job profiles. Between 2005 and 2008, new vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see Glossary) were developed, specifying, among others, the occupational task profile and vocational, social, personal and methodological competences for each qualification module to be developed during training. Framework curricula were also revised through the social renewal operational programme (SROP). This innovation is in principle widely supported, but some elements difficult to put into practice are being debated (such as the relationship of modules and subjects in school-based VET). The latest government plans intend to simplify the OKJ structure, thus reducing the number of qualifications and vocational modules, and to replace the excessively long examination based on modules by shorter, simpler and cheaper complex exams. Advanced level qualifications will no longer be part of the OKJ and such training will be provided exclusively in higher education.

The other most influential development in recent years was the integration of VET schools into regional integrated vocational training centres (*térségi integrált szakképző központ*, TISZK), inspired by the Dutch ROC model⁵. The rationale was the previously excessively fragmented institutional system - until 2008, there were over 1 000 VET establishments - which made it difficult to rationalise finances and improve quality. The process started in 2005 supported by the European Social Fund (ESF) and for the time being, more than 90% of VET schools belong to one of 86 TISZKs. However, the current institutional system is at least as heterogeneous as it was before the reform, if not even more incoherent. TISZKs differ not only by size, school attendance areas and profile, but also in the way they operate. Some are greatly centralised. Usually, though, cooperation between schools belonging to the same TISZK is restricted to the most essential activities, or those prescribed and/or funded from EU sources. In fact, around 20-25% of TISZKs have not been organised on a regional basis. This constitutes a major barrier to planning and shaping programme offers, which normally has to be done in line with decisions of regional development and training committees (regionális fejlesztési és képzési bizottságok, RFKB, see 4.3). The government formed in 2010 has no intention of abandoning the TISZK system, but it wants to make them truly integrated following the ROC model, where financing and training offer would be defined by the central government (*Koncepció a szakképzés...*, 2011).

⁵ ROC: multisectoral training centres (regionale opleidingscentra) which offer a range of vocational upper secondary education courses for students aged 16-18/20, and adult education courses for those aged 18 or over.

2.2. IMPLEMENTATION OF EUROPEAN TOOLS AND PRINCIPLES

The development of a national qualifications framework (*országos képesítési keretrendszer, OKKR*) has been supported within the framework of the Social Renewal Operational Programme (SROP) cofinanced by the ESF in 2008-2010. The objective is to develop a comprehensive framework for lifelong learning that embraces all national qualifications and all education and training subsystems, and is also open towards validation and recognition of non-formal and informal learning. The competence-based national qualifications register (*Országos Képzési Jegyzék, OKJ*) and SZVKs in VET (see 2.1) and the shift towards learning outcomes in higher education are elements that contribute to establishing a single NQF. However, it was a key challenge that various education subsectors apply differing interpretations of and attribute different weight to the concept of learning outcomes. The NQF is envisaged to yield the following benefits:

- a) support lifelong learning through strengthening links adult training and the formal education system and promoting the recognition of non-formal and informal learning;
- b) facilitate the currently rather poor national policy coordination between the different subsectors of education;
- c) improve transparency, transferability and comparability of national qualifications by showing their relationships;
- d) consolidate and reinforce the use of learning outcomes in standard-setting, curricula and assessment and establish a common approach for describing learning outcomes in different subsectors;
- e) through referencing the NQF to the EQF, make Hungarian qualifications more comparable and more transparent abroad, thus enhancing mutual trust;
- f) introduce common national quality standards; improve the relevance of qualifications in the labour market; and support the career orientation and counselling system.

A government resolution of 2008 provided the legal basis for the development work done jointly by the different education sectors. The two primarily responsible ministries - the Ministry of National Resources, in charge of education, and the Ministry for National Economy, which is responsible for VET and adult training - submitted an NQF proposal to the government, which proposed to describe NQF levels in terms of knowledge, skills, attitudes, autonomy and responsibility. Descriptors were defined based on studies and analyses on the legal regulations, governance and interrelationship between sectors, as well as the descriptions of outcome requirements, and further, subsector-specific interpretation of the descriptors is planned. An eight-level structure is suggested, with the final decision to be based on in-depth analysis of each level. The government adopted a decision in January 2011 supporting the referencing of NQF to the European Qualifications Framework (EQF) and its introduction in 2013. A working group involving representatives of ministries, social partners and other stakeholders was set up in February 2011 to programme, harmonise and monitor all further phases of the NQF development and implementation process.

Hungary has been participating in the European credit system for vocational education and training (ECVET) network and the ECVET working group of the European Commission since the beginning.

Based on the working paper of the latter, outlining the main features of ECVET, the Ministry of Social Affairs and Labour (*Szociális és a Munkaügyi Minisztérium, SZMM*)

organised a national consultation forum in February 2007. In line with the 18 June 2009 recommendation of the European Parliament and Council, an ECVET national coordinating point has been operating also in Hungary since June 2011, hosted by the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*).

Although in VET currently only advanced level VET (*felsőfokú szakképzés, FSZ*) applies the credit system (see 5.7), credit-based training is a priority issue in strategic policy thinking. Its introduction is facilitated by the modular and competence-based training structure based on the National qualifications register (*Országos Képzési Jegyzék, OKJ*) renewed in 2006. The process of elaborating the legal framework started already in 2001 and one or two pilot projects have been launched, but a systematic approach is still lacking when it comes to creating the conditions.

In order to introduce in every VET institution a quality assurance system adapted to the European quality assurance reference framework (EQAVET), the establishment of a uniform system based on previously used ones has been supported by SROP. As part of the project, a Methodological Handbook has been prepared, which presents, among others, the Uniform VET self-assessment model (*Egységes Szakképzési Önértékelési Modell, ESZÖM*). The introduction of a Uniform VET quality management framework (*Egységes Szakképzési Minőségirányítási Keretrendszer, ESZMK*) in VET institutions is professionally and technically assisted by a national network of 60 mentors.

In line with the 18 June 2009 recommendation of the European Parliament and Council, Hungary has also set up a Quality assurance national reference point (QANRP) in order to support the introduction of EQAVET in cooperation with the EQAVET network. In Hungary, the reference point is hosted by a member of EQAVET network, the NSZFI. One of its most important tasks is to disseminate information about the activities of the European network among all involved in VET quality assurance. The website of QANRP was launched in 2011.

The Hungarian National Europass Centre (NEC) was established by the Ministry of Education (*Oktatási Minisztérium, OM*) in 2004. Several aspects of the Hungarian Europass system can be considered outstandingly successful. The first ECV-compatible recruitment database has been introduced in Hungary. To create the database, NEC cooperated with private companies which consequently adapted their databases to ECV, thus making it easier for job-seekers to register with this type of CV. Issuing a Mobility certificate (which was called VET document at the time) for those partaking in vocational practice abroad became available immediately after the EU Accession in 2004. The Certificate Supplement and the Diploma Supplement have been available nationwide since 2007. The software used to issue the latter enables universities to award uniform documents, which can still be individual according to the different training programmes. As of 1 March 2006, higher education institutions issuing diplomas are obliged to issue a diploma supplement to their graduates for free both in English and in Hungarian.

The Hungarian homepage of Europass (<http://www.europass.hu>) has been operating since May 2005 making it possible to download documents to be filled out by individuals and access related information.

Table 13: Number of Europass Diploma Supplements, Certificate Supplements and Motilities issued in Hungary and visits at

year	Diploma supplement (head)	Certificate supplements in Hungarian (pcs)	Mobility certificates (pcs)	http://www.europass.hu (number of visits)
2005	104	61	670	33 291
2006	15 924	2 529	1 110	100 722
2007	31 165	15 849	818	167 255
2008	34 551	9100	877	252 549
2009	27 732	10 117	972	160 530
2010	27 732	11 042	1745	180 166

Source: National Europass Centre

The effectiveness of NEC's work is evidenced also by data provided by the Europass homepage operated by Cedefop and their statistics. While Hungary is only the 13th largest state by population in Europe, it took the 4th-5th place regarding the number of Europass users and 7th by the number of homepage visitors in 2010.

Although enhancement of international mobility is one goal of Europass, it did not trigger significant changes in this respect in Hungary, and also the number of online Europass documents filled out in native language is quite high compared to other countries. For example, the number of ECVs filled out in Hungarian was 43 thousand in 2007 and 146 thousand in 2010.

2.3. INTERNATIONALISATION AND TRANSNATIONAL MOBILITY IN VET

2.3.1. Policy framework for internationalization and transnational mobility in VET

Hungarian educational policy has recognised the role of geographical mobility in VET, and EU-initiated projects implemented primarily within the framework of the Leonardo programme and coordinated by the Tempus Public Foundation (*Tempus Közalapítvány*, TKA) have served as a model for developing nationally coordinated mobility programmes.

Hungary intends to promote the transnational mobility of young people for learning purposes and the improvement of related services in line with the objectives defined in the Strategic framework for Education and Training 2020 (Ministry of National Resources, 2011). Measures planned include the preparation of a credit system for VET (ECVET) and encouraging the mobility of professionals and students.

The most popular partner country in Leonardo da Vinci mobility programme is Germany traditionally - though its leading position is slightly decreasing -, thanks primarily to German-Hungarian historical connections, the geographical proximity of the country, the fact that German is spoken by relatively many, and high quality education and training traditions. France and the United Kingdom are popular target countries also because of the language. Institutional connections have broadened over time and Italy, Finland, the Netherlands and Croatia have as well proved to be popular target countries in the programme.

Study visits for experts show even more variety in this respect: in 2010 Hungarian experts travelled to 22 EU member states which represented all regions of Europe, albeit not evenly.

Within the framework of the 'HATÁRTALANUL' (Without borders!) programme of the Apáczai Public Foundation Hungarian VET schools organise field trips and study visits to Hungarian minority VET schools abroad, in Romania, Slovakia, Serbia and Ukraine.

Major obstacles to geographical mobility are inadequate foreign language skills, difficulties of recognising knowledge, skills and competences obtained abroad and financing. Since the majority of VET students studying for skilled manual jobs come from disadvantaged families, for them contributing to the costs of travelling abroad is largely unmanageable.

In 2008 Hungary decided to develop a national qualifications framework based on the European qualifications framework. The development planned to be finished by 2013 is expected to reduce obstacles to mobility.

Several studies have pointed out the poor level of foreign language skills of Hungarian VET students and teachers and of the efficiency of foreign language training. A measure of the Social Renewal Operational Programme (SROP) launched in 2009 intends to amend this by improving the efficiency of language teaching. Elements of the development work involve elaborating occupation-specific methodological materials and teaching aids, as well as supporting VET teachers and trainers to participate in intensive, six-week language courses in Hungary and abroad.

Various events also provided platforms for discussing opportunities for and obstacles to mobility in recent years. In cooperation with the Tempus Public Foundation, the Ministry of Education and Culture organised a national consultation in November 2009 on the document entitled 'Green paper - Promoting the learning mobility of young people', with the participation of representatives of national authorities as well as of various target groups involved in mobility. Similar events were the conference 'Mobility in Hungary - opportunities and tasks' organised by the Tempus Public Foundation and the "Youth on the move" campaign of the European Commission in Budapest in October 2010.

2.3.2. Transnational mobility programmes and schemes in VET

Hungary could join the predecessor programmes of the Lifelong learning Programme (LLP) in 1997. The Tempus Public Foundation has been the national coordinating office of these programmes since 1999.

According to expert opinions, the mobility projects of the Leonardo da Vinci programme are among the most successful of LLP. The number of beneficiaries has been increasing continuously since the programme was launched in 1997: in 2000 altogether 563, in 2004 1196, in 2010 2076 students received mobility support. The high quality of Hungarian Leonardo mobility projects is evidenced by beneficiaries' evaluations and awards received in the European Quality in Mobility Award and the national Quality Award for International Cooperation projects.

The number of beneficiaries as well as of applicants is increasing year by year also in other mobility programmes of the LLP. For calls announced within the Comenius programme supporting in-service training for teachers, 696 tenders were submitted in 2010 (451 in 2009), of which 210 received a grant. More and more experts travel abroad every year also in the Study visit for experts programme, and the number of tenders applying for learning partnership within the Grundtvig programme has also increased by 10% in a year. Quality of the tenders submitted to LLP has as well continuously increased in recent years; this means quality reserves for further increase in mobility, limited only by financing.

The Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP*) launched in 2003 with financing from national sources supported primarily the mobility of

teachers, trainers and school leaders, although supplementary resources were provided also for the mobility of students. The Vocational school mobility programme provided grants for students of schools participating in SZFP to participate in vocational practice abroad, based on the model of the Leonardo mobility programme. The programme gave a higher amount of grant than the Leonardo in order to promote the application of the vocational school student target group with multiple disadvantages. The programme provided support for the mobility of vocational school students for the third time in 2009, after 2003 and 2005. That year 587 students participated in vocational practice abroad, accompanied by 106 adults. In the second stage of SZFP, altogether 350 teachers and trainers travelled abroad to study a language between 2006 and 2009.

The mission of the Apáczai Public Foundation is to support the vocational and higher education studies of young people of Hungarian minority in the neighbouring countries and the in-service training of professionals working in education. The foundation launched the initiative 'Határtalanul!' (Without borders!) as a pilot programme in November 2009, supporting exchange programmes for Hungarian students in Hungary and abroad. Within the framework of the programme, Hungarian VET schools can apply for grants to organize field trips and study visits to VET schools in Romania, Slovakia, Serbia and Ukraine, as well as to implement various joint Hungarian-Hungarian projects. Grants are financed from a budget of HUF 199 500 000 (EUR 740 000). Supported by the 'Határtalanul!' programme, in 2010 5 984 vocational school students and 610 teachers could go on field trips from Hungary to regions populated by Hungarian minority. Tenders can be submitted also for school year 2011-2012.

Student and teacher mobility projects containing vocational elements had existed in a great number even before the launch of the Leonardo programme in Hungary in 1997, and projects implemented - and financed - at local level most probably still exceed greatly the Leonardo Programme in their volume. Such mobility programmes may be shorter and less elaborate in terms of their professional content; however, the number of participants is very high. They are often financed from other tendering programme but most often local resources - including family budgets, to a large extent - are used to cover expenses.

As in previous years, in 2009 and 2010 the Lifelong learning programme was the largest financing source of mobility programmes in Hungary. The 2010 annual budget of the Leonardo da Vinci programme was EUR 3 817 439.

Schools may - and they often do - recognise vocational practice taken abroad within the framework of the Leonardo programme as mandatory practice at home. The Europass (see 2.2) mobility certificate is used most often in VET mobility projects: in 2010 1745 certificates were issued compared with 972 in the previous year, most in connection with Leonardo mobility projects. One reason for the significant increase is most probably the fact that in 2010 other mobility projects (e.g. the vocational school mobility programme) were also implemented, and mobility certificates were issued also for their participants. Legislation recognises participation in Comenius in-service training programmes as fulfilment of the mandatory in-service training requirement of teachers/trainers.

The Hungarian member of the ENIC-NARIC network is the Hungarian Equivalence and Information Centre (*Magyar Ekvivalencia és Információs Központ*), a department of the Education Authority (*Oktatási Hivatal*, OH). Its tasks include recognition of vocational qualifications obtained abroad.

The adaptation of the ECVET system is on-going in Hungary, the first projects are being implemented financed by EU assistance (see 2.2).

2.3.3. Arrangements to secure work placements for transnational mobility in VET

The Leonardo da Vinci programme provides tendering opportunities also for companies to participate in mobility programmes: small and medium enterprises (SMEs) can send their co-workers to a European partner organisation for 2-26-week professional practice, and can host foreign experts and IVET students.

The Tempus Public Foundation has created a special website for SMEs (http://www.tpf.hu/pages/content/index.php?page_id=965), which provides information for companies about the Leonardo programme, the results achieved so far and the Europass, etc. For the same purpose they have published a flyer for SMEs as well. The public foundation plans also to publish a publication titled 'Mobility and the labour market' and disseminate other targeted information materials.

The Tempus has a non-public database of sending organisations in the Leonardo mobility programme. However, there is not any central database to assist applicants to find a partner, although the national Leonardo offices do have partner search systems.

3. VET TO SUPPORT RECOVERY FROM THE CRISIS

3.1. OVERVIEW

The economic crisis has had a very negative influence on the Hungarian labour market, which already had one of the lowest employment rates in the EU (see 1.3). In 2009 the employment rate of the population aged 15-64 (55.4%) was 1.3 percentage point lower than a year before, while the unemployment rate increased by 2.2 percentage points to 10.5% - the highest value since 1995.

Job-cuts typically affected blue-collar workers. Otherwise the chances whether one would lose his job depended primarily on the location and sector of employer rather than on social status or age. The crisis hit hardest the best performing sectors and companies in Hungary's most developed Central and Western Transdanubia regions. Thus, interestingly enough, the crisis had a temporary levelling impact with respect to company groups and regions by decreasing differences between them. In May 2010 the following economic sectors showed the greatest rate of job cuts (Central Statistical Office, 2010):

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

In 2010 the economy started to show signs of recovery and rate of growth has reached the level before the crisis, but this was followed by only much slower improving labour market figures. Employment rate was slightly higher than a year before in the third quarter of 2010 and the increase of unemployment has slowed down. According to the April 2011 business cycle study of the Research Institute of Economics and Enterprises of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, Gazdaság és Vállalkozáskutató Intézet, MKIK GVI*), expected labour market demand has been increasing since October 2009 and further increase is expected for 2011. Expansion is most likely to take place at large companies operating in industry, and especially at large, export-driven, foreign-owned companies. While the average annual number of employed people in 2010 (3750 thousand) did not increase compared to the previous year (3751,3 thousand, source: National Employment Service), in June-August 2011 the number of employed people was higher than in the same period of 2010 by 0.8% (32 thousand people) (source: Central Statistical Office).

3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1 TRENDS IN LEARNER'S BEHAVIOUR

As the crisis hit Hungary when major policy decisions were being implemented, estimating how it might have affected demand for IVET and certain vocational programmes is practically impossible. In the past two years the proportion of students in year 9 studying

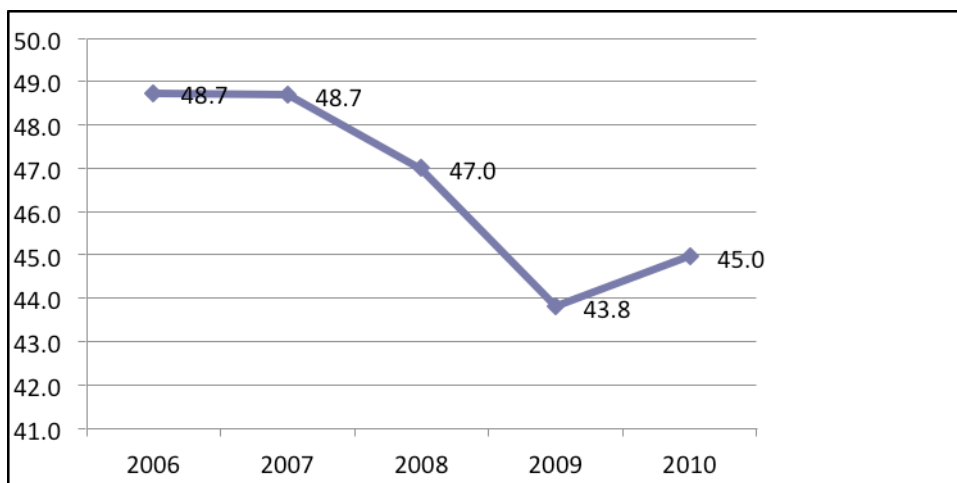
in ‘vocational schools’ (*szakiskola*, SZI, ISCED 2C, 3C) has increased by two percentage points, while those in grammar schools (*gimnázium*, ISCED 3A) and in ‘secondary vocational schools’ (*szakközépiskola*, SZKI, ISCED 3A-4C) has decreased by one-one (see figure 5 in 5.1). The number of students choosing occupations in great demand in the labour market has also increased in SZI. However, any such changes are most probably the result of policy measures such as the fact that regional development and training committees (*regionális fejlesztési és képzési bizottság*, RFKB) define vocational programme offers and relative shares of TISZK student enrolment (see 4.3), as well as policies concerning shortage-jobs and introduction of vocational school scholarships (see 10.2).

As a result of the crisis, the number of participants in adult training financing their own studies decreased by half in the second half of 2009, according to a 2010 study carried out by the National Association of Accredited Adult Training Institutions (*Akkreditált Felnőttképzési Intézmények Országos Egyesülete*). However, this is not yet reflected in the statistics as this negative effect could be mitigated by various support measures financed from national and EU funds (see chapter 6). In fact, adult training participation rates have increased in the period of 2008-2010 (8% increase from 2008 to 2009, 33% from 2009 to 2010), though this is most probably the result of improving adherence of adult training providers to regulations on mandatory registration.

3.2.2 TRENDS IN ENTERPRISES’ BEHAVIOUR

From 2008 to 2009 companies’ propensity to train employees dropped by 3.2 percentage points on national average; the decline was more significant among middle-sized/large and export-oriented companies (5% and 11% decline). However, altogether the training activity of enterprises has decreased by 5% since 2007, when the Hungarian economic growth halted even before the onset of the global crisis. According to the results of survey by the Research Institute of Economics and Enterprises of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, Gazdaság és Vállalkozáskutató Intézet, MKIK GVI*), the share of enterprises providing training for employees started to increase slightly in 2010 (see Figure 1). On the other hand, the total amount of ‘vocational training contribution’ (*szakképzési hozzájárulás*, see 10.1) spent by enterprises on providing training for employees and the number of participants of such training have decreased from 2009 to 2010 (from EUR 27.1 million to EUR 23.96 million, and from 110 923 to 100 243 participants), although this might have at least partly resulted from the new regulations introduced in July 2009 (see 10.3.2).

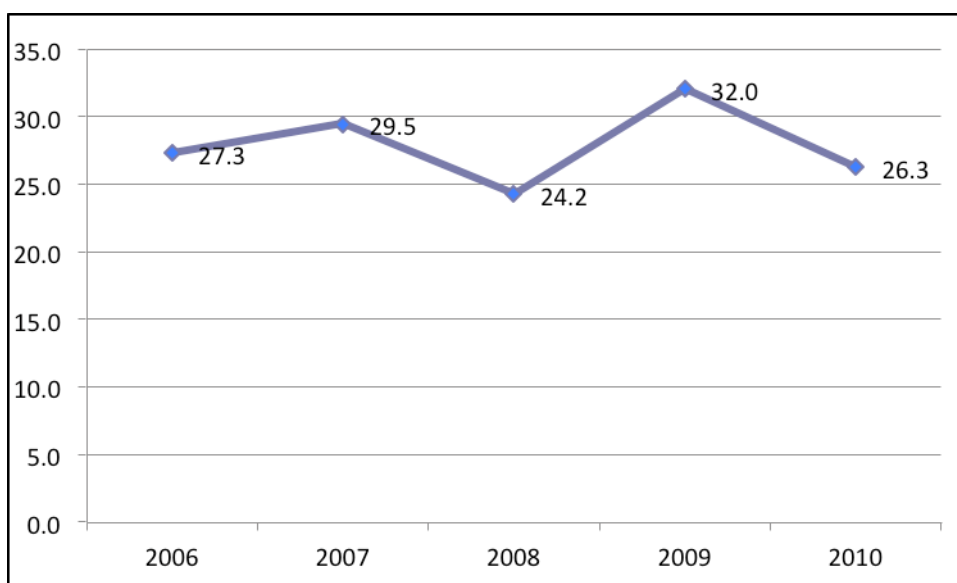
Figure 1: Proportion of enterprises providing training for employees



Source: MKIK GVI

In 2009 the number and proportion of companies providing practical training for IVET students have actually increased (by 7.8 percentage points on average), especially among small and large (13% and 16% increase) companies, those with minority foreign ownership (16.8%), in the sectors of commerce (11.6%) and other services (16.3%). However, the 2010 figures indicate decline again (see Figure 2).

Figure 2: Proportion of enterprises providing practical training for IVET students



Source: MKIK GVI

3.2.3 MEASURES TAKEN TO ADDRESS THE NEGATIVE EFFECTS OR AS A RESULT OF THE CRISIS (BY PUBLIC AUTHORITIES AT NATIONAL, REGIONAL AND LOCAL LEVEL AND BY SOCIAL PARTNERS)

The economic crisis has not affected - at least the nominal value of - central budgetary support provided for IVET (see 10.2), and while in order to alleviate the effects of the crisis funds were reallocated between operational programmes (the ones providing framework for the use of EU Structural Funds assistance), the budget available for the Social Renewal Operational Programme (SROP) measure aimed at developing VET remained intact. However, it did lead to financial constraints manifested in the decreasing amount of supplementary support to schools by several school maintainer local governments, the freezing of teacher wages and the abolishment of their 13th month salary, and suspension

of tenders for development grants from the decentralized training fund of the Labour Market Fund (see 10.2) which resulted in a shortage of 3-4 billion in TISZKs' budget compared to previous years. Also primarily financial cuts were behind the closing of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, 2003-2009*, see 2.1), which had brought positive results in many areas and was originally planned to run until 2011 (Bárány-Vedovatti, 2010).

Measures to promote apprenticeship training and training in occupations high in demand (financial incentives, 'vocational school' scholarship programme, see 5.3 and 10.2), to revise vocational programmes and curricula (OKJ development programme, see 2.1), or to rationalize and match IVET provision with labour market needs (creation of TISZKs, increased powers of regional development and training committees, see 2.1 and 4.3) were mostly introduced before and not noticeably affected by the economic crisis.

The most important VET-related measure introduced to mitigate the negative impact of the crisis sought to boost adult training. The so-called "4+1 Programme" was launched in May 2009 within the framework of SROP with co-financing from the European Social Fund. Its objectives were:

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

The measure was not specific to any sectors and aimed to support both employees and enterprises. An important target group, however, was micro-, small- and medium enterprises. The non-repayable financial support, for which companies had to apply, could be used to cover the training and examination costs of employees, as well as wage costs during the training. A certain number of employees at beneficiary enterprises thus had the opportunity to take part in vocational, general 'catching-up' or key competence (e.g. foreign language or ICT competences) development training for 3-10 months, in 20% of their working time (i.e., on average on one of five workdays per week). One condition of receiving the grant was that after the training the employer must continue employing the worker for at least as long as the duration of the training.

From the funds available in the amount of HUF 30 billion (EUR 107 million), HUF 20 billion (EUR 71 million) was earmarked for small and medium size enterprises, HUF 10 billion (EUR 35 million) to support large companies. Additional HUF 2.5 billion (EUR 9 million) was available to support micro enterprises employing less than 5. Altogether more than 16 000 employees had the chance to participate in training.

In fact, the negative effects of the economic crisis in Hungary have been largely compensated by the significant amount of development funds available from EU Structural Funds in the period of 2007-2013. On the other hand, however, neither VET policy-making nor discourse on the role and objectives of VET have changed as a result of the crisis. Potential changes in labour market demand or in the economic structure after recovery have not been discussed. The arguments used by various interest groups are virtually the same as before.

4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1. HISTORICAL BACKGROUND

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

The change of the political system (1989) brought along profound transformation of the economy and the society which in turn changed the conditions, as well as the tasks of VET. The 1990s were characterized by the expansion of secondary (general) and higher education (see 1.4) at the expense of 'skilled workers' training schools' and their successor 'vocational schools' (*szakiskola, SZI*). Although the structure of IVET was also transformed in the second half of the 1990s - general education was extended until grade 10 or 12 and as a result, VET was partly moved to post-secondary level (in 'secondary vocational schools', SZKI), while also a new form of VET was introduced in 1998 at ISCED 5B level -, the prestige and attractiveness of VET continued to decrease. 'Vocational schools' (SZI) have by now become the collecting point of disadvantaged students with very poor prior education and motivation, the victims of previous education levels which are unable to neutralize the effects of social inequality, and this has also led to decreasing effectiveness of VET.

4.2. LEGISLATIVE FRAMEWORK FOR IVET

IVET is governed by four main laws amended over time and supplemented by a series of decrees and other regulations.

The Public Education Act (LXXIX of 1993) covers all levels and types of formal education and training from pre-primary to post-secondary. Allocating responsibility to the State, it stipulates the right for everyone to participate free-of-charge (see also Glossary on 'public education'). This act regulates how institutions are operated, administered and financed for secondary and post-secondary VET. For advanced vocational programmes at ISCED 5B (see 4.7) in higher education institutions, these aspects are controlled by the Higher Education Act (CXXXIX of 2005).

The VET Act (LXXVI of 1993) regulates provision of VET, whether initial (IVET) or continuing (CVET), within or outside the formal education system (see Chapters 5 and 6).

However, it does not cover ISCED 5A and ISCED 6 higher education programmes and ‘training regulated by public authorities’ (*hatósági jellegű képzés*) for adults. This law defines:

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

In Hungary, enterprises have to pay a VET tax (*szakképzési hozzájárulás*, see 10.1). In fact, training levies originated in the 1970s. The act on vocational training contribution and support for development of training (Act LXXXVI of 2003) stipulates payment conditions, its possible use and allocation of development funds from the training subfund of the labour market fund (*Munkaerő-piaci Alap, MPA*, see 10.1). It applies to IVET and CVET.

Collective agreements do not play any role in IVET.

Please refer to the main laws regulating the provision of VET in Annex 3.

4.3. INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

TYPES OF IVET INSTITUTIONS

Upper and post-secondary IVET is provided in ‘vocational school’ (*szakiskola, SZI*, see Chapter 5 and Glossary) and ‘secondary vocational school’ (*szakközépiskola, SZKI*, see Chapter 5 and Glossary) programmes, respectively, though often both types of VET or a VET and general grammar school programmes are offered within one ‘institution of multiple purposes’ (*többcélú intézmény*). Advanced level VET programmes (ISCED 5B) are provided in higher education institutions (colleges, universities) and ‘secondary vocational schools’ (SZKI), the latter according to a cooperation agreement with the higher education institution organizing the training.

Pursuant to the Public Education Act (see 4.2), county (and capital city) governments have to provide upper- and post-secondary VET, but schools may be established and maintained by the State, church and business entities, foundations, associations, etc. as well (see Table 14). Most VET students, however, study in schools maintained by the 23 ‘cities with county rights’ and Budapest.

All maintainers are eligible to receive support from the central government budget based on the number of students and the type of tasks undertaken (see 10.2). The maintainer is responsible for lawful operation of the school and approves its internal regulations and educational and pedagogical programmes, but schools enjoy autonomy in professional-pedagogical matters, supervised by the principal.

TYPE OF TRAINING	TYPE OF MAINTAINER									
	PUBLIC (STATE AND LOCAL GOVERNMENTS)		CHURCH		FOUNDATION, PRIVATE INDIVIDUAL		OTHER		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Secondary vocational school (SZKI)	194 978	81.12	5 496	2.29	27 729	11.54	12 161	5.06	240 364	100.00
Vocational school (SZI)	107 858	83.34	4 127	3.19	10 608	8.20	6 828	5.28	129 421	100.00
special vocational school	9 255	94.28	151	1.54	387	3.94	23	0.23	9 816	100.00
Total	312 091	82.22	9 774	2.57	38 724	10.20	19 012	5.01	379 601	100.00

Source: Ministry of National Resources, Department of Statistics, 2011

The institutional structure of IVET has undergone a major concentration process in the past years, resulting in creation of regional integrated vocational training centres (*térségi integrált szakképző központ*, TISZK, see 2.1). Currently more than 90% of VET schools belong to one of 86 TISZKs.

Higher education institutions may be established and maintained by the State, local governments, church and business entities or foundations. They all receive State support per capita (see 10.2). The maintainer monitors management, legal operation, efficiency and effectiveness of institutions, which otherwise enjoy wide-ranging autonomy in both administrative and pedagogical matters.

DECISION-MAKING (POLICY AND LEGISLATIVE) IN IVET

Bodies responsible for decision-making in IVET include:

- (a) European Union policy-makers;
- (b) the central government;
- (c) county governments; and
- (d) various national, regional and local advisory and decision-making bodies involving the social partners.

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

In 2006 the central administration of VET and adult training was unified and placed under the supervision of the Minister for Social Affairs and Labour (*Szociális és Munkaügyi Miniszter*) who was also responsible for employment and social policy. From 2010 (following change of government) these areas have been under the remit of the Minister for National Economy (*Nemzetgazdasági Miniszter*). He is responsible for regulating provision of VET, but he must issue relevant Decrees with the assent of the Minister of National Resources (*Nemzeti Erőforrás Miniszter*) who heads the central administration of public and higher education. The latter is responsible for the regulation of VET provision within the formal school system (mainly IVET), but requires the assent of the Minister for National Economy for Decrees related to VET. The law also prescribes cooperation between the two ministers regarding the allocation of development funds from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see 10.1). Ministers of various economic sectors are responsible for defining framework curricula and learning outcomes of vocational qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) relevant to their sector. The Minister of Public Administration and Justice (*Közigazgatási és Igazságügyi Miniszter*) is responsible for defining policies and measures related to social inclusion and equal opportunities for disadvantaged groups (including Romas).

The county (and capital city) governments are charged with medium-term planning and coordination tasks of 'public education' (schools and programmes that come under the Public Education Act, see 4.2. and Glossary) where IVET is primarily offered.

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

- (a) the National Interest Reconciliation Council (*Országos Érdekegyeztető Tanács, OÉT*) a tripartite forum for strategic VET issues (from 2011 to be replaced by a multi-sided National Economic and Social Council, *Nemzeti Gazdasági és Társadalmi Tanács, NGTT*);
- (b) the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*), a consultative-advisory and decision-making body to the Minister for National Economy, which involves representatives of responsible ministries and various stakeholders, and participates in OKJ development and allocation of MPA training sub-fund resources;
- (c) the OKJ committee advising the OKJ development.

The seven regional development and training committees (*regionális fejlesztési és képzési bizottságok, RFKB*) also include the social partners - in fact, are dominated by representatives of the economy - as well as representatives of ministries and state agencies and VET school maintainers. Their original purview has been considerably expanded to ensure coordinated development and provision of IVET in line with regional labour market demands. Since 2008, in addition to preparing regional strategies for VET development, tendering development funds and defining the regional lists of shortage-jobs, the RFKBs:

- (a) decide on the goals of regional VET development and support from the decentralised section of the MPA training sub-fund;
- (b) define the regional demands for VET, desired vocational programme offers and relative shares of student enrolment;

- (c) suggest the regional volume of development funds and propose purpose and allocation of development subsidies (*fejlesztési támogatás*, see 10.1) among schools and qualifications (developing practical training infrastructure, focusing on specific qualifications).

At local level, each regional integrated vocational training centre (*térségi integrált szakképző központ*, *TISZK*, see 2.1.) has a consultative board with most representatives from the economy. The board may make recommendations for the modification of the training offer of the schools and the training centre, as well as the use of development subsidy, and they encourage informal communication with important economic actors.

Learners and parents associations can participate in central level decision-making by applying for registration at the ministry of education: thus they acquire consultative rights and might also participate in defining the membership of some consultative bodies. At local level they can form bodies that may express opinions or even exercise right of agreement in various issues related to the school's operation (e.g., school board, *iskolaszék*, student government, etc.)

IMPLEMENTING IVET

Bodies implementing IVET include:

- (a) national agencies assisting ministries with central administration tasks;
- (b) economic chambers;
- (c) school maintainers and training providers.

The National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet*, *NSZFI*) assists the minister responsible for VET and adult training in tasks related to development, coordination, research, information and counselling, The NSZFI also manages registers of vocational examination, accredited adult training institutions and programmes and *TISZKs*.

The Education Authority (*Oktatási Hivatal*) and its county offices organise national examinations and surveys and perform quality assurance functions and other public authority tasks in 'public education' (see Glossary) and higher education.

From 2011 the previous regional training centres established in 1992 operate as territorial directorates of the Türr István Training and Research Institute (*Türr István Képző és Kutató Intézet*, *TKKI*), supervised by the Ministry of Public Administration and Justice. The main task of *TKKI* is to support citizens facing grave disadvantages by carrying out methodological coordination of projects aiming to support training, facilitate employment and improve living conditions. The Institute also offers special catching-up programmes for these people, and facilitates their employment through involving employers, churches, municipalities and other stakeholders alike.

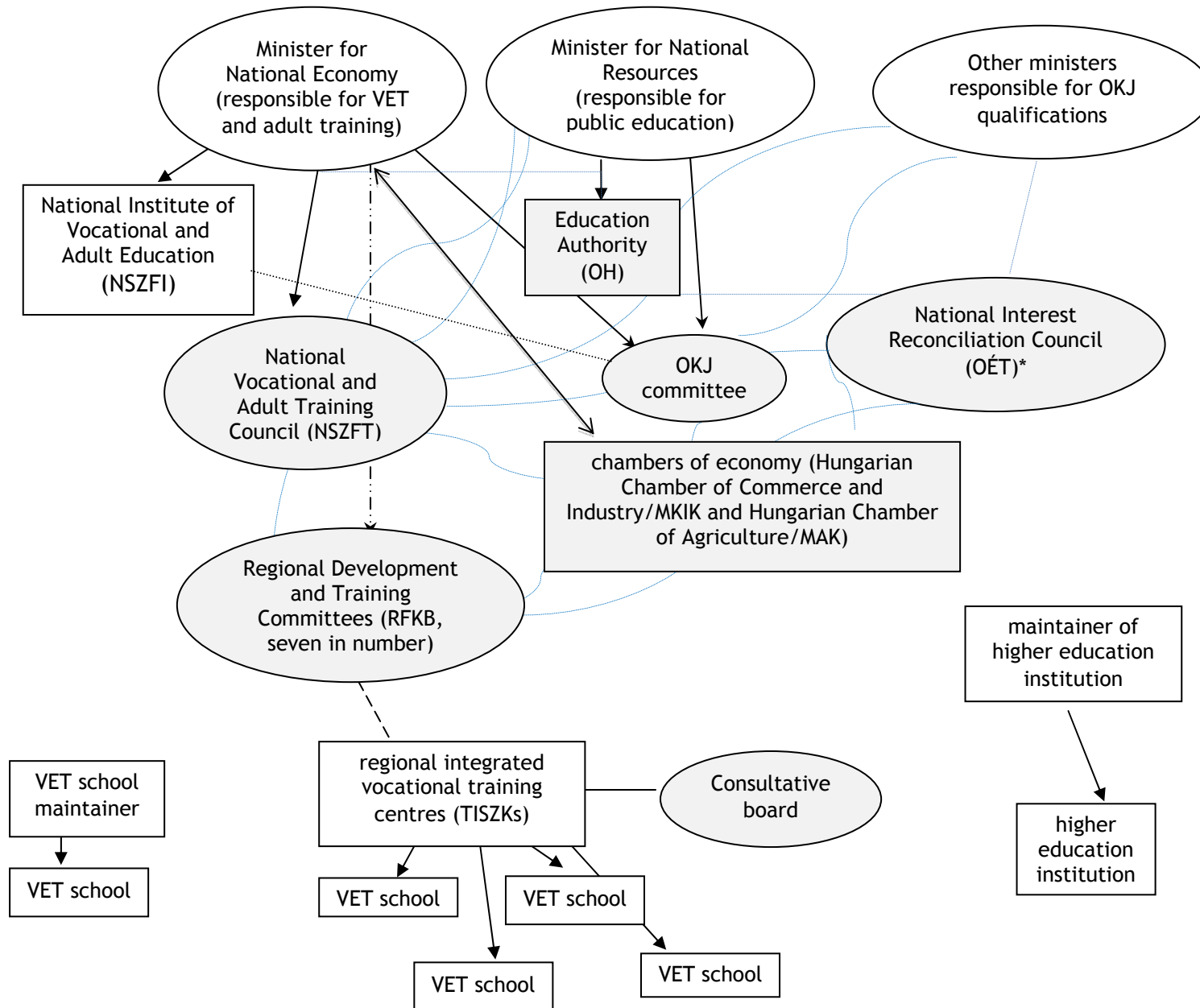
The Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*, *MKIK*) and the Hungarian Chamber of Agriculture (*Magyar Agrárkamara*) have been playing an increasingly important role in the past decade. Pursuant to a 2010 agreement with the government (see 2.1), *MKIK* is now responsible for developing qualification standards and examination procedures for 125 occupations, practically for all skilled manual occupations (following previous work on 27).

The chambers also participate in organising IVET examinations, in cooperation with national economic interest representation organisations, and they perform quality assurance functions related to school-based VET (monitoring apprenticeship and other forms of work-based training).

VET providers (see above under ‘Types of IVET institutions’) are responsible for lawful operation of schools and approve their internal regulations and programmes. In addition to general maintenance duties, a school maintainer local (county or municipality) government has to develop a quality management programme defining its expectations of its schools and the order of their professional, legal and financial inspection. Pursuant to a legal amendment of 2007, school-maintaining local governments can form - and, encouraged by new regulations, by 2009 nearly all indeed have formed - VET-organisation associations (*szakképzés-szervezési társulás*, a type of TISZK, see 2.1) in order to coordinate their VET provision in line with the decisions of the RFKBs concerning the harmonisation of VET development. These associations then become entitled and obligated to assume the rights and duties of the county government regarding local VET provision.

Cooperation between institutions involved in decision-making and implementation is encouraged primarily through the various central, regional and local level advisory-consultative bodies described above. Although according to a 2010 research on the role and activities of national interest-reconciling forums (Balázs et al., 2011), dialogue is often not real, while the social partners are often quite passive, both the Government and the social associations have expressed interest in maintaining these bodies.

FIGURE 3: ORGANIGRAM FOR IVET



4.4. LEGISLATIVE FRAMEWORK FOR CVET

In addition to those discussed in 4.2, there are two further main laws that regulate the provision of CVET. The Adult Training Act (Act CI of 2001) 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 act on facilitating employment and provisions to the unemployed (Act IV of 1991) regulates State-supported training for this and other target groups.

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

Please refer to the main laws regulating the provision of VET in Annex 3.

4.5. INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

DECISION-MAKING (POLICY AND LEGISLATIVE) LEVEL

Decision-making bodies in CVET regulated by the Adult Training Act include the European Union, the central government and various advisory councils which involve the social partners (for their roles, see 4.3). In addition, regional labour councils (*munkaügyi tanács*) serve as tripartite forums to reconcile different interests related to training the unemployed and other target groups supported by the labour organisation.

IMPLEMENTATION LEVEL

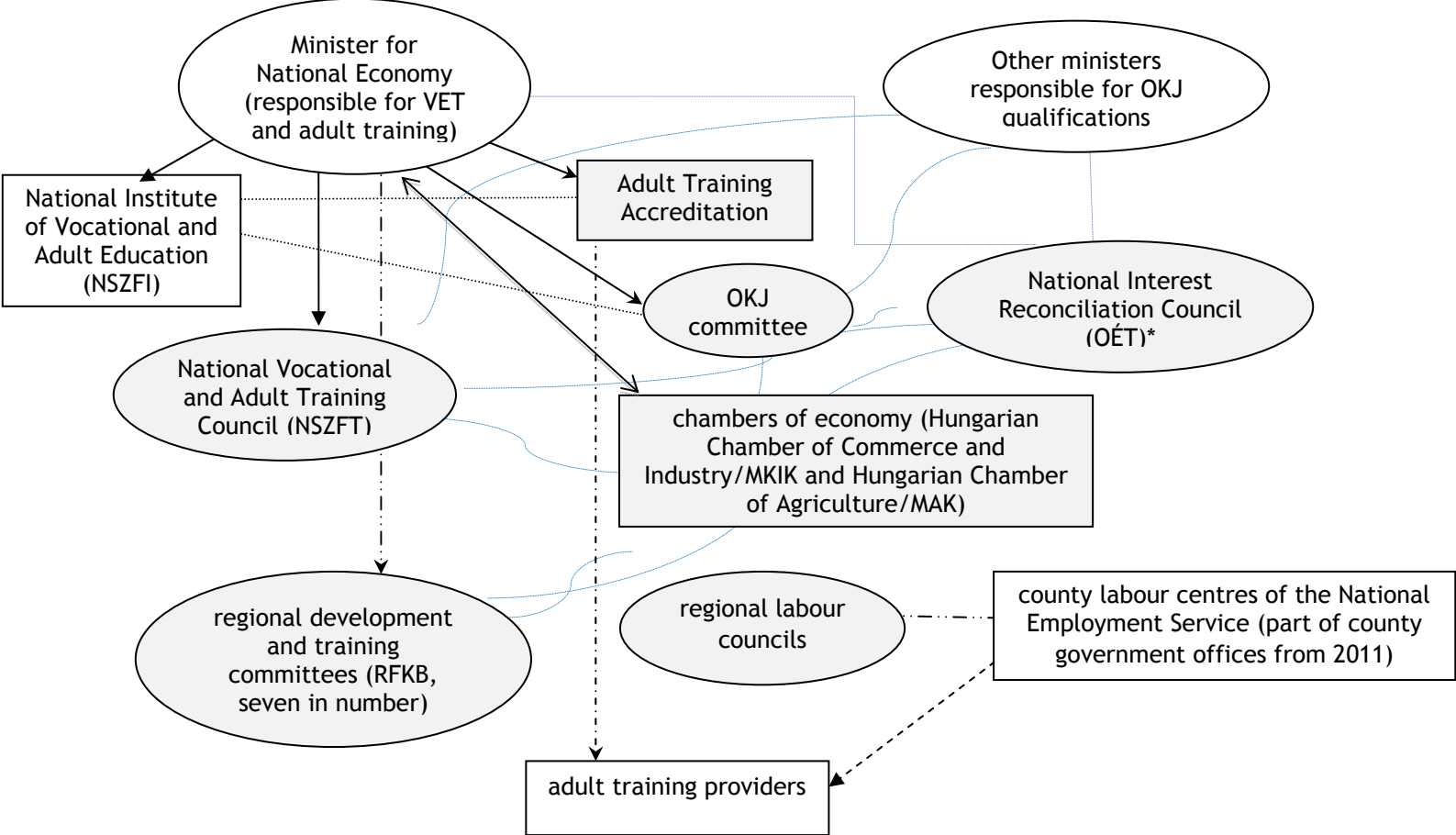
Bodies implementing CVET that comes under the Adult Training Act include:

- (a) the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület*), which involves the social partners and accredits institutions and programmes;
- (b) county labour centres (*megyei munkaügyi központ*) of the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ), which register adult training providers and programmes and inspect their legal operation;
- (c) two economic chambers, which organize master craftsman examinations (*mestervizsga*), defining required learning outcomes and assisting labour centres in inspecting the practical training part of OKJ programmes.

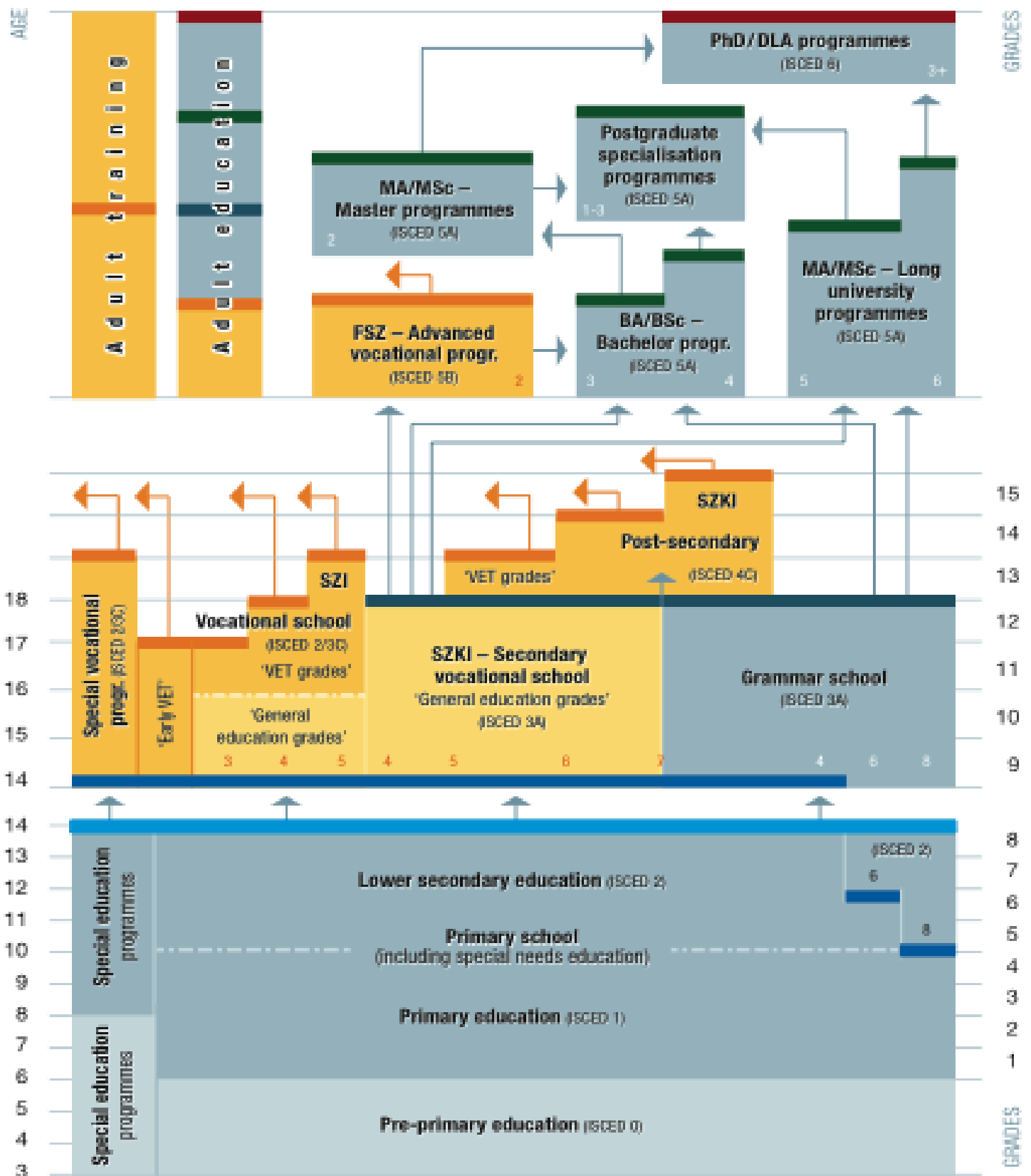
Adult training providers include public and higher education institutions and other budgetary or state-supported institutions (e.g. regional training centres), training companies, non-profit organisations, employers (internal training), chambers, etc. Training providers are free to develop and provide their training programme if registered at the county labour centre.

For bodies involved in formal CVET provided in public and higher education, see 4.3. Cooperation between institutions involved in decision-making and implementation is encouraged primarily through the various central, regional and local level advisory-consultative bodies described above and in 4.3.

FIGURE 3: ORGANIGRAM FOR CVET



The education and training system in Hungary in 2010/11



- █ Basic education certificate
- █ Admission procedure, entrance examination
- █ Secondary school leaving examination
- █ Vocational qualification examination
- █ Higher education diploma (BA, BSc, MA, MSc, Specialisation diplomas)
- █ PhD, DLA

- ➔ Next education level
- ➔ Labour market
- 1,2,3 Length of course in year

Schooling is compulsory from the age of 5 to 18.

5. INITIAL VOCATIONAL EDUCATION AND TRAINING

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

Initial vocational education and training (IVET) is offered in lower and upper secondary, post-secondary and higher education. Formal education and training from pre-primary to post-secondary non-tertiary level is referred to as ‘public education’ (*közoktatás*, see Glossary), whether the institution has been set up by a public or a private entity. Its operation and regulation is the duty of the State and it receives funding from the central government budget (see 4.1 and 10.2). The vocational qualifications that learners can acquire are those listed in the national qualifications register (*Országos Képzési Jegyzék*, OKJ) (see Glossary and 2.1) and entitle them to exercise respective occupations. Progression in people’s educational careers depends on the type of school and certificates acquired.

Reform in the second half of the 1990s aimed to develop a more comprehensive education system with an exam after year 10 and shifted possible entry into VET from 14 to 16. However, this concept was soon dropped by the following administration and considerable uncertainties remained regarding the role and objectives of years 9 and 10 in ‘vocational schools’ (*szakiskola*, SZI). The reform led to the current structure of upper and post-secondary education and training and has also changed the features of IVET.

While several other countries tend to combine general education and vocational subjects throughout VET programmes, Hungary’s IVET currently is mostly made up of two parts (however, a new type of programme called ‘early VET’ was introduced in 2010 and there are profound changes planned regarding IVET structure, see 2.1): the first focuses on general education and some pre-vocational training, so-called ‘general education grades’; the second focuses on vocational training to acquire a qualification and is referred to as ‘VET grades’. The 1990s reform transformed ‘secondary vocational schools’ (*szakközépiskola*, SZKI) into an upper secondary pre-vocational pathway with similar content and objectives to grammar schools, but with a post-secondary vocational training component added on (ISCED level 4C).

BACKGROUND INFORMATION AND DIAGRAM

The structure of the education and training system is presented in Figure 5.

Currently schooling is compulsory from age five to 18 (however, the new draft Public education act to be accepted in 2011 is going to lower this to 16 or 15 years of age). Kindergarten (*óvoda*) may begin at age three and is compulsory from age five.

Eight years of primary and lower secondary general education are mainly provided in primary schools (*általános iskola*, ISCED 1A-2A). Children may begin primary school from age 6. Alternatively, some special types of grammar school also provide lower secondary education (grades 7-8 or 5-8; ISCED 2A). Typically, better performing pupils, often of middle class background, are admitted to these schools.

Upon completion of primary and lower secondary education, learners can choose between three different upper secondary education tracks. Two provide higher education access, one does not:

- a) grammar school programmes (*gimnázium*, ISCED 3A) offer four (or in bilingual and other programmes beginning with a ‘language preparatory year’, see 5.8, five) years of general

education and award a secondary school leaving certificate (*érettségi bizonyítvány*), the prerequisite for admission to higher education; graduates can also move on to post-secondary VET (see below);

- b) 'secondary vocational school' programmes (*szakközépiskola*, SZKI) offer four (or in bilingual and other programmes beginning with a 'language preparatory year', see 5.8, five) years of general and pre-vocational education (ISCED 3A) leading to a secondary school leaving certificate; afterwards learners are free to choose if they want to participate in one to three years VET (ISCED 4C) to obtain a vocational qualification or move to higher education. The duration of VET depends on the qualification to be acquired. For most students it is one year, as their pre-vocational training is recognised⁶;
- c) 'vocational school' programmes (*szakiskola*, SZI) provide general and pre-vocational education and training in the first two years; they are followed by one to three years of VET at ISCED 2C or 3C to obtain a vocational qualification⁷. Graduates can enter the labour market. To progress to higher education they need to pass additional programmes (see below).

In September 2010⁸, 'early VET programmes' (*előrehozott szakiskolai képzés*) were introduced which offer three years of vocational training right after completion of primary and lower secondary education (see 2.1).

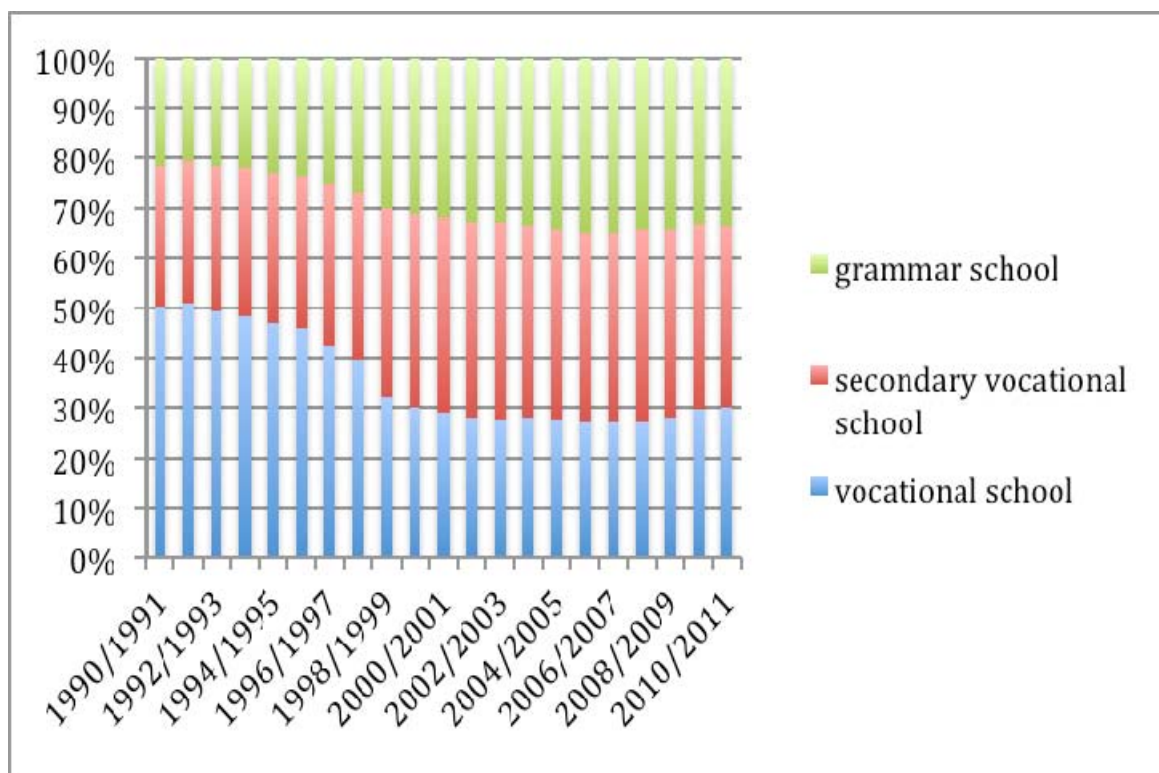
As Figure 6 illustrates, participation in these different types of programmes has changed markedly over time. The share of learners in 'vocational school' (SZI) programmes has shrunk significantly to 30% of all students enrolled in upper secondary programmes. Conversely, enrolment rates in 'secondary vocational school' (SZKI) programmes have increased and risen substantially in grammar schools. The share of SZKI with their focus on general and prevocational education exceeds those of grammar schools.

Figure 6. Distribution of learners in year 9 by school type 1990-2010 (%)

⁶ A special type of secondary vocational school programme that trains students in one of the arts actually provides vocational training in parallel with general education and may already start at lower secondary level (grades 5 or 7).

⁷ There are also some special types of vocational school programmes: (a) vocational schools of art provide vocational training in parallel with general education and may already start at lower secondary level (grades 5 or 7); (b) 'special vocational schools' (*speciális szakiskola*) and 'special skills development vocational schools' (*készségfejlesztő szakiskola*) which train students with special needs, may also award ISCED 2 level OKJ qualifications, or may only provide the skills necessary to start working and begin an independent life.

⁸ Pursuant to the 2009 amendment of the Public Education Act of 1993.



Source: Ministry of National Resources, 2010.

As indicated above, post-secondary non-tertiary level VET (ISCED 4C) corresponds to the ‘VET grades’ of SZKI.

Higher education offers:

- (a) non-degree ‘advanced vocational programmes’ (*felsőfokú szakképzés*, ISCED 5B) which award vocational qualifications (*szakképesítés*) of the OKJ (see 5.7);
- (b) ISCED 5A and ISCED 6 programmes leading to a degree and a qualification.

PROMOTING PARTICIPATION IN IVET AND REDUCING DROP-OUTS

Increasing participation in IVET is part of the government’s education and training strategies and action plans. From time to time, state funded media campaigns are run to improve the public esteem of VET. Participation in Euroskills and Worldskills competitions is also meant to contribute towards this goal. Inspired by international examples, the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) organises the ‘Outstanding Student of the Trade’ competition of graduating IVET students in occupations that fall under chamber’s supervision (see 2.1 and 8.2). The annual contest takes place during the ‘Trade Star Festival’ which by now has become an important media event.

Participation in IVET is also encouraged through various financial incentives:

- (a) Participants in company-based training receive payment during their summer practice or for the whole year if training is based on a cooperation agreement or on a student contract (see 5.4).

(b) In February 2010 a national scholarship programme was launched for ‘vocational school’ (SZI) students training in occupations in high demand in the labour market (see 10.2).

(c) The cities of Győr and later Zalaegerszeg have introduced their own local scholarship schemes in 2008 and 2010, respectively, to attract more students to specific vocational programmes as a means to compensate locally for the mismatch between VET supply and labour market demand.

Further measures aiming at reducing drop-outs from IVET include a scholarship programme combined with mentoring (*‘Út a szakmához’*, ‘Road to vocation’), supporting a growing network of ‘extra-curricular afternoon schools’ (*tanoda*) and various second-chance programmes (see 5.5).

CURRICULA AND TEACHING METHODS

IVET curricula are developed by VET schools in line with requirements or guidelines defined in central documents.

As indicated above, the first years of ‘vocational school’ (SZI) and ‘secondary vocational school’ programmes (SZKI) - with the exception of ‘early VET’ programmes introduced in 2010 (see 2.1 and 5.3) - focus on general education and pre-vocational training combined with career orientation. They are referred to as general education grades. General subjects are taught in compliance with requirements of the national core curriculum (*nemzeti alaptanterv*) and recommendations of framework curricula issued by the Minister for National Resources. Pre-vocational training (see 1.5) is in line with the framework curricula developed for each of the 21 occupational fields (see Table 15) and the framework curricula of OKJ qualifications (see below). ‘Secondary vocational schools’ (SZKI) must also adhere to the requirements of the secondary school leaving examination.

Table 15. Occupational fields of the OKJ

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

Curricula for vocational training (in ‘VET grades’) are based on the vocational and examination requirements (*szakmai és vizsgakövetelmények, SZVK*, see Glossary) and the framework curricula (‘central programme’, *központi program*) for the respective qualifications. The minister for the relevant sector issues both of these documents.

Key competences are allocated a prominent place in the regulations for general as well as vocational education, but the competence-based or learning outcome-oriented approach has been more central to VET. The OKJ renewed in 2004-2006 (see 2.1) and related SZVKs define learning outcomes based on scope of activity and type of competence. Teams of VET professionals and practical experts defined competence profiles for each occupation.

These specify not only the professional knowledge and skills necessary to perform the various tasks of a given occupation/job, but also the methodological (thinking, problem-solving and work style), social (communication, cooperation and conflict-management) and personal (flexibility, creativity, independence, personality traits and capabilities) competences. The new framework curricula worked out with the participation of teachers/trainers - and the local VET curricula based on these - thus consist of curriculum modules (*tananyagegység*) corresponding to the professional requirements defined in the SZVKs, and focus on the development of competences.

In line with these developments, there have been changes in teaching and learning methods as well. Use of project-method and problem-solving teaching, web-based learning, electronic learning frameworks, virtual classroom work, co-operative learning, etc. has been spreading facilitated and assisted by various development programmes, most importantly, the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, 2003-2009*). However, 'frontal teaching' is still typical and sufficient and adequate further training opportunities should be provided to bring about comprehensive changes and ensure the success of curriculum renewal.

Special and special skills development vocational schools (see 5.2) employ special education teachers (*gyógypedagógus*) and use special curricula, training materials and methods adapted to the capabilities of their students.

QUALITY ASSURANCE MECHANISMS: SELF ASSESSMENT AND EXTERNAL MONITORING

Since 2003 VET schools like all other 'public education' institutions must prepare a quality management programme (*intézményi minőségirányítási program, IMIP*), the implementation of which must be annually assessed and adjusted, taking into account the opinion of both the teaching staff and the parents' association. The results of the annual national assessment of basic competences in mathematics and reading comprehension administered for all students in 4th, 6th, 8th and 10th grades can also be taken into consideration. In practice, however, a lot depends on just how important the particular institution's management regards the feedback received through the quality management programme.

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

Quality assurance of company-based practical training is performed by the chambers of economy which are also conducting the accreditation process of training provider companies. The chambers are also responsible for supervising practical training provided in school workshops as well as organising 'level examinations' (see 5.3) for qualifications whose SZVKs were developed by them.

Cofinanced by ESF assistance, a unified quality assurance system is to be introduced in all VET institutions by 2013 (see 2.2).

Education and training in higher education institutions is supervised by the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság, MAB*).

At least every eighth year higher education institutions are reviewed to ensure that they meet all the requirements and adhere to the plans their quality assurance programme contains.

5.2 IVET AT LOWER SECONDARY LEVEL

Table 16: IVET at lower secondary level

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING (SHARE IN %)	AVERAGE DURATION OF STUDIES	ACCESS (HORIZONTAL/VERTICAL) TO OTHER PATHWAYS
Parallel general and vocational education & training in grades 5 - 8 of 'secondary vocational school of art' (<i>művészeti szakközépiskola</i>) or 'vocational school of art' (<i>művészeti szakiskola</i>)	Entrance (aptitude) examination	Non-marketed services (Training in one of the arts)	2A	Parallel general education and vocational training	Only school-based	4 years	Horizontal: general education (primary school / grammar school); upon completion transfer to grades 9-12(13) (single structure)
'Special vocational school' (<i>speciális szakiskola</i>) & 'special skills development vocational school' (<i>készségfejlesztő speciális szakiskola</i>) programmes	'Primary school' (<i>általános iskola</i> , ISCED 1A-2A) graduation certificate	Primary sector and utilities; Manufacturing; Construction; Business and other services; Non-marketed services	2C or 3C	General education grades (years 9-10): general education & pre-vocational subjects; VET grades (years 11-12): primarily vocational training ⁹	Depends on the qualification, the school and the student's decision, but typically school-based (see 5.4)	4 years	Horizontal: none; upon completion entry into the labour market

⁹ The share of pre-vocational training in the 'general grades' of 'vocational school' programmes is at most 50%. However, special and skills developing special vocational schools are allowed to modify this rate according to the special needs of their students. Regarding 'VET grades', the time frames devoted to general education are defined in the local school curriculum.

In ‘vocational school of art’ and ‘secondary vocational school of art’ programmes VET may be provided parallel with general education and may already begin in grade 5 (that is, at the age of 10). Such schools provide lower and upper secondary education in a single structure and students can obtain a vocational qualification only after completing grade 10 in vocational schools of arts (ISCED 3C), and only after passing the secondary school leaving examination (*érettségi vizsga*) in secondary vocational schools of art (ISCED 3A).

‘Special vocational school’ and ‘special skills development vocational school’ programmes educate students in need of special education due to mental or other disabilities. The objective is to prepare 14-23 year old students for the vocational examination awarding an ISCED 2C (or less typically 3C) level vocational qualification listed in the national qualifications register (*Országos Képzési Jegyzék, OKJ*), or to provide them with skills necessary to start working and begin an independent life. However, these schools are segregated institutions in the sense that there is no possibility for horizontal transfer even to ‘vocational schools’ (*szakiskola, SZI*, see 5.3), although often the same OKJ qualifications can be obtained in both kinds of school programmes.

Assessment and certification arrangements are the same as those applied in upper-secondary education (see 5.3).

Catching-up programmes of ISCED 2B level preparing students without the primary school graduation certificate for entering VET are discussed in 5.5.

STATISTICS

The share of students enrolled in ISCED 2 level VET as shown in Table 16 is below the EU-27 average, since ISCED 2C training takes place only in some special vocational schools. However, the actual number and share of students participating in VET at lower secondary level is higher than these figures since they do not include students in combined general and vocational education provided in ‘vocational school of arts’ and ‘secondary vocational schools of arts’ in grade 5-8.

GEO	TOTAL ISCED2	ISCED2GEN (NUM)	ISCE2 GEN (%)	ISCED2PV (NUM)	ISCE2PV (%)	ISCED2VOC (NUM)	ISCED2 VOC (%)
EU 27	22064045	21484802	97.4	335599	1.5	243644	1.1
HU	433736	430094	99.2	1613	0.4	2029	0.5

Source: Eurostat (UOE); Extracted on: 19-05-2011; Last update: 13-05-2011

5.2. IVET AT UPPER SECONDARY LEVEL (MAINLY SCHOOL-BASED)

Table 18: IVET at upper secondary level

NAME OF IVET PROGRAMME		ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING (SHARE IN %)	AVERAGE DURATION OF STUDIES	ACCESS (HORIZONTAL/VERTICAL) TO OTHER PATHWAYS ¹⁰
'Vocational school' (szakiskola, SZI)	General education grades (years 9-10)	'Primary school' (általános iskola, ISCED 1A-2A) graduation certificate, possibly entrance examination	All sectors	3C	General education subjects (min. 50%), pre-vocational education (max. 50%)	School-based	4.5 years	Horizontal: □secondary vocational school (SZKI) □and grammar school
	VET grades (Years 11, 11-12, 11-13)				Primarily vocational training ¹¹	Depends on the qualification, the school and the student's decision □(see 5.4)	1-3 years, depending on the qualification ¹²	Horizontal: none; upon completion entry into the labour market Progression to higher level studies: □only after three years full-time or part-time general education to acquire secondary school leaving certificate
	'Early VET' programme (előrehozott szakiskolai képzés)		Primary sector and utilities; business and other services; construction; manufacturing		1/3 general education subjects □(959 hours, including PE)	First year: school-based; grades 10-11: primarily work-based	2 years (planned)	Horizontal: none; upon completion entry into the labour market Progression to higher level studies: □only after full-time or part-time general education to acquire secondary school leaving certificate

¹⁰ Regarding transfer from one IVET programme to another the VET Act allows that prior formal studies at a VET school or a higher education institution shall be credited towards the fulfilment of requirements in any vocational programme of the same content (thus giving exemption from participating in that part of the programme).

¹¹ Fields and time frames of general education that supplements vocational theoretical training is defined by the specific pedagogic programme of the school, i.e. not by the central programme.

¹² Currently most students participate in three-year programmes.

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING (SHARE IN %)	AVERAGE DURATION OF STUDIES	ACCESS (HORIZONTAL/VERTICAL) TO OTHER PATHWAYS ¹⁰
‘Secondary vocational school’ (szakközépiskola, SZKI), general education grades (years 9-12, 9-13)	‘Primary school’ graduation certificate, typically entrance examination	All sectors	3A	Primarily general education, trade group-based pre-vocational subjects are provided in max. 16-26% of mandatory teaching hours	school-based	4 years (5 in bilingual and other programmes with a ‘language preparatory year’, see 5.8)	Horizontal: Grammar school, vocational school (szakiskola, SZI) or (in grade 9 or 10) an SZKI programme in another occupational field Progression: SZKI VET grades (ISCED 4C) or higher education (ISCED 5A/B)

At the age of 14, learners decide whether they will take up VET and which VET pathway and field of study they will choose. The structural reform in the late 1990s (see 5.1) has shifted the vocational training component of ‘secondary vocational school’ (SZKI) to post-secondary level, thus acquiring a secondary school leaving certificate (see below) plus a vocational qualification (ISCED 3A/4C) can take until age 21.

The unclear objectives of grades 9 and 10, drop-out rates and labour market outcomes of ‘vocational school’ (SZI) programmes, have led to a revival of the pre-reform approach and launch of ‘early VET’ programmes in 2010 (see 2.1). This new form of SZI programme allows students to start vocational training right after the completion of the eighth grade of primary school (*általános iskola*, ISCED 1A-2A), at the age of 14. ‘Early VET’ programmes take 3 years to complete so students may obtain a vocational qualification as early as the age of 17. In school year 2010/2011 ‘early VET’ programmes were offered in 118 schools with 8 034 participants (7 864 full time) learning for 51 OKJ qualifications.

ADMISSION

To be admitted to a ‘vocational school’ (SZI) or a ‘secondary vocational school’ (SZKI) programme, students must have completed eight years of primary and lower secondary education (*általános iskola*, ISCED 1A-2A). However, those without a primary school graduation certificate can participate in ‘catching-up programmes’ where they can obtain the competences necessary to enter VET (see 5.5). Schools may specify further requirements such as performance at primary school and/or an entrance examination. The latter can be an oral and/or a centrally organised competence-based written exam in Maths and Hungarian Language. For certain occupational fields/qualifications, aptitude tests or certain medical requirements may be required as laid down in the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK).

ASSESSMENT, PROGRESS AND QUALIFICATIONS

Student performance is continuously assessed by teachers and trainers, as well as through national examinations. The requirements and forms of assessment, the grading of students, including oral and written tests, and the requirements for progression to higher levels are defined in the pedagogical programme (*pedagógiai program*) of the school.

The secondary school leaving examination (*érettségi vizsga*) - that awards an ISCED 3A level certificate which is the prerequisite for higher level studies - is conducted only in ‘secondary vocational schools’ (SZKI), at the end of the last ‘general education grade’ but not in ‘vocational schools’ (SZI). The exam is based on nationally uniform requirements. Since 2005, it can be taken at either intermediate or advanced level in five subjects, four of which are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional (this might be taken in a pre-vocational subject). While the intermediate level exam is still taken before an examination board comprised of local school teachers and a president delegated by the ministry of education, the external advanced level exam constitutes a rigorous output regulator. However the ratio of advanced level exams taken has been only 6% on average.

In VET grades students' performance in practical training may be assessed in a level examination (*szintvizsga*), scheduled to take place about half way through the training. The exam is conducted by the training provider, with the assistance of the relevant local economic chamber, and in cooperation with national economic interest representation organisations and the VET school. Currently, level examinations can be organised in those ISCED 3C level vocational qualifications which have been handed over to the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) for SZVK development and conducting the examinations themselves (see 2.1 and 8.2). The level examinations are designed to assess the competences necessary for working under supervision and the professional and technological skills the student has mastered so far.

At the end of the VET programme students can obtain a vocational qualification of the national qualification register (*Országos Képzési Jegyzék*, OKJ, see Glossary and 2.1) after passing the vocational examination (*szakmai vizsga*). The exam is held in front of an independent examination committee but usually takes place at the training institution. Approximately 95% of students pass it. It consists of examination tasks as per the required modules, and various (written, interactive, practical and oral) examination activities, as defined in the SZVK.

OKJ qualifications entitle their holders to practise the occupations specified in the respective SZVK, but they do not allow direct entry to further/higher level education. As a result, those who have completed a 'vocational school' (SZI) programme have to complete another three years in full-time or part-time formal general training to obtain a secondary school leaving certificate to be able to enter higher level studies. About every third 'vocational school' (SZI) graduate takes this three-year programme and acquires a secondary school leaving certificate.

STATISTICS

The figures in Table 18 suggest a very uneven distribution of students between vocational vis-à-vis general education at upper secondary level: currently only around 14% of all students participate in VET as such.

GEO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
EU 27	20633767	10946188	53.0	:	:	9687579	47.0
HU	537142	405504	75.5	54723	10.2	76915	14.3

Source: Eurostat (UOE); Extracted on: 19-05-2011; Last update: 13-05-2011

The prestige and attractiveness of IVET has indeed decreased considerably since the beginning of the 1990s and the share of learners in 'vocational school' (SZI) programmes has shrunk from 50% to 30% of all new entrants in upper secondary programmes (see Figure 2 in 5.1). However, the decrease was partly the result of the late 1990s structural reform (see 5.1) when general education was extended until grade 10 in 'vocational schools' (SZI) and grade 12 (or 13) in 'secondary vocational schools' (SZKI). Consequently, the vocational training component of SZKI programmes have been moved from ISCED 3 to ISCED 4 level.

Nevertheless, pre-vocational training is part of the curriculum of ‘general education grades’ in both types of VET schools (see above) and such training taken in SZKI is recognised at ISCED 4 level which typically reduces the duration of training by 1-2 terms (see 5.6.). In fact, as Table 19 shows, in school year 2009/2010 nearly two thirds of full-time students at upper secondary level studied in one of the two types of VET schools.

TABLE 20: NUMBER AND DISTRIBUTION OF FULL TIME STUDENTS IN GRAMMAR SCHOOLS AND IVET PROGRAMMES BY PROGRAMME TYPE (2010/2011)			
		NUMBER	IN TOTAL %
‘Vocational school’ (SZI) ⁽¹⁾	(a) General education grades (9-10)	50 462	10.45
	(b) VET grades (11, 11-12, 11-13)	78 959	16.35
	(c) ‘Early VET’	7 864	1.63
	Total:	137 285	28.43
‘Secondary vocational school’ (SZKI)	(d) General education grades (9-12/13)	172 421	35.71
	(e) VET grades (post-secondary non-tertiary level)	67 943	-
	Total:	240 364	-
Grammar school - (f) general education (grades 9-12/ 13.)		173 189	35.86
Total upper-secondary level (a)+(b)+(c)+(d)+(f)		482 895	100.00
Total including post-secondary VET		550 838	-

⁽¹⁾ Excluding special vocational schools which typically provide ISCED 2 level education and training (see 5.2)

Source: Ministry of National Resources

5.4. ALTERNANCE TRAINING (INCL. APPRENTICESHIP)

Whether the practical training component of an IVET programme is organised in a school workshop and/or at an enterprise - in whole or in part - depends on the availability of external training places and a decision of the student and the school. That is, the type and main features of IVET - admission requirements, curricula, assessment, certification and progression, etc. - are the same whether provided in school-based or alternance training since these are all defined uniformly in the school’s local curriculum in line with the vocational and examination requirements (szakmai és vizsgakövetelmények, SZVK) and central curricula (see 5.1 and 5.3, for any differences see below). Therefore alternance training and apprenticeships are not separate IVET pathways in Hungary.

The VET Act of 1993 recognises two possible (legal) forms of practical training in enterprises. The form that both the law and education policy prefer is a kind of apprenticeship training based on a ‘student contract’ (*tanulószerződés*, see below). Alternatively, under certain conditions (see 1.5), a VET school may conclude a cooperation agreement (*együttműködési megállapodás*) with an enterprise to provide practical training for its students. In the latter case learners are not contractually linked to the employer, neither do they receive remuneration (only for the duration of their practice during the school summer holidays).

APPRENTICESHIP CONTRACTS

Students can enter an apprenticeship contract at the age of 15 at the earliest in ‘vocational schools’ (SZI), and at 18 in ‘secondary vocational schools’ (SZKI). ‘Student contracts’ are concluded between the enterprise and the student, under the supervision of a representative of the appropriate territorial economic chamber. The chamber is responsible for inspecting the conditions and standards of training prior to and afterwards the programme begins.

The preconditions and content of the ‘student contract’ are regulated by the VET Act of 1993. Under the contract the enterprise is obliged to provide adequate practical training for the student in a safe and healthy work environment, in accordance with the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see Glossary) of the vocational qualification pursued. The ‘student contract’ establishes a legal relationship between the student and the enterprise; it may be terminated by mutual agreement only or under conditions specified by law. While it provides various advantages to learners, it does not alter their status as students.

The practical training provider has to pay a regular monthly allowance to the student, including holiday periods. Apprentices receive 20% of the mandatory minimum wage during the first term of first VET grade, and the amount is supplemented by another 20% for students training for ‘shortage jobs’ (see Glossary). Thereafter every year the training provider sets the rate of mandatory increase in every term, depending on the student’s effort and performance. Students are also entitled to social security benefits through their apprenticeship contract. Time in apprenticeship training is counted as period of employment when calculating pensions.

Apprenticeship training has been increasingly promoted by education policy (particularly following the first year of VET) as the form of practical training best suited to strengthen the relationship between VET and the economy. Since 2007 whenever enterprise-based training makes up more than 50% of practical training, it can only be provided in the student contract-based form. Various financial incentives have also been introduced to increase the involvement of VET schools (partial per capita support) and VET students (increased monthly allowance) as well as enterprises (see 10.2). In addition, the administrative burden of apprenticeships has been reduced, too. As a result of these measures, since 2001 the number of student contracts has quadrupled and the number of enterprises providing student contract-based training has also grown (see Annex, Tables 6 and 7).

Apprenticeship training can in theory be organised in any IVET programme offered within the school system. However, its availability varies by sector/occupation. In 2010, student contract-based training took place in 279 professions (including old and new OKJ qualifications). 59% of apprentices, however, were training for a qualification at ISCED 3 in only 10 occupations, as illustrated in Table 21.

Table 21. Number and distribution of apprenticeships by qualification/occupation, 2010

Occupation	Number of students	%
Cook	5 700	12
Food and household retailer	5 000	10
Waiter	3 800	8

Hairdresser	3 200	7
Bricklayer	2 500	5
Carpenter/furniture carpenter	2 000	4
Painter and wallpaper installer	1 900	4
Body ironer	1 700	4
Pastry-cook	1 400	3
Electrician	1 300	2
Subtotal	28 500	59
Total	48 000	100.00

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

According to the results of a 2011 survey by the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) (*Vállalkozások tanulószereződéses ...*, 2011), the main obstacle to increasing the number of enterprises providing apprenticeships is the still rather complicated and time-consuming administration (41% of respondents chose this answer). Further obstacles identified include financial drawbacks in spite of the growing range and amount (see 10.2) of deductible/reimbursable costs (considerable pre-financing required in case of annual reimbursement of costs: 35%; costs are not recovered: 28%), low number of practical training hours (27%) and students' inadequate theoretical and practical prior preparation (22%) and disciplinary problems (during work: 24%, high rate of absence: 22%).

In spite of the existing shortcomings and obstacles, the government intends to make VET less theoretical and include more training in enterprises moving towards a 'dual system' inspired by the German apprenticeship system (see 2.1).

STATISTICS

Following the political and economic changes of 1989, as a consequence of the closure of most company workshops, the school workshop became the primary practical training venue. Since the early 2000s education policy has introduced various financial incentives to increase the willingness of enterprises to participate in practical training provision. The policy objective has been - especially as regards 'vocational school' (SZI) programmes for skilled manual jobs (mainly ISCED 3C) - to encourage practical training first to be provided in a school workshop (to practise basic vocational skills) and at a workplace in following years (see 10.2). Currently, while most 'secondary vocational school' (SZKI, ISCED 4C) students still have their practical training at school, most 'vocational school' (SZI) students participate in practical training at an enterprise, usually based on a 'student contract' (see Tables 22 and 23 and Tables 4 and 5 in Annex).

Table 22: Distribution of full-time students in 'VET grades' by school type, venue and legal form of practical training in 2010/11 (%)

Practical training venue	Vocational school □(SZI) ^(a)	Secondary vocational school (SZKI)
School workshop	44.60	72.75
Outside school based on a □ cooperation agreement	4.95	17.18
Outside school based on a □ student contract	50.45	10.07
Total	100.00	100.00

^(a) Including 'special vocational schools'.

NB: Depending on the training duration, 'VET grades' in SZI are years 11, 12, 13; in SZKI they refer to years 13, 14 and 15.

Source: Ministry of National Resources, 2010.

TABLE 23: STUDENTS IN VOCATIONAL UPPER SECONDARY EDUCATION BY TYPE OF PROGRAMME, 2008 [%]	
GEO	HU
SCHOOL BASED	43
COMBINED	57
TOTAL VET	100

Source: Cedefop's calculation based on Eurostat, UOE data collection on education systems, date of extraction 25.7.2010.

Note: According to the method adopted in the UOE data collection on education systems, vocational programmes may be defined as: a) school-based programmes (if at least 75 % of the programme curriculum is presented in the school environment); b) combined school- and work-based programmes (if less than 75 % of the curriculum is presented in the school environment). Data presented here originate from the UOE data collection on education systems and are subject to its methodology.

5.5. OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

In addition to measures aimed at reducing drop-outs (see 5.1), various forms of second-chance institutions and programmes have emerged in the past decade supported by national and EU funds and professional-methodological assistance. However, they still have not been able to become fully institutionalised and are typically project-funded. Some provide education and training within the school system (e.g., a few special second-chance schools or 'digital secondary schools', see 6.1), others are offered in adult training (see 6.5).

A fully institutionalised opportunity available for drop-outs and those at risk is the one or two year long 'catching-up' programmes (*felzárkóztató oktatás*) which can be organized in 'vocational schools' (*szakiskola*, SZI). These programmes help students over 15 without the primary school graduation certificate (*általános iskolai bizonyítvány*, ISCED 2A) to acquire the competences necessary for entering a VET programme. The certificate awarded is equivalent to the primary school certificate provided that the participant has completed at least 6 grades of primary school.

According to the modified admission requirements that came into effect in school year 2005/2006, ISCED 2 and 3 level OKJ qualifications may be obtained even by those with no formal school certificate but attended a VET preparatory programme and obtained the necessary competences. Such programmes are open to youth aged 15-23.

Innovative, competence-developing ‘catching-up’ programmes relying on the project method were developed within the framework of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program, 2003-2009*). Teachers work with students in small groups, with the active involvement of social assistants. Development and assessment are carried out on the basis of individual development plans and according to an individual schedule.

In school year 2010/2011, 13.1% of ‘vocational schools’ (SZI) offered such preparatory, catching-up programmes for altogether 2 453 (1.9%) students (source: NEFMI). The number and share of schools offering the programme and of participants have decreased since the previous year. In fact, the very rationale for ‘catching-up’ programmes may be questioned by the introduction of ‘early VET’ programmes that allows students to enter vocational training right after the completion of the eight-grade primary school (see 2.1). The latest government plans intend to introduce ‘Bridge programmes’ for those not ready to enter VET.

5.6. VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (MAINLY SCHOOL-BASED)

Table 24: IVET at post-secondary non-tertiary level

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING (SHARE IN %)	AVERAGE DURATION OF STUDIES	ACCESS (HORIZONTAL/VERTICAL) TO OTHER PATHWAYS
‘Scondary vocational school’ (szakközépiskola, SZKI), VET grades	secondary school leaving certificate (érettségi bizonyítvány, ISCED 3A)	All sectors	4C	Vocational training	Depends on the qualification, the school and the student’s decision, but typically school-based (see 5.4)	1-3 years, depending on the qualification	Horizontal: none; upon completion entry into the labour market Progression : □SZKI VET grades (ISCED 4C) or higher education (ISCED 5A/B)

Although ‘secondary vocational school’ (*szakközépiskola*, SZKI) programmes provide pre-vocational training in the ‘general education grades’ (years 9-12/13, see 5.3), they offer VET awarding ISCED 4C level OKJ vocational qualifications only in grade 13 and onwards. The actual duration of the vocational programme depends on the OKJ qualification awarded and is defined by the relevant vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see Glossary). Training is typically one year, since the two-year programme is reduced by one or two terms for those who did years 9-12 or 13 at SZKI and had pre-vocational training.

The general admission requirement is the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A) or less typically the completion of the last (12th) grade of secondary school. There may also be medical/vocational aptitude or vocational pre-qualification requirements as specified in the SZVKs. Therefore, this type of IVET is also open to students from upper-secondary general education (grammar school, *gimnázium*, ISCED 3A).

Assessment and certification arrangements are the same as described in 5.3. The ISCED 4C level OKJ vocational qualification awarded at the vocational examination (*szakmai vizsga*) allows the holder to practice the occupation(s) specified in its SZVK.

In Hungary there is only vocational training at ISCED 4 level (see Table 25). The number of students in SZKI VET grades has been stagnant or slightly decreasing in the past years which might be explained by the competition of higher education programmes.

GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU 27	1 516 312	174 028	11.5	1 342 284 (s)	88.5
HU	75 762	: (-)	:	75 762	100.0

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

5.7. VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (MAINLY SCHOOL-BASED)

Table 26: IVET at tertiary level

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING (SHARE IN %)	AVERAGE DURATION OF STUDIES	ACCESS (HORIZONTAL/VERTICAL) TO OTHER PATHWAYS
'Advanced vocational programme' (<i>felsőfokú szakképzés</i>)	secondary school leaving certificate (<i>érettségi bizonyítvány</i> , ISCED 3A)	All sectors	5B	Primarily vocational training	Depends on the qualification, the school and the student's decision (see 5.4)	4 terms (5 in one case)	Horizontal: none; upon completion entry into the labour market Progression : → higher education (ISCED 5A/B)

Tertiary level education offered by higher education institutions includes:

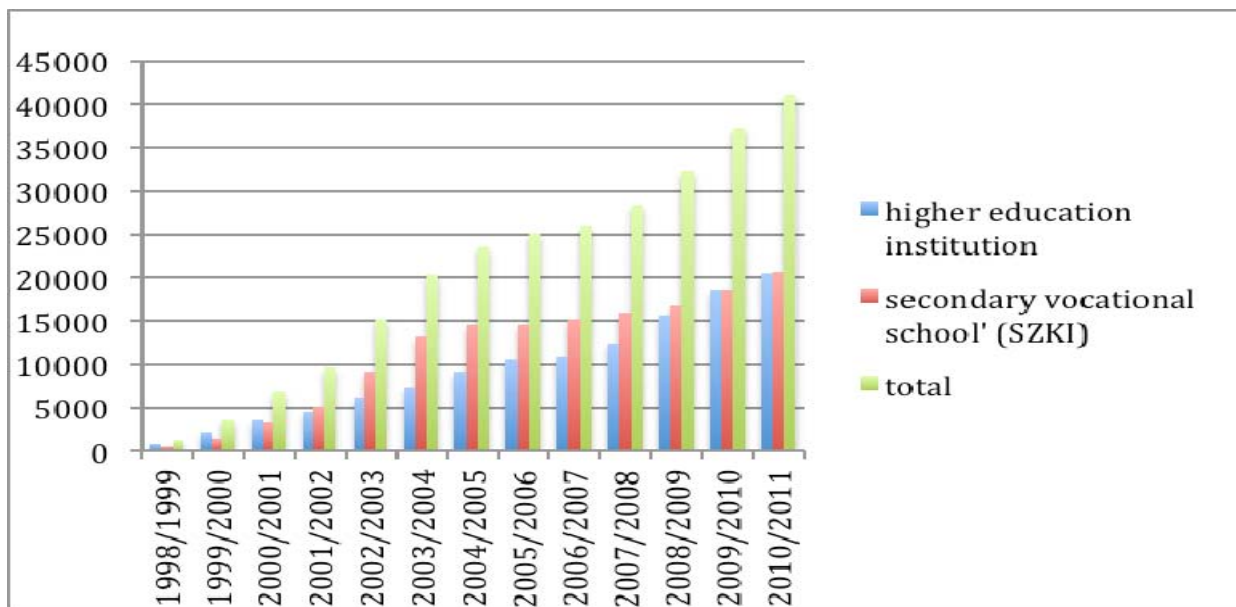
- ‘advanced vocational programmes’ (*felsőfokú szakképzés*, ISCED 5B)) which award vocational qualifications (*szakképesítés*) of the national qualifications register (*Országos Képzési Jegyzék, OKJ*), and
- higher education degree programmes (*felsőfokú végzettséget adó felsőoktatási programok*) which lead to a degree and a professional qualification (*szakképzettség*) which entitles the holder to pursue a specific profession; however, these programmes are not considered to be part of VET.

ADVANCED VOCATIONAL PROGRAMMES

Advanced vocational programmes (*felsőfokú szakképzés*, FSZ) were introduced in 1998. The initial goal of ISCED 5B programmes awarding a higher level vocational qualification but no higher education graduation degree was to offer shorter modular training that can quickly respond to the demands of a changing labour market. FSZ prepare for high quality professional work and at the same time, through transferability of credits, they help transition from VET to ISCED 5A programmes as well.

FSZ programmes can only be run by colleges (*főiskola*) or universities (*egyetem*). However, training can also be provided - and is in fact provided in half of the cases (see Figure 7) - by ‘secondary vocational schools’ (*szakközépiskola, SZKI*, see 5.3 and 5.6) as well, under the supervision of a higher education institution based on cooperation agreements. Thus both the legal status of participants and the administration and financing of the training vary, depending on the type of institution where training is actually organised.

Figure 7: Number of FSZ students by training provider 1998-2010



Source: Ministry of National Resources

Provision of VET is regulated by the VET Act of 1993; other aspects of ‘advanced vocational programmes’ are governed by the Higher Education Act of 2005 (see 4.2).

There are full-time and part-time FSZ courses available, which can be either state-supported or fee-charging. The duration of FSZ training is four (or five) terms.

Applicants for FSZ programmes must hold a secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A), and may also have to meet specific professional, medical etc. requirements according to the OKJ qualification they intend to pursue. If FSZ training takes place at a higher education institution, results of the secondary school leaving examination (see 5.3) and grades obtained in the course of secondary school studies count towards admission, as specified in a government decree. If the training is provided in a 'secondary vocational school' (SZKI), it is the school that sets the admission requirements.

The curricula of FSZ programmes are developed by higher education institutions in accordance with the SZVK and the framework curricula of the particular OKJ qualification, both issued by the minister for the relevant sector. Curricula are of modular and consist of the following components: basic education/development of competences, mandatory vocational and optional (specialisation) modules.

Practical training may be provided both in school workshops and at enterprises (see 5.4). Student contracts (*hallgatói szerződés*) have also been available since 2006 whenever practical training is provided in a block for at least 25% of the total training duration.

Assessment and education management depend on the type of the institution where training is actually organised.

OKJ qualifications awarded upon passing the vocational examination in an ISCED 5B FSZ programme do not provide a higher education graduation degree. However, they entitle the holder to practice the occupations specified in the respective SZVK. FSZ students have the opportunity - and many take it - to transfer their credits (minimum 30, maximum 60 to a bachelor programme in the same field, thus reducing the length of their training period typically by one or two terms.

STATISTICS

Most students participating in higher education in Hungary are enrolled in programmes that award a higher education degree and a professional qualification (ISCED 5A). There are several reasons for this number being higher compared to the EU average than the number of students participating in ISCED 5B training (see Table 16). Although the number of participants in FSZ programmes has risen continuously since it was introduced in 1998, the labour market is not particularly enthusiastic towards - let alone informed about - this type of qualification (see Table 27). The prestige and labour market returns from ISCED 5A level degrees are significantly higher; graduates with a higher education degree have a better chance of landing on a good job with a higher salary.

GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU 27	19 505 749	16 370 782	83.9	2 617 882	13.4	517 085
HU	397 679	358 445	90.1	32 323	8.1	6 911

Source: Eurostat (UOE); Extracted on: 19-05-2011; Last update: 13-05-2011

5.8. LANGUAGE LEARNING IN IVET

A major expectation towards Hungarian education is that it should ensure efficient language teaching, since it is widely known that the proportion of people over 15 speaking a foreign language in the population is one of the lowest among EU countries. Lack of foreign language skills means significant disadvantage on the labour market both abroad and at home. The number of people speaking a foreign language has started to increase dynamically in the new millennium, thanks, among others, to the fact that school language teaching has become more efficient. In recent years, as a result of making a foreign language one of the mandatory subjects at the secondary school leaving examination (*érettségi vizsga*, see 5.3), class hours of language teaching 'secondary vocational school' (*szakközépiskola*, SZKI, see Glossary and 5.1) have started to increase dynamically.

Table 28: Distribution of the number and proportion of students studying a foreign language in full time education

	1992/1993		2001/2002		2004/2005		2010/2011	
languages	number	%	number	%	number	%	number	%
'secondary vocational school' (SZKI)								
English	77149	40.3	130695	53.8	146790	58.1	154682	66.0
German	76763	40.1	99179	40.8	97284	38.5	72621	31.0
other	37641	19.7	13239	5.4	8411	3.3	7181	3.1
total	191553	100	243113	100	252485	100	234484	100
'vocational school' (SZI)								
English	5905	23.7	26565	32.3	37501	39.8	54149	51.7
German	14921	60.0	51295	62.3	54217	57.6	40098	38.3
other	4081	16.3	4443	5.4	2445	2.6	10485	10.0
total	24907	100.0	82303	100.0	94163	100.0	104732	100

Source of data: calculations by Irén Vágó (until 2004/2005) and Tamás Híves (2009/2010) based on the Statistical information, Statistical Yearbook of the Ministry of National resources, Ministry of Education

Pursuant to the framework curricula used in most institutions, one foreign language is taught in grades 9 and 10 of vocational school (*szakiskola*, SZI, see Glossary and 5.1). The objective of foreign language teaching is to prepare students to reach A2-B1 level of the Common European framework for languages by the end of grade 10. 7% of 'vocational school' students is relieved under the requirement to study a foreign language, and in the 'VET grades' foreign language teaching is part of the curriculum only in a small portion of occupations.

Table 29: Change in the total number students studying in 'vocational school' (previously 'skilled workers' school) programmes and the number of students studying a foreign language, in full time education, between 1990/1991 and 2009/2011

School year	All students	Students studying a foreign language	%
1990/91	222 204	25 072	11.3
1995/96	172 599	39 012	22.6
2001/02*	123 951	82 303	66.4
2006/07	119 637	94 957	79.4
2007/08	123 192	101 444	82.3
2008/09	123 865	102 575	82.8
2009/10	128 674	102 498	79.7

Source: Balázs et al., 2011 (calculations by Irén Vágó and Tamás Híves (from 2005/2006) based on the Statistical information, Statistical Yearbook of the Ministry of Education)

*Including special vocational school students from school year 2001/2001.

Beginning from school year 2012/2013 - since vocational school training will be one-two year shorter, while the number of practical training hours will be increased - only a small portion of vocational school students will study a foreign language.

Framework curricula for 'secondary vocational school' (SZKI) training make the teaching of only one foreign language mandatory, however, institutions may also teach a second foreign language based on the local curriculum. The objective is to prepare students to reach level A2 by the end of grade 10, and level B1 by the end of grade 12. (Advanced level secondary school leaving examination taken in a foreign language is equivalent to a B2 level language proficiency exam.) In case of some occupations use of a foreign language is part of the vocational and examination requirements (szakmai és vizsgakövetelmények, SZVK), for instance in areas of commerce, tourism or information technology. In such cases teaching the vocational foreign language begins already in the 'general education grades' and continues in the 'VET grades'. In case of some vocational qualifications assessment of foreign language skills might be required for entering the 'VET grades', or obtaining a language proficiency exam certificate might be a prerequisite of taking the vocational examination (e.g. tourist guide).

According to the results of a survey conducted in school year 2007/2008 (Nikolov et al., 2008), in 'vocational schools' (SZI) students study only one foreign language and even among 'secondary vocational school' (SZKI) students only every tenth student studies two foreign languages. The survey found that more students would choose to study two foreign languages than the institutions make it possible. In both school programme types the number of students who study German but would rather study English if they had the choice is high.

Table 30: Number and distribution of students studying a foreign language in 'vocational school' (SZI) and 'secondary vocational school' (SZKI) by language studied in school year 2009/2010

Language	'vocational school' (SZI)		'secondary vocational school' (SZKI)	
	<i>number</i>	%	<i>number</i>	%
German	50767	49.4%	75727	32.4%
English	50579	49.2%	151269	64.7%
French	683	0.7%	2914	1.2%
Italian	211	0.2%	1704	0.7%
Russian	181	0.2%	604	0.3%
Latin	20	0.0%	286	0.1%
Spanish	-		891	0.4%
other	288	0.3%	357	0.2%
total	102729	100 %	233752	100 %

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

German and English are the languages taught most frequently, 49.4% and 49.2% of 'vocational school' (SZI) and 32.4% and 64.7% of 'secondary vocational school' (SZKI) students study these two languages (see Table 30). In the choice of language there has been a definite shift to the English language: since 1992 the share of students studying (also) English has more than doubled in 'vocational schools' and increased by a third in secondary school programmes. According to the adult training statistics on foreign language studies, among adults demand for English language is at least five times as much as for German, which suggests that school teaching only very slowly follows the change of demands also in language teaching (see Table 36 in 6.4). In addition, relatively many students study French, but the proportion of students studying other, including minority languages (see Table 31) is insignificant.

Table 31: Number of students participating in nationality and minority education in 'vocational school' (SZI) and 'secondary vocational school' (SZKI) in school year 2009/2010

language	'vocational school' (SZI)	'secondary vocational school' (SZKI)
German	142	239
Slovanian	-	11
Romani (gipsy)	1661	195
- of this language teaching	288	357

Source: NSZFI

According to the survey mentioned above (Nikolov et al., 2008), students can study a vocational foreign language only in the higher grades and even there only to a small extent, although student answers showed they would prefer to participate in such training. However, there are only few vocational trainers who speak well a foreign language and would be willing to teach. In the institutions participating in the survey, 38% of teachers did not have adequate qualifications and the share of career starter teachers was also very high. Lack of adequate textbooks for teaching vocational foreign languages is also a problem in many places.

Most students study a foreign language as an individual subject area. Students study a foreign language in groups of 13 students on average, in 'vocational school' in three hours, in 'secondary vocational school' 4 hours a week (Nikolov et al., 2008).

With the objective to increase the efficiency of foreign language teaching, 'language preparatory grades' appeared in grade 9 of secondary schools from 2004, extending the duration of general education to five years for participating students. In the 'language preparatory grade' 40% of mandatory class hours must be spent on intensive foreign language teaching. Such a 'language preparatory grade' was introduced in many 'secondary vocational school', the first classes took the secondary school language examination in 2009. Twelve 'secondary vocational schools' provide content and language integrated learning, where students study some vocational subjects in a foreign language.

Assessment and certification standards and recognition of certificates obtained abroad are based on the requirements of the Common European Framework for languages. A definitely positive influence of the framework is that the competence-based standards of the secondary school leaving examination based on it had an impact on teaching processes and methods which resulted in the modernisation of foreign language training in secondary schools.

6. CONTINUING VOCATIONAL EDUCATION AND TRAINING

6.1. GENERAL BACKGROUND

Adult education and training in Hungary takes two ultimate forms:

- a) adult education within the school system (*iskolai rendszerű felnőttoktatás*) provided in primary, secondary, post-secondary and higher education under the respective legislation (see 3.1); it is financially supported by the State (see 10.3) and participants are considered students in terms of their legal status;
- b) adult training outside the school system (*iskolarendszeren kívüli felnőttképzés*) provided by private as well as public institutions; its legislative and administrative structure and financing is defined by the Adult Training Act of 2001; often it awards a State-recognised vocational qualification listed in the national qualifications register (*Országos Képzési Jegyzék, OKJ*, see Glossary).

In both forms - except for ISCED 5A/6 higher education programmes and ‘training regulated by public authorities’ (*hatósági képzés*) - provision of VET is governed by the VET Act of 1993. The Labour Code guarantees training leave for employed adults provided training takes place within the school system or training is mandatory in that job or required by the employer (see 10.3.3).

Mandatory further training regulated by legislation exists both in the public and private sectors. In the public sector this comprises ‘uniform-wearing’ occupations, civil servants, teachers (see 7.2.2), health, cultural and social workers, and some large public companies, for example the Hungarian National Railway and Hungarian Postal Service. In the private sector some areas require mandatory training for safety reasons or because of constant changes in regulations, as in occupations related to gas production and services, commerce in plant and animal health chemicals, professional drivers, bookkeepers and auditors, professional hunters, etc. Such CVET programmes are typically organized as adult training courses, in the public sector often by specialized agencies and institutions. They include both formal (when they award State-recognised qualifications) and non-formal learning forms.

Participation in adult education and training is, however, among the lowest in the EU and has even been decreasing in recent years (see Tables 12 and 32-35 in 1.4, 6.2 and 6.3). Studies (Török, 2006) found that adults have a generally positive attitude towards training and many also need to renew their qualifications, but there are considerable barriers:

- (a) perceived lack of benefits: in a country where formal school qualifications determine social status, about a third of adults, and especially the lower qualified, are undermotivated, as they believe that the benefits of non-formal learning are smaller than its costs;
- (b) inflexibility of the training system and services: programmes are too long, there are only very few opportunities to get one’s previous work experience and other forms of non-formal/informal learning recognised, etc.;
- (c) high workload of employees: the number of hours worked per year is significantly higher than in western Europe, while the proportion of adults in part-time employment is one of the smallest in OECD countries (*OECD Factbook*, 2010).

According to the results of the 2006 Eurostat Adult Education Survey key obstacles to participation include conflict with work schedule (53%), lack of employer's support (40%), financial considerations (training was too expensive or respondent could not afford it, 42%), and the fact that no training was offered at reachable distance (32%) - respondents identified these factors in much higher shares than the EU average (35, 16, 28 and 19%, respectively).

While transportation costs are financed in most State-supported programme, there are also some initiatives that aim to bring learning closer to learners. The 'Digital Secondary School' programme, cofinanced by the ESF, provides general and vocational training opportunities within the school system for disadvantaged groups by combining distance learning and class attendance and offering community access points near the participants' place of residence. In adult training, CVET opportunities offered at the workplace are often available in e-learning, especially in large, multinational companies. ESF assistance has also been used to support a government initiative to involve public cultural institutions in vocational adult training.

Development of new curricula, more flexible modes of delivery and new learning venues (such as e-learning, involving public cultural institutions in vocational adult training provision) have also also been supported by national as well as ESF funds. The OKJ renewed in 2004-2006 (see 2.1) permits the definition of competence-based access requirements of vocational programmes at all levels below that of higher level VET (ISCED 5B), although competence criteria have so far been developed only for ISCED 3 level vocations. The modularisation of the OKJ and the introduction of partial qualifications as well facilitate access and increase the flexibility of VET.

Increasing participation in CVET in enterprises is encouraged by the State primarily through financial incentives and grants (see 10.3.2).

Many social partner organisations consider the development of CVET in their sector a prioritized objective and several of them also engage in adult training provision (often by maintaining their own training institutions). However, their involvement in CVET is rather limited due to lack of resources and a professional background.

Currently new VET and Adult training acts are being drafted and foreseen to be enacted in autumn 2011. The main policy objectives regarding adult training were defined in the 'Széll Kálmán Plan. Hungarian Work Plan' accepted by the government in May 2011 and they also reflect the current key challenges. The goal is to develop a system which:

- a) is more simple and transparent, can be monitored more effectively and is also less bureaucratic;
- b) ensures quality knowledge of graduates of State-supported adult training programmes and that certificates obtained in adult training are equivalent with, i.e., certify the same outcomes as, those obtained within the school system;
- c) better matches the structural and content demands of the labour market;
- d) is able to increase the labour market effectiveness of State-supported training, the employment rate of participants who obtain a vocational qualification in adult training;
- e) is able to increase the number of participants in adult training towards the EU average;
- f) makes access to adult training fairer thus ensuring that primarily those learn and get State support who need it to succeed in the labour market.

Measures planned to be applied to reach these objectives include:

- a) reform the system of accreditation (see 6.3) in order to reduce its administrative burden, focus more on quality and make the inspection system simpler and more effective;
- b) link State-support to labour market needs as defined by the regional development and training committees already in charge of defining desired vocational programme offers and relative shares of student enrolment in IVET (see 4.3).

6.2. FORMAL LEARNING IN CVET

In Hungary the following types of adult learning opportunities can be described as formal learning in CVET:

- a) adult education programmes offered within the school system (*iskolarendszerű felnőttoktatás*) at primary (ISCED 1-2 level general education programmes), secondary (ISCED 3C and 3A), post-secondary (ISCED 4C) and tertiary (ISCED 5B, 5A and 6) levels;
- b) adult training programmes offered outside the school system that award a State-recognised vocational qualification (primarily those awarding a qualification of the national qualifications register, *Országos Képzési Jegyzék*, OKJ, ‘trainings regulated by public authorities’, *hatósági képzés*, which award nationally or internationally recognised qualifications or licences not included in the OKJ, primarily in the fields of road, water and air transportation, plant and veterinary health inspection or food hygiene, and some mandatory further training programmes that award a certificate or a new qualification).

Since the main characteristics of training provision differ in adult education and adult training (and statistical data collection categorises all types of learning opportunities available in adult training as non-formal CVET), sub-chapter 6.2 will mainly focus on adult education and the general features of adult training programmes will be discussed in 6.3.

Adult education within the school system can only be provided by ‘public education’ (*közoktatás*, see Glossary) and higher education institutions. In general, training programmes offered to adults do not differ from the regular full-time courses in terms of objectives, admission criteria, main characteristics of curricula, assessment or progression (see chapter 5). The quality standards and evaluation mechanisms for adult education are the same as for regular full-time education (see section 5.1).

ADULT EDUCATION IN ‘PUBLIC EDUCATION’

The main function of adult education at primary, secondary and post-secondary levels is to provide participants a ‘second chance’ to continue their studies and the primary target groups include:

- (a) disadvantaged people who dropped out of initial education or need to continue their studies in part-time education (adults can only study in adult education over the age of 17 in primary school, *általános iskola*, ISCED 1-2, and over the age of 23 in secondary and vocational schools);

- (b) graduates of ‘vocational schools’ (*szakiskola*, SZI, ISCED 2C or 3C) who aim to obtain the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 3A) which pays better in the labour market and is a precondition of pursuing higher level studies;
- (c) grammar school (*gimnázium*, ISCED 3A) and ‘secondary vocational school’ (*szakközépiskola*, SZKI) graduates who received only general education and aim to obtain a vocational qualification.

Adult education can be provided through various delivery modes, including full-time education (when the number of class hours forms at least 90% of the number of mandatory class hours defined for the given school type and programme), evening (50-90%), correspondence education (10-50%), and ‘other’, e.g. distance learning (when the number of class hours is at most 10% of the mandatory number). However, the most typical delivery mode in both types of VET school programmes is evening education, and only a very few adults participate in programmes offered in the ‘other’ delivery mode (see Table 10 in Annex).

Adult education is typically provided at special departments/groups/classes of schools that otherwise provide regular, full-time education, although some schools have been established specifically to train adults.

ADULT EDUCATION IN HIGHER EDUCATION

There was a considerable expansion of higher education between 1990 and 2004 concerning both the number of students and the types of training programmes on offer. In addition to the introduction of new types of postgraduate programmes, the proliferation of alternative delivery modes and forms of financing have all contributed to making tertiary education more accessible to adults. The number of participants studying in part-time or distance learning has increased considerably - from 25 786 in 1990/1991 to 196 008 in 2004/2005, suggesting that an increasing number of adults have chosen this type of CVET. This expansion, however, had stopped by 2004; in the 2010/2011 academic year, 120 620 students studied in part-time or distance learning.

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

- (d) non-degree programmes also available as part-time education to obtain an ISCED 5B OKJ advanced level vocational qualification (*felsőfokú szakképesítés*, see 5.7);
- (e) bachelor and master level programmes (ISCED 5A) also available in part-time education (the former in distance learning as well) to obtain the first or a new degree and professional qualification;
- (f) postgraduate specialisation programmes (*szakirányú továbbképzés*), usually two- to four-term courses typically offered in correspondence delivery mode awarding a new specialised ISCED 5A qualification, built on the degree and professional qualification obtained in undergraduate training;
- (g) six-term ISCED 6 doctoral degree programmes (typically offered in full-time education).

Higher education institutions 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 2010/2011 academic year (as in previous years), part-time education and distance learning courses (the latter with the exception of master level, non-divided and doctoral degree programmes) were available at every level and in every type of training, correspondence format being by far the most popular.

FORMAL LEARNING IN ADULT TRAINING

With the exception of advanced level vocational qualifications (*felsőfokú szakképesítés*, ISCED 5B), all OKJ qualifications can also be obtained outside the formal school system, in adult training. In training programmes that award an OKJ qualification, the objectives, admission criteria, duration (maximum number of hours), content requirements and type of outcome are specified in the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK) of the given qualification, published by a Decree from the minister of the relevant field. While in public education the local school curricula of OKJ training programmes must observe the mandatory elements of its central programme (*központi program*) published by the relevant ministry (see 5.1), adult training providers can prepare their own curricula based only on the SZVKs.

The content and objectives of ‘trainings regulated by public authorities’ (*hatósági képzés*) are regulated either by legislation or the relevant public authority. Such training programmes award qualifications (license, diploma, certificate of attendance issued by the training provider, etc.), which qualify for performing activities defined by the authority (typically in the fields of road, water and air transport, plant and veterinary health inspection or food hygiene).

For training providers and quality assurance mechanisms, please refer to 6.3.

STATISTICS

Participation in adult education and training in Hungary is significantly lower than the EU average. Tables 32 and 33 present the proportion of adults aged 25-64 who participated in formal education provided within the formal school system. Although compared to adult training offered outside the school system (see Tables 34-35 in 6.3) the difference in these figures is relatively smaller, the trends are the same: participation strongly correlates with educational attainment and age.

As Table 32 shows, only very few adults with at most ISCED 0-2 qualification participate in school-based education (their participation rate is less than a sixth of the EU average). Indeed, adult education programmes are often inadequate to re-integrate this group into education. The further training of the lower-qualified, older population has been supported by the State rather by specifically designed programmes offered within the framework of adult training (see 6.5). Similarly, participation rates by labour status (see Table 33) for Hungary are one of the lowest among EU countries in each category, especially for the unemployed.

Participation rates in the various forms of adult education programmes available within the school system are presented in Tables 8-9 in Annex.

TABLE 32: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	2.7	6	12.7	6.6
HU	0.4	2.5	5.5	2.5

Source of data: Eurostat (AES); Extracted on: 24-05-2011; Last update: 30-03-2011

TABLE 33: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	6.6	6.3	6.6	7.1
HU	2.9	2	2.5	1.1

Source of data: Eurostat (AES); Extracted on: 24-05-2011; Last update: 13-04-2011

6.3. NON-FORMAL LEARNING IN CVET

Non-formal learning opportunities in CVET are available in adult training, which, however, also comprises some formal learning forms (e.g. OKJ courses, see 6.2). Training offer includes various vocational programmes that do not award a State recognised qualification or any certificate, foreign language and IT skills development courses, general competence or personality development training, as well as courses in folk arts and crafts, popular science, etc. The National Statistical Data Collection System (*Országos Statisztikai Adatgyűjtési Program*, OSAP) distinguishes the following types of adult training courses, of which those that award a State-recognised qualification are better described as formal training (see 6.2):

- (a) basic vocational training grounding a vocational qualification (*szakképesítést megalapozó szakmai alapképzés*);
- (b) vocational programme awarding a State-recognised OKJ qualification;
- (c) vocational programme awarding a qualification not listed in the OKJ but required for a job or occupation;
- (d) vocational further training;
- (e) catching-up training for disadvantaged people (may include vocational training);
- (f) training assisting finding employment and entrepreneurship (personality and communication, job-seeking and entrepreneur skills development);
- (g) training preparing for a qualification awarded by a public authority (in the sectors of transport, communication and water management);
- (h) foreign language training;
- (i) general adult training (general education, personality development, social equality and active citizenship);
- (j) rehabilitation training for people with reduced working ability (may include both vocational training and f));
- (k) IT training.

Admission criteria, duration and other characteristics of training provision are defined either by legislation or the responsible specialised State agency in case of mandatory further training programmes in certain occupations (see 6.1 and 10.3.1) or by training providers. According to the 2010 adult training statistics, the three most typical types of adult training programmes are vocational further training (including training preparing for the ‘master craftsman’ exam, see below), foreign language courses and (formal) training programmes awarding an OKJ qualification (typically one of ISCED 3C level). Most participants attend programmes that require at most a primary school graduation certificate. Usually these training programmes last for less than a year, with at most 200 course hours. Courses are also offered in distance learning, though only around 10% of participants learn either in distance or correspondence education or individual training (see Tables 11-19 in Annex).

Adult training providers include:

- (a) public and higher education institutions engaging in adult training as a supplementary activity and other budgetary or State-supported institutions (such as regional training centres, see 6.5),
- (b) private training companies,
- (c) NGOs (non-profit organisations, professional associations, etc.), and
- (d) employers providing in-company (internal) training for their employees.

Several social partner organisations engage in adult training provision, often by maintaining their own training institutions. The Hungarian Chambers of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*) and Agriculture (*Magyar Agrárkamara*) define the standards and organise 'master craftsman' examination (*mestervizsga*), in cooperation with the national economic interest representation organisations.

Pursuant to the Adult Training Act, providers have to be registered at the county labour centre (*munkaügyi központ*), but otherwise they are free to develop and provide their courses. The law prescribes only that they have to conclude a training contract with the participant and prepare a training programme specifying:

- (a) the competences that can be mastered,
- (b) the preconditions of admission and participation,
- (c) its duration and delivery form (individual, group or distance education),
- (d) the modules of curricula (including their objective, content and duration),
- (e) the maximum number of participants,
- (f) the description of the assessment of participants,
- (g) the preconditions of issuing a certificate concerning the completion of the training programme or of its parts (modules), and
- (h) the means of ensuring the human resource and material conditions of the training.

Accreditation of adult training institutions and programmes is not mandatory. However, it is a prerequisite for receiving public funding. It is awarded by the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület*, FAT) for a definite period of time (four years in institutional, two to five years in programme accreditation), based on the evaluation of an expert committee. Pursuant to the Adult Training and the Higher Education Acts, in respect of their fee-charging training programmes, higher education institutions are considered as accredited institutions and their programmes as accredited adult training programmes, following only a notification procedure.

CVET in private enterprises shows significant differences in the quantity and format of training provision across the sectors and according to company size, and depending on the structure of ownership. The proportion of companies providing training for employees is highest in the

financial and transport and storage, and lowest in the catering and tourism sectors, and it increases in line with the size of enterprise (see *Rövid távú munkaerőpiaci prognózis - 2010*, 2009, see also Figure 1 in 3.2.2). Companies owned by foreigners are much more likely to provide learning opportunities than domestically owned enterprises. Further training programmes organised within the company must observe the provisions of the Adult Training Act. CVET in enterprises is encouraged by the State through financial incentives and grants available through tendering where micro, small and medium enterprises are a prioritised target group (see 10.3).

MECHANISMS TO ACCREDIT NON-FORMAL/INFORMAL LEARNING

Currently, the assessment and recognition of prior non-formal/informal learning is common practice only in a few areas in adult training: primarily at certain types of examination, which award State-recognised qualifications but where participation in preparatory trainings is not a prerequisite. Examples include the ‘master craftsman’ examination, some exams regulated by public authorities (*hatósági vizsga*), the European Computer Driving License (ECDL) examination scheme, or language proficiency examinations.

The possibility of validation and recognition of prior learning in adult training is otherwise ensured by a provision of the Adult Training Act, namely, that ‘the adult applying for a training programme may request that the level of her/his knowledge be assessed, that the training provider has to do so and take the results into account’. However, the procedure of this assessment and recognition is not regulated, and the actual assessment methods are heterogeneous. In fact, profit-oriented adult training institutions have little interest in recognising their students’ prior learning since this would reduce demand for training and differing entry levels would also cause difficulties in organising the educational process.

As regards VET in general, according to the 2007 amendment of VET Act of 1993, the vocational and examination requirements (*szakmai és vizsgakövetelmények*, SZVK, see Glossary) of each OKJ qualification must specify whether competences obtained in non-formal and informal learning and previous work can be recognised. Pursuant to the 2007 vocational exam regulation, also those who have not participated in training can take the module completion exam (*modulzáró vizsga*) as well as the vocational exam (*szakmai vizsga*, see 5.3).

In higher education, the credit transfer committee of a higher education institution may recognize prior learning and work experience in credit values (the latter in maximum 30 credit points). However, monitoring studies (see Derényi et al. 2007) found that in practice higher education institutions - citing their claims to autonomy - very often refuse to recognise even credits obtained in another Hungarian institution or abroad.

The creation and introduction of a national qualifications framework currently under development (see 2.2) is expected to greatly enhance the recognition of non-formal/informal learning. Another measure of the Social Renewal Operational Programme cofinanced by ESF has supported the development and testing of a “validation model” operable under the conditions of Hungarian higher education.

Similar projects addressing general education and VET are to commence in the future, with the objectives of developing conceptual frameworks for the validation procedure and the information and guidance system, as well as details of validation methodologies and a quality assurance system, and the division of responsibilities among institutions (Tóth, 2010).

STATISTICS

Participation rates in adult training provided outside the school system in Hungary are significantly lower than the EU average and in fact are the second lowest among all EU countries (see Tables 34-35 and also Table 11 in Annex). Similar to adult education provided within the school system, participation in adult training correlates strongly with educational attainment and age (see also Tables 11 and 12 in Annex). That is, adult training activity is concentrated in the more educated and younger population who are also more motivated to be trained.

Participation is significantly higher among employed and unemployed than among inactive people. Most unemployed people participate in adult training programmes which are the only type of training supported by the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ) and most state programmes. In fact, the number of unemployed (and other disadvantaged) people participating in state-supported training varies largely from year to year (see Table 20 in Annex), depending on available funding and characteristics of support schemes (e.g., the amount of supplementary/compensatory payment or provision of an 'award', as well as the duration of available training programmes strongly influences the motivation of the target groups to participate).

Table 25 in Annex includes more detailed statistical information about participation in education and training outside the formal school system, collected by a 2009 survey of the Central Statistical Office.

TABLE 34: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	15.6	31.4	51.5	31.3
HU	2.3	6.4	14.6	6.8

Source of data: Eurostat (AES); Extracted on: 24-05-2011; Last update: 30-03-2011

TABLE 35: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007

WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	38.8	12.4	31.3	19.5
HU	9.6	1.6	6.8	4.5

Source of data: Eurostat (AES); Extracted on: 24-05-2011; Last update: 13-04-2011

6.4. LANGUAGE LEARNING IN CVET

Relatively little information is available on foreign language learning in adult education and training. Adult training statistics (<http://statisztika.nive.hu>) provide data on the number and distribution of courses and participants by various general aspects concerning the participant, training provider and the adult training programme. In 2010 altogether 96 634 adults participated in 22 686 foreign language programmes. Data show that as in IVET, English is the most popular foreign language also in adult training, followed by German. The same ranking of languages is shown also by the distribution of the number of registered participants (see Table 36) with one exception: while in IVET French is without doubt the third most often studied language after English and German (see 5.8), adult training participants choose Spanish in the same proportion, and Italian is also only a little less popular.

	level		
	A2	B2	C1
English	10462	19740	8974
German	2220	3225	940
Spanish	342	301	60
French	316	361	58
Italian	276	283	83

Source: Országos Statisztikai Adatgyűjtési Program (OSAP, National statistical data collection programme)

In 2010 within the framework of adult training 2 086 adults passed the intermediate English proficiency examination (B2) and 432 the advanced level (C1) exam at the end of the training programme. As regards German, the figures were 533 for B2 and 66 for C1.

According to an estimate based on registered foreign language courses, 10-15% of adult training participants study a foreign language, 5-10% a vocational foreign language, but these numbers do not include those - whose number is very high - who study from a private

instructor. The real number in the 24-65 age cohort should thus be 100-120 thousand adults (2% of the adult population), not considering those studying in higher education.

According to a survey on the practice of the use of the 'vocational training contribution' (*szakképzési hozzájárulás*, see 10.1), regarding the type of training programme provided by employers, foreign language training is one of the most popular besides information technology and marketing, financial, etc. courses connected to the operation of the company (Szalai-Varga, 2009).

The objective of foreign language programmes organised within the framework of labour market training and programmes (see 6.5) is to facilitate employment. In 2010 5 850 adults participated in 390 foreign language courses organised by the labour centres. The National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ) supports foreign language courses primarily for those who have a vocational qualification and where the precondition of obtaining a vocational qualification is having foreign language skills of a certain level. About 10% of vocational programmes involve foreign language studies as well, aiming to improve the vocational language skills. 80% of foreign language courses prepare participants for taking the basic (B1) or intermediate (B2) language proficiency exam.

The use of the levels of the Common European framework for languages is widespread in defining standards and curricula of courses and exams. Since 2006 it is compulsory to indicate also levels B1, B2 and C1 at the national language examinations, in addition to the traditional three levels. This double notation facilitates the recognition of Hungarian State-recognised language proficiency certificates abroad and to interpret language proficiency certificates obtained abroad in the Hungarian system of State-recognised foreign language exams. Accreditation of State-recognised foreign language exams is also in line with the framework levels; the Accreditation Centre for Foreign Language Examinations (*Nyelvvizsgázati Akkreditációs Központ*, NYAK) of the Education Authority (*Oktatási Hivatal*, OH) decides if an examination centre can issue such a certificate.

6.5. TRAINING PROGRAMMES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION ON THE LABOUR MARKET

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

Training support for job-seekers is provided through the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ) which also supports the training of some other target groups (see below). In addition there have been centrally managed labour market programmes and various invitations to tender available aiming to promote the employment of disadvantaged people through training.

TRAINING SUPPORT BY THE NFSZ

The NFSZ may support the training of the following target groups:

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

Training support might include reimbursement of training costs and related expenses and provision of supplementary/compensatory payment. It can be given for participating in VET courses, preparatory skills-developing training, career orientation and job-seeking skills development, and foreign language education programmes provided outside the school system (see section 6.3). Labour centres (*munkaügyi központ*) define annually the fields of study which can be supported, based on labour market forecasts and recommendations by the regional labour councils (*munkaügyi tanács*) which involve the social partners.

Participants are selected by the centres, which also assist them in choosing the specific field of training. On average, courses supported last 538 hours and 5.5 months. The majority (around two thirds) award a State-recognised vocational qualification on the OKJ (see Table 23 in Annex).

The training courses are provided by State regional training centres (*regionális képző központ*) and accredited private adult training providers. Labour centres compile their register annually, participants then choose a training provider. The primary duty of the nine regional training centres established in 1992 and supervised by the Ministry of Public Administration and Justice since 2011 is to develop and provide training programmes and related services (e.g. career orientation, guidance and counselling) for unemployed people and others vulnerable to exclusion on the labour market. From 2011 the centres operate as territorial directorates of a newly established Türr István Training and Research Institute (*Türr István Képző és Kutató Intézet*, TKKI, see also 4.3).

LABOUR MARKET PROGRAMMES AND PUBLIC TENDERS

Various centrally managed and regional labour market programmes and public tenders have been launched since the beginning of the 1990s to enhance 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. Most regional labour market programmes run by the labour centres in 2010 focused on job-seekers with multiple disadvantages (Roma people, low-qualified, long-term unemployed), providing them training and employment support as well as human services (e.g., work and career guidance, mentoring, job-seeking club and training).

The National Employment Foundation (*Országos Foglalkoztatási Közalapítvány*, OFA) has played a very important role in supporting the development and provision of innovative pilot programmes since 1992. It has developed programme models, which include training and employment elements and involve labour market and psychosocial support services as well. The OFA also coordinates tenders, providing funding for the implementation of such complex programmes by partnerships of local organisations. Most such programmes award an OKJ qualification, some offer preparatory training developing the competences needed to enter VET, but each includes a training element improving participants' employability by competence development.

One measure of the Social Renewal Operational Programme (SROP) cofinanced by ESF helps to disseminate successful methodologies and models developed and/or piloted by previous OFA tenders, PHARE/EQUAL programmes and other ESF programmes. Several other SROP measures provide support for training provision for disadvantaged groups through tendering. One of the most successful SROP programme was the 'One step forward' (*Lépj egyet előre*), which helped nearly 40 thousand adults to obtain the primary school certificate or a vocational qualification in a shortage-job between 2006 and 2009.

7. TRAINING VET TEACHERS AND TRAINERS

7.1. PRIORITIES IN TRAINING VET TEACHERS AND TRAINERS

Qualification and in-service training requirements of VET teachers and trainers are defined in legal acts and related government and ministerial decrees (see 7.2.1 and 7.3.1) governing the respective sectors. There have been no changes in provisions for entering and developing a teacher/trainer career in recent years, but the structure of teacher/trainer training has been fundamentally transformed by the 2005 Higher Education Act in the context of the Bologna process. As a result, in teacher training there are now only master courses, while trainers are trained in bachelor level programmes. More emphasis is put on learning outcomes which are defined as competences. This new system has, however, raised substantiated concerns. The government that came into office in 2010 intends to review the Bologna structure in Hungarian higher education, which may imply restoring the previous one-tier system in teacher training.

The ministry is also developing a new career model to ensure better development and promotion prospects for teachers/trainers. Generally, the prestige of the teaching profession is very poor not least because salaries are very low. Low salaries and poor image make the profession unattractive. Most are paid around the minimum amount of the appropriate grades in the public sector salary scheme, around EUR 390 (HUF 109 000) net wage per month in 2009. The career of VET teachers/trainers is even less attractive than that of general education teachers. This leads to little interest among highly qualified and motivated young people. Often, young people who do not succeed in getting into other programmes take up a teaching career. This also leads to quality problems (Varga, 2007). As the current VET teaching population is ageing, a considerable shortage of vocational teachers and trainers is expected in the next decade.

In VET, most students with special education needs (SEN) are trained in special vocational schools (see 5.2), which employ general subject teachers with a degree in special education. Vocational teachers and trainers, however, usually have no educational background in special education. The 15/2006 decree of the Minister of Education which defines training objectives and learning outcomes of MA level teacher training stipulates that teacher training graduates should have sufficient knowledge of the causes and degrees of special educational needs, and should be qualified to carry out differentiated development education that helps students catch up. However, in the course of their training, the majority of teacher trainees still do not get more than basic information about how to educate students with SEN. Therefore further training opportunities are of outstanding importance in this respect. Often, such programmes are offered by non-governmental organisations (NGOs) supporting people with mental disabilities and teachers consider these types the most useful.

7.2. TEACHERS AND TRAINERS IN IVET

7.2.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

Table 26 in Annex shows the different types of teaching professionals working in IVET.

Teachers/trainers working in IVET provided in 'public education' (see 4.2 and Glossary) can be categorised based on what and where they teach:

- (a) general subject teachers (*közismereti szakos tanár*);
- (b) vocational teachers (*szakmai tanár*);
- (c) vocational trainers (*szakoktató*) oversee practice conducted in school workshops;
- (d) practice trainers (*gyakorlati oktató*) oversee practice conducted in an enterprise workshop or at the workplace.

Non-pedagogical staff, who assist teachers and support their educational work, include teaching assistants, child protection and youth workers, family social workers, special education assistants, specialist doctors (psychiatrists), recreation assistants, social workers, technical professionals, etc.

Professionals employed in higher education fall into 3 categories:

- (a) those who are promoted on the basis of their scientific (academic) and pedagogical performance and are entitled to use the title of 'instructor' (*oktató*) (assistant lecturer, senior lecturer, associate professor, university or college professor);
- (b) those who are employed in so-called 'teaching positions' (language teacher, dormitory teacher, practical trainer) and are not entitled to the title 'instructor';
- (c) researchers who may also teach in some part of their working time (e.g. senior researcher, scientific advisor);

Other positions designed to support learning (e.g. mentor, tutor) are not yet specified in the Higher Education Act. However, in teacher training a new 'mentor teacher' position is currently being shaped, designed to provide support for teacher trainees undertaking the 6-month teaching practice.

VET teachers and trainers are trained in higher education institutions (HEI). Curricula of teacher and trainer training programmes are developed by the specific teacher/trainer training departments, based on the respective 'training and outcome requirements' (*képzési és kimeneti követelmények*) published by the minister responsible for education. The following institutions are entitled to submit proposals on such requirements for a new programme:

- (a) for bachelor programmes (vocational trainer training): a professional commission of a given field, established by the conference of the heads of HEIs;
- (b) for master programmes (general subject and vocational teachers): higher education institutions.

The proposals must be reviewed and supported by the Hungarian Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*), have to be assessed by the relevant professional associations, employers and ministries, and must include social and labour market justification for starting a new programme. The quality of the training, provided by HEIs, and their quality assurance systems are also evaluated by the MAB. Every eight years it carries out an assessment of all institutions to determine whether the given HEI fulfils the requirements and carries out the implementation of the quality assurance plan.

7.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

PRE-SERVICE TRAINING

General subject and vocational teachers and vocational trainers employed in ‘public education’ (see Glossary) institutions must hold a higher education degree and pedagogical qualification (ISCED 5A). If there is no relevant teacher training programme, the Public Education Act of 1993 also permits the employment of individuals having only a relevant ISCED 4C or 5B level vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), provided they have at least five years’ professional experience.

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

In the previous dual (college/university) system of higher education, it was possible to obtain most vocational teaching qualifications after or in parallel with training in the given professional field. In the new multicycle training structure introduced in September 2006 vocational trainer qualifications (technological, agrarian, and business) are awarded in seven-term bachelor programmes. These include a shorter teaching practice and a minimum of 12 weeks external practice as an employed teacher trainee.

General and vocational teacher qualifications are offered only in the master cycle for those holding a specific bachelor degree (ISCED 5A level) defined in the ‘training and outcome requirements’ (*képzési és kimeneti követelmények*). However, the new government, which came into office in 2010, has expressed its intention to change this structure.

Teacher training programmes are made up of three modules:

- (a) subject-specific pedagogical/methodological competences development;
- (b) theoretical and practical training in pedagogy and psychology;
- (c) teaching practice in a public education or adult training institution.

The ‘training and outcome requirements’ specify the conditions of taking up a ‘second’ (supplementary) qualification to prepare for additional general pedagogical tasks such as drama pedagogy, recreation, multicultural education, inclusive education, child and family protection, study and career guidance, educating talented students, pedagogical assessment and evaluation, curriculum development or andragogy.

Assessment includes examinations, assessment in seminars and a model lesson (*zárótanítás*) that concludes the school teaching practice. The teacher qualification may be obtained at the final examination (*záróvizsga*). The precondition of taking the final examination is the fulfilment of all requirements defined in the curriculum, as well as the submission of a final paper summarizing the trainees’ knowledge related to teaching and a thesis, a kind of ‘portfolio’ containing a summary and an analysis of the teaching experience.

Practice trainers at enterprises are required to hold only an OKJ vocational qualification in the specific field of at least the same level as they provide training in and must have at least five years’ professional experience. However, those holding a vocational trainer qualification or the certificate of the ‘master craftsmen’ examination (see 6.3) must be preferred.

The Higher Education Act of 2005 does not require that teachers/trainers employed in higher education should have pedagogical qualifications and their selection falls within the competence of the higher education institution. The Act stipulates only that candidates must have a degree and professional qualification of at least ISCED 5A level and that employment as a university instructor shall be subject to enrolment in a doctoral course or (mandatory for assistant professors and professors) having a PhD / DLA (ISCED 6) degree.

IN-SERVICE TRAINING

In-service training is mandatory for teachers and trainers employed in institutions that come under the Public Education Act. It prescribes a minimum of 120 hours at least once every seven years. However, State support from the central government budget has ceased as of 2010 (grants can now be obtained only through applying to tenders cofinanced by ESF), and there are no legal consequences if someone could not partake in further training for lack of financial support.

Originally this legal obligation could be fulfilled by:

participation 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; these courses can be of 15-30-60-120 hours and award a certificate of completion;

- (a) passing the pedagogical professional examination (*pedagógus szakvizsga*, ISCED 5A) or obtaining an equivalent qualification in a postgraduate specialisation programme (*szakirányú továbbképzés*);
- (b) obtaining the first pedagogical qualification or a higher level or a second or further degree, or a higher or advanced level OKJ qualification;
- (c) participation in international in-service teacher training programmes (study visits), counting one day as 6 hours.

Since 2009 obtaining the ECDL certificate and various other ways of completing the in-service training requirement have also been introduced, which do not require any or considerable funding such as transferring experiences gained in further training programmes financed by the Social Renewal Operational Programme to another school. A part of the required 120 hours can now be completed by participating in an education research programme, assisting teacher trainees, self-training (visiting others' lessons or giving model lessons), participating in a non-accredited programme of at least 5, at most 30 hours, or in professional counselling organised by the school maintainer for the teaching community.

Further training opportunities available within the framework of development programmes financed by national and ESF sources have become very important in recent years, not least because of the termination of central budget support. The Vocational School Development Programme (*Szakiskolai Fejlesztési Program, SZFP, 2003-2009*) supported in-service training programmes, study visits, language courses both at home and abroad, as well as the self-development of VET teachers through a rich source of methodological tools developed in cooperation with the teachers. The Social Renewal Operational Programme (SROP) financed by ESF assistance has provided support for VET teachers and trainers to participate in study visits to develop foreign language competences or in a pilot in-service training organized at enterprises to obtain experiences from the world of work (see 8.2). However, the many further training requirements can also become too demanding in a school with many projects and useless as they target only limited goals and are not tailored to local needs. Furthermore,

the quality assurance and transparency of in-service teacher training has been found inadequate (Balázs et al., 2011, pp. 318-319).

Practice trainers at enterprises are not required by legislation to participate in further training. Nevertheless, a four-day-long further training programme for practice trainers providing student contract-based training has been developed and piloted within the framework of SROP.

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

7. 3. TEACHERS AND TRAINERS IN CVET

7.3.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

Table 27 in the Annex presents the different types of teachers and trainers working in CVET.

Teaching professionals working in adult training offered outside the school system include teachers, trainers, instructors, tutors, mentors, etc. Relevant legislation differentiates teachers of general subjects, languages and vocational theory, as well as instructors overseeing vocational practice. Besides, there are several positions designed to support the training activity including that of training organiser and programme developer, manager, evaluator, animator and consultant.

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

In CVET provided within the school system the same teaching/training staff is involved as in IVET, therefore the types of teachers and trainers, as well as their pre-service and in-service training are the same as what has been described in section 7.2.

PRE-SERVICE TRAINING

Current legislation stipulates that teaching/training staff working with adults must possess a relevant higher education degree (ISCED 5A) or - provided they have certain years of professional experience - secondary qualifications of at least the same level as the training itself. Only those who work with learners from disadvantaged backgrounds are required to have qualifications in pedagogy (or psychology). Those who provide practical training must also have five years vocational/adult training practice. The majority of those working in adult training do not hold a degree in andragogy.

Training adult teachers/trainers takes place in the same higher education institutions as training IVET teachers (see 7.2.2).

Although most working in adult training do not hold a degree in andragogy, there is a number of training programmes available in higher education that prepare for various learning facilitator positions. Examples include 'human resources' and 'andragogy' with four optional specialization areas ('human resource specialist', 'cultural management specialist', 'human resource manager', 'career advisor').

The four-term 'adult education expert' postgraduate specialisation programme prepares for planning, organising, managing and assessing adult training processes. There is also a two-year OKJ training course, 'training assistant' preparing participants holding the secondary school-leaving certificate to perform organisational tasks in adult training and assist practical training.

IN-SERVICE TRAINING

In-service training for adult trainers is not mandatory. Accredited adult training institutions, however, have to have a human resource-development plan including in-service training regulations for instructors.

Current practice shows great variety in this respect. State regional training centres (see 6.5) regularly offer organised in-service training to their instructors based on an internal training plan. Some private training companies, which hold an International Organisation for Standardisation (ISO) certification, develop internal training plans and offer their (full-time) employees further training either internally or by buying-in training from others. However, 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.

An e-learning further training programme for adult trainers and training materials were developed within the framework of the Human Resource Development Operational Programme in 2005-2008 cofinanced by ESF and are available for everyone online.

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

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

Short-term labour market forecasts have been carried out since 1991. Originally, the labour organisation gathered and processed the data. Since 2005, the ministry responsible for employment policy has commissioned this work to the Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, Gazdaság- és Vállalkozáskutató Intézet, MKIK GVI*), which carries out the data collection in cooperation with the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat, NFSZ*). Since 2004 forecasts are made once a year, for a period of one and a quarter years. The forecasts are based on a stratified sample of companies, representative for sector and size, and part of data is gathered through face-to-face interviews with company representatives. They provide information about prospective layoffs and future demand - in general and specifically for career starters - in particular occupations. Since 2008 basic statistics of the survey have been accessible to the public on the Internet through an interactive database (<http://www.mmpp.hu>).

Labour centres of NFSZ also prepare quarterly surveys of prospective layoffs and opening positions planned by companies in the following 3 and 12 months, but these are not based on representative samples. Every now and then mid-term (three to five years) and long-term (five to ten years) forecasts are also prepared, usually commissioned by the ministry responsible for employment policy. Currently a large-scale project is being implemented within the framework of the Social Renewal Operational Programme cofinanced by ESF, coordinated by the Economic Institute of the Hungarian Academy of Sciences titled 'Establishing labour market forecasts and foreseeing structural changes' (<http://elorejelzes.mtakti.hu/english/>). Its objective is to create a system (a model framework and a databank) that is apt at producing reliable medium-term (three to five years) and long-term (eight to six years) forecasts in ten aggregated sectors as well as to build up an information network that utilizes the results of the forecasts.

On occasion, studies and forecasts are commissioned to explore specific sectoral aspects of the labour market. A recent sectoral study was conducted in the construction industry in 2008 (Schröder, 2008).

Since 2008, further surveys on regional labour market supply and demand for skilled workers have been carried out to assist regional development and training committees (*regionális fejlesztési és képzési bizottságok, RFKB*) to make well-founded decisions about school-based VET (see also 4.3 and 10.2). The regional lists of shortage jobs prepared by RFKBs also serve as the basis of allocating additional funds to students and practical enterprises which offer practical training in occupations that face skills shortages (10.2). Approximately EUR 3.6 million (HUF 900 million) are allocated annually for carrying out surveys from the training subfund of the labour market fund (*Munkaerő-piaci Alap, MPA*, see 10.1). The surveys are organised by MKIK and carried out by them in cooperation with other umbrella organisations of the economy involved in the RFKBs. MKIK GVI provides the research background.

These surveys collect information about the employment status of people with vocational qualifications, and prospective demand for them over the course of the next one and four years.

Various research methods are applied to estimate the number of students aged 14 to participate in various programmes of secondary education, including VET schools, in each region. Lessons learned from the previous year were used to improve the 2009 survey (see Fazekas, 2009): methodology was refined: a segment of the public sector was included and besides using questionnaires of a similar structure as before, interviews were also conducted with experts and employers. The survey now provides information also about employers' satisfaction with the general and vocational competences of career starters. In addition, since 2009, based on a sample of around 3 000 respondents, 'career tracking snapshots' are also taken to map the labour-market success of those who acquired a vocational qualification in a shortage-job, nine months after graduation. However, results of these surveys aiming to assist RFKBs in planning vocational school supply should be taken with caution due to the very high number of lack of responses regarding estimates four years ahead.

Tracing the careers of school leavers systematically has become a priority of VET and employment policy in recent years, not least in order to assist planning training quotas. National and local initiatives have been or are currently developed with ESF assistance within the Social Renewal Operational Programme. One project closed in 2011 developed and piloted the methodology and IT background of a national career tracking system of VET graduates. The methodology is, however, criticised as being too simplistic with too much focus on training output and employment in specific occupations. The 2007 amendment of the Public Education Act stipulated the introduction of career tracking in VET but the related government decree on its implementation has still not been published. SROP measures also support development of a higher education graduate career monitoring system (Diplomás Pályakövető Rendszer) and launch of career tracking systems at TISZK level (see 2.2).

Research on the changing content and competence requirements of occupations and sectors have been conducted much less frequently, not unrelated to the fact that for the past years VET policy focused mostly on ensuring quantitative match between training supply and regional and local labour market demands. Nevertheless, the 2004-2006 renewal of the national qualifications register (*Országos Képzési Jegyzék*, OKJ, see 2.1) was based on job profile analyses of 480 occupations with the involvement of 'job experts' (practitioners of the given vocation at small, medium and large enterprises) and these also included a survey of expected future trends.

In 2004 GVI prepared a study surveying the possible 'softer' methods of forecasting the changes of the structure and content of vocations, commissioned by the National Institute of Adult Education (*Nemzeti Felnőttképzési Intézet*, NFI). Their research report (*Szakmastruktúra és szakmatartalom ...*, 2007) described the methods applied in France, UK and USA, and presented the results of piloting an innovative method in Hungary in 16 vocations, based on questioning subject matter experts about the influencing factors and expected trends of the development of the given vocation, using a structured questionnaire. The objective was to design the methodological framework of forecasting the directions, trends of change in technological development and in the knowledge, skills and competences required by the given vocation; it, however, was not followed by regular forecasts or similar research projects.

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

The process of creating/modifying/deleting a vocational qualification of the national qualifications register (*Országos Képzési Jegyzék*, OKJ) is defined by legislation. These can be initiated either by the relevant minister, or by anyone who submits an application to the minister.

The application must include the proposed ‘vocational and examination requirements’ (*szakmai és vizsgakövetelmények, SZVK*) and declarations of the relevant economic chamber, professional, employer and employee associations, labour centres, etc. confirming economic and labour market demand for the proposed qualification. The minister makes a decision based on the recommendations of the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI*) and the OKJ committee (see 4.3) reviewing the proposal (except for ISCED 5B advanced vocational programmes whose SZVKs are developed jointly by a higher education institution and the economic [relevant professional] chamber). If accepted, the proposal is sent to the minister responsible for VET and adult training who makes the final decision based on the opinion of the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT*), in agreement with the minister responsible for education and the minister of the relevant sector.

In addition to the formal process described above, professionals delegated by the economic sector were also actively involved in the 2004-2006 development of the OKJ (see 2.1) and they also play a significant role in ongoing elaboration of the framework curricula of 2 400 training modules. The OKJ Committee was also established in 2006 to monitor and evaluate development of the qualification structure and make recommendations for modifying the OKJ. Most of its members are delegated by economic and professional organisations.

Following earlier work on 27 occupations (since 2004 and 2008), in 2010 the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*) was commissioned by the ministry responsible for VET to be responsible for developing occupational profiles as well as framework curricula for 125 occupations, practically for all skilled manual occupations (see 2.1). In addition, from 2011 the MKIK designates the chair of the vocational examination board in case of these occupations. The chamber also conducts mid-term ‘level examinations’ of practical training, which - in addition to testing the effectiveness of the training - allow direct communication of the demands of the labour market as well.

A project supported by the Social Renewal Operational Programme cofinanced by ESF aimed at creating further training opportunities for vocational teachers and trainers in the world of work. The objective is that teachers and trainers who have been teaching in VET schools for a longer period of time (for approximately 10 years) have the chance to work for a business organization or factory where they can get to know the most up-to-date technologies and methods used in their field, the respective requirements as well as the typical working conditions. The developed further training programme was piloted in 2010 with the participation of 81 VET trainers spending 1-2 months at companies.

9. LIFELONG GUIDANCE FOR LIFELONG LEARNING AND SUSTAINABLE EMPLOYMENT

9.1. STRATEGY AND PROVISION

Currently three ministries - those responsible for employment policy, education and public administration - oversee guidance activities and developments. Although they do not yet share a long-term strategy on the issue, a concept paper about a possible National Lifelong Guidance System is presently being circulated. Its objective is to improve the currently rather poor cooperation between the various sectors involved in career guidance and counselling. Further shortcomings of the current system include:

- there is no organisation capable of providing complex guidance services;
- clients face difficulty in obtaining personalised guidance services;
- information and publicity about available services is poor, and neither citizens nor employers have a clear understanding of the objectives, methods or benefits of guidance, counselling and vocational orientation.

The 2005 national lifelong learning strategy already set out important elements of career guidance activities but it was mainly the establishment of the European lifelong guidance policy network (ELGPN) which has propelled forward developments on national level. In 2008 the Hungarian lifelong guidance council (*Nemzeti Pályaorientációs Tanács, NPT*) was founded in which delegates of concerned ministries and other institutions work together. A national development programme was also launched to create an integrated national guidance system (see below). The NPT prepared a respective policy document in 2010. The Managing Authority for Human Resources Programmes (*Humán Erőforrás Programok Irányító Hatósága*) of the National Development Agency (*Nemzeti Fejlesztési Ügynökség*), as the body responsible for coordinating national human resources developments under the supervision of the Ministry of National Development, has also played an important role.

As part of the Hungarian National Reform Programme (NRP) accepted in Brussels April 2011, several labour and education-related laws are soon going to be replaced by new acts. The forthcoming VET reforms (see 2.1) will involve revising the regulation of guidance services and the introduction of a national VET career tracking system (see 8.1). Legislative changes also intend to connect the guidance and career tracking systems in order to provide evidence to support effective guidance practice.

Data relevant to career guidance (on unemployment rates and skills shortages, see 8.1) collected by the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat, NFSZ*) are used in guidance services provided through the labour centres. Results of research conducted by the Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, Gazdaság- és Vállalkozáskutató Intézet, MKIK GVI*, see 8.1) were used to create an information booklet assisting primary school students to choose a vocational programme (*Milyen szakmát válasszak?*, 2009). Data to be provided by the various career-tracking systems currently under development (see 8.1) are also envisaged to support guidance activities.

Creating an online integrated database of information and data on the labour market and outcomes of various educational pathways was one objective of a large-scale integrated career guidance development programme supported within the framework of the Social Renewal Operational Programme (SROP) by the ESF (EUR 7.3 million), implemented with the coordination of the head office (Employment Office, *Foglalkoztatási Hivatal*) of NFSZ. The programme involved developments in IT, methodology and teacher and career counsellor training. A lifelong guidance portal was launched in September 2010, integrating and connecting several official national databases (<http://www.eletpalya.munka.hu>). As part of methodological development, research studies and training materials were prepared to improve the efficiency of counselling work, and seven regional networks have been set up to cover all who work in guidance-related roles. During the first phase of the development programme closed in 2011, a national lifelong guidance counsellor network of 50 professionals provided career guidance and counselling services in 24 cities and towns. To ensure a uniform standard of their operation, a set of unified guidelines was developed. Postgraduate specialisation programmes were also financed to train 85 guidance professionals at two universities, along with two three-day, free-of-charge training programme for 1996 professionals already working in the field (teachers, social workers, HR managers, trade union representatives, etc.).

MAJOR BODIES RESPONSIBLE FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES

Primary and secondary schools students in ‘public education’ (*közoktatás*, see Glossary) can obtain career information at school. Career orientation is currently included in some school curricula (see 9.2).

In higher education each institution provide some guidance to their students, however, according to a recent survey (Borbély-Pecze et al., 2008), only around 50-60% of them provide professional services. Most of the colleges and universities had established alumni career centres that they operate in cooperation with the Hungarian Student Association (HÖÖK), although there are no national standards for what services these offices should provide.

Pursuant to the Employment Act of 1991, labour centres (*munkaügyi központ*) of the NFSZ provide career guidance/counselling services for adults (both employed and unemployed) as well as for students in ‘public education’. However, in recent years NFSZ capacity was cut back and most of its career services have been outsourced to external providers. Within the framework of the SROP development programme (see above), an additional national lifelong guidance counsellor network of 50 professionals provided career guidance and counselling services in 24 cities and towns between October 2008 and March 2011.

Since 1994, labour centres have been operating a network of employment information guidance centres (*Foglalkozási Információs Tanácsadó bázisok*, FIT) and NFSZ also operates Euroguidance Hungary (*Nemzeti Pályainformációs Központ*, NPK). Both the 20 FIT sites and the national EuroGuidance centre offer mainly self-service information.

The nine regional training centres (*regionális képző központ*) established in 1992 also offered career orientation, guidance and counselling services to their disadvantaged target groups. From 2011 the centres operate as territorial directorates of a newly established institute under the supervision of the Ministry of Public Administration and Justice, partly responsible for social inclusion and education, the Türr István Training and Research Institute (*Türr István Képző és Kutató Intézet*, TKKI, see 4.3).

Several adult training institutions (business as well as non-profit organisations) also offer career guidance/counselling services as part of or in addition to their training programmes. It is one type of ‘services related to adult training’ which accredited institutions are required to provide by the Adult Training Act.

Several community cultural institutions also play an important role in career guidance provision, having established career information service centres (one of the most important is the Palló Network of the Budapest Cultural Centre).

9.2. TARGET GROUPS AND MODES OF DELIVERY

TARGET GROUPS

Guidance and counselling services provide support primarily for the following target groups:

- (a) pupils in primary schools (choosing a career path and appropriate secondary school);
- (b) students in upper secondary education (choosing a higher education or a vocational programme);
- (c) parents of school children;
- (d) career-starters;
- (e) job-seekers;
- (f) adults who need to be further/retrained (e.g. older workers, low-skilled);
- (g) adults planning to participate in further vocational/professional training;
- (h) adults in need of career-affirmation or career support;
- (i) inactive adults planning to return to the world of work.

In addition, several national and regional/local programmes provide specialized services specifically for the Roma and for people with disabilities, and a number of non-governmental organisations offer information and guidance for students with learning difficulties or people with mental health problems. Migration is not a key issue in Hungary (see 1.2), therefore only a few smaller NGOs offer special guidance services for migrants (e.g. Artemisszió Foundation). The National Employment Foundation (*Országos Foglalkoztatási Közalapítvány*, OFA) currently coordinates a programme to train 300-400 rehabilitation mentors (120 hours training) to be employed by the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ) as well as in private services.

MAIN GUIDANCE METHODS AND MODES OF DELIVERY

In primary schools (általános iskola) career orientation is related to one of 12 domains, namely 'lifestyle and practical skills', which is supposed to make up 4 to 10% of training in years 5 to 8 (which corresponds to lower secondary education, see 5.1). However, only very little attention is paid to this area.

In school-based VET, career orientation was first introduced as a subject area in the middle of the 1990s in local curricula of 'secondary vocational schools' (*szakközépiskola*, SZKI) participating in a development programme supported by the World Bank. In 'vocational schools' (*szakiskola*, SZI) a similar subject assisting students' career (training programme) choice appeared in many schools' curricula since 1998. It was introduced into the framework curricula in school year 2001/2002, and career orientation has been mandatory in year 9 of SZI since 2006. Several schools, however, use these two classes per week to provide pre-vocational training based on occupational fields (see 5.1). Schools, in fact, have conflicting interests in career guidance, for it may lead students to choose another programme within the same occupational field at another school.

According to the latest government plans, however, career orientation will no longer be part of the curricula of restructured 'vocational schools' (see 2.1), whereas lifelong guidance services in general might occupy a more important place than before. Chambers of economy are also expected to play a more important role in guidance services due to having relevant information for assisting career decisions.

Due to legal regulations as well as financial support provided for career offices under the Regional Development Operational Programme co-financed by EU Structural Funds in 2004-2006, the standard of career guidance services at higher education institutions has improved considerably over the past few years. All in all, services and structure of career guidance at higher education institutions in Hungary are in line with their Western-European counterparts. However, access to personal, group-based and online services is limited, especially for special target groups, such as students in transition from education to work, drop-outs or students changing learning path, adults returning to education, distance learning and international students. Financial constraints further limit the scope of activities of career-guidance centres. Currently the Social Renewal Operational Programme (SROP) cofinanced by ESF supports the development of guidance and counselling in higher education.

The labour centres (*munkaügyi központ*) of NFSZ offer labour market and occupation-related information, work, career, job-search, rehabilitation counselling and related psychological services, local (regional) employment counselling, and job brokerage. Their FIT centres have developed and introduced several new tools assisting career choice and new services (such as job-search clubs, FIT-media database, computer programs). Euroguidance Hungary, the Hungarian member of EuroGuidance since 2000, collects and disseminates information on learning opportunities in European countries, and maintains a training database - available over the Internet - on secondary and tertiary education. NFSZ is also responsible for the development and maintenance of the National Lifelong Guidance Portal (<http://www.eletpalya.munka.hu>) (see 9.1).

There are also some private companies that provide guidance services, labour market information and training programmes. These offer their services primarily for other companies in recruitment and selection, but due to this activity they can also give special help for clients in the labour market. Training companies offer also career management trainings helping participants to be more effective in the labour market.

Several cultural centres at county seats as well as family and child protection offices also provide career guidance information.

QUALITY ASSURANCE

Currently there is no national system of quality assurance for guidance services; service providers evaluate their own activities. As part of the national LLG development programme (see 9.1) a national customers' satisfaction survey has been developed for all sub-sectors in education to assess satisfaction with different types of guidance services (individual, group, on-line), and there was also an efficacy evaluation about the personal effectiveness of guidance services. In the second phase of the programme (2012-14) a complete longitudinal research is planned to be carried out, to track a focus-group of clients with different decision points and different problems. This survey would be capable of providing real-life data about the effectiveness and different outcomes of various guidance services.

The National Employment Foundation (*Országos Foglalkoztatási Közalapítvány*, OFA) was the coordinator of project implemented in 2010 cofinanced by ESF, aiming to create an accreditation (quality-assurance) system of labour market programmes and services, including guidance and counselling. The results are currently being piloted in two Hungarian counties.

Hungary was one of the founder of the European Lifelong Guidance Policy Network (ELGPN) in 2007, now leads the fourth Work Package (WP) aimed at developing evidence-based guidance and quality assurance. Within that framework a draft quality assurance system for counselling services will be developed, along with respective indicators, and the social, economic and psychological impact of guidance will be assessed. Parallel to this the Hungarian LLG Council has also conducted a small secondary research on the quality and impact of guidance services. This study as well as another one on the development of a national competency matrix of guidance practitioners was completed in 2010.¹³

9.3. GUIDANCE AND COUNSELLING PERSONNEL

INITIAL TRAINING

Qualifications requirements of practitioners providing career guidance/counselling services are regulated only for career orientation teachers employed in 'public education' (*közoktatás*, see Glossary) and counsellors providing services supported by the labour organisation.

Pursuant to the Public Education Act of 1993, career orientation teachers should hold either a relevant teacher qualification or a relevant higher education degree and professional qualification. However, most teachers have not participated in any special training in career management skills (CMS) development: out of the 120 000 - 150 000 teachers employed in 'public education', less than 900 have had a special training in career education.

College (bachelor) level degree programmes were first introduced in 1992 to train guidance professionals.

¹³ For abstracts in English see:

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

Psychologists may attend a two-and-a-half-year course on career guidance. Career guidance teacher training as a two-year postgraduate specialization programme (*szakirányú továbbképzés*, ISCED 5A, see 6.2) has been available since 1999. Other relevant postgraduate specialisation programmes include career orientation teacher, learning and career counselling, psychology of counselling, student counselling, social inclusion counselling training. The Bologna process brings along fundamental changes the training of counsellors. In recent years a bachelor qualification has been available in andragogy with a specialisation in career guidance. Master programmes are available in human resources - career guidance. However, in the new system CMS credits are still not compulsory in teacher training programmes.

Practitioners who provide services supported by the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ) are required to hold qualifications (mostly higher education degrees and qualifications) as specified in the *30/2000 (IX.15) Decree of the Ministry of Economy*. The exact type of qualification depends on the type of services provided; in certain cases work experience is also required.

IN-SERVICE TRAINING

In-service training is compulsory for teachers, social workers etc. but not for guidance practitioners. However, various courses, conferences, international study visits and work-related learning forms (interview, supervision, group case discussions) are available for counsellors. Counsellors may participate in postgraduate specialisation programmes mentioned above also as a kind of CVET.

The development and provision of further training opportunities for career orientation teachers in 'vocational schools' (SZI) was an integral part of the career orientation project of the Vocational School Development Programme (*Szakiskolai Fejlesztési Program*, 2003-2009).

10. FINANCING: INVESTMENT IN HUMAN RESOURCES

10.1. VET FINANCING POLICY

VET in Hungary is financed from the following sources:

- a) the central government budget;
- b) the budget of school ‘maintainers’;
- c) the Labour Market Fund (*Munkaerő-piaci Alap, MPA*);
- d) employees’ contribution;
- e) training participants’ contribution;
- f) international (most importantly, ESF) assistance.

A particularly important source of VET funding (since the 1970s) is the vocational training contribution (*szakképzési hozzájárulás, SZH*), practically a VET tax levied on enterprises amounting to 1.5% of the total labour cost (the public sector excluding state companies, churches, foundations, pension funds, non-profit organisations of (special) public benefit, etc. are exempted). The amount of SZH can be allocated by the enterprise more or less freely to:

- a) provide practical training for students at VET schools or participants in higher education (100% of their SZH can be spent on related expenses);
- b) provide training for their employees (up to 33% of their SZH, or 60% for micro and small enterprises, see 10.3.2);
- c) provide a development subsidy (see 10.2) for VET schools or to higher education institutions (maximum 60% or 30% of their SZH); or
- d) pay it into the MPA training subfund (maximum 100%).

The total amount of SZH has increased steadily in the past decade and reached EUR 300 million (HUF 83.6 billion) in 2009 (2010 figures are not yet available). Its allocation is presented in Table 37.

Table 37. Amount (billion HUF) and distribution of the vocational training contribution by allocation purpose, 2001-09 (%) [HUF 100]

Year	Practical training provision for VET students in enterprises		Development subsidy for:				Training provision for employees		Payment into the MPA training subfund		Total		
			VET schools (SZI and SZKI)		higher education institutions								
	HUF	%	HUF	%	HUF	%	HUF	%	HUF	%	HUF	%	
1998	5.7	-	-	-	n/a	-	-	-	-	8.7	-	14.4	-
1999	5.6	-	-	-	n/a	-	-	-	-	11.0	-	16.6	-
2000	5.5	-	-	-	n/a	-	1	-	-	13.3	-	19.8	-
2001	6.2	16.6	11.9	31.8	0.9	2.41	2.4	6.4	16.0	42.8	37.4	100.0	
2002	6.9	15.8	12.5	28.6	2.3	5.26	3.4	7.8	18.6	42.6	43.7	100.0	
2003	7.6	15.4	13.3	26.9	3.0	6.06	4.8	9.7	20.8	42.0	49.5	100.0	
2004	8.0	15.1	12.4	23.4	3.3	6.21	5.4	10.2	24.0	45.2	53.1	100.0	
2005	9.2	14.9	12.8	20.8	4.1	6.66	6.98	11.3	28.5	46.3	61.6	100.0	
2006	11.0	16.2	12.3	18.1	4.4	6.49	7.80	11.5	32.3	47.6	67.8	100.0	
2007	13.6	18.8	10.4	14.4	4.4	6.08	7.31	10.1	36.7	50.7	72.4	100.0	
2008	16.1	19.8	10.7	13.2	4.5	5.54	7.8	9.6	42.1	51.8	81.3	100.0	
2009	18.7	22.4	7.4	8.9	4.9	5.86	7.6	9.1	45.0	53.9	83.6	100.0	
2010	21.1	*	8.1	*	4.8	*	6.6	*	*	*	*	*	

Source: Ministry for National Economy (Nemzetgazdasági Minisztérium, NGM).

* Figures for 2010 are not yet available

TABLE 38: THE INCREASE OF THE AMOUNT OF THE VOCATIONAL TRAINING CONTRIBUTION PAID INTO THE TRAINING SUB-FUND OF THE LABOUR MARKET FUND, 1998-2009				
YEAR	BILLION HUF [EUR 1 ≈ HUF 250-300]	% OF 1998	CONSUMER PRICE INDEX 1998 = 100%	% OF 1998 PURCHASING POWER PARITY
1998	8.7	100.00	-	-
1999	11.0	126.44	110.00	114.95
2000	13.3	152.87	120.78	126.57
2001	16.0	183.91	131.89	139.44
2002	18.6	213.79	138.88	153.94
2003	20.8	239.08	145.41	164.42
2004	24.0	275.86	155.30	177.63
2005	28.5	327.59	160.89	203.61
2006	32.3	371.26	167.16	222.10

2007	36.7	421.84	180.54	233.65
2008	42.1	483.91	191.55	252.63
2009	45.0	517.24	199.59	259.15

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

There are no sectoral training funds in Hungary. However, the national Labour Market Fund plays a very important role in financing VET. Its income is derived from various compulsory contributions paid by employers and employees, budgetary support and privatisation. Its employment and rehabilitation subfunds support training of unemployed people and other disadvantaged target groups (see 10.4). The original objective of the training subfund was to reimburse the costs of practical training in companies and to support the infrastructural development of VET. However, the objectives eligible for support have been expanded considerably in the past decades and currently the training fund, among others, supports 'adult training objectives' and provides cofinancing for ESF-supported programmes as well.

The primary current objectives of VET financing policy are to improve cost-efficiency and efficiency of training to ensure it meets labour market needs (cf. preferential support for training in shortage-jobs, increasing role of RFKBs). The total volume of funding has been increasing in the past decade thanks to the system of vocational training contribution and EU Structural Funds assistance. However, transparency and regular monitoring and evaluation of the effectiveness and efficiency of the various financing instruments are still a major challenge. Currently a new act on the vocational training contribution is being drafted and fundamental changes are foreseen in the near future regarding its possible use as well as the structure and workings of the MPA.

10.2. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

FUNDING FOR IVET AT SECONDARY AND POST-SECONDARY LEVEL

The primary sources of funding for operating VET schools are:

- (a) the central government budget;
- (b) the budget of school maintainers (local - county or municipal - governments, churches, foundations, etc., see 4.3).

The State contribution is provided to the school maintainer, in part automatically, while various earmarked subsidies are available through tendering procedures. On average, this covers on average only around 50% of local governments' expenditure on 'public education' (*közoktatás*, see Glossary) (although the share of State financing is actually higher since most income of local governments derive from the central budget). There are no data available on funding by private school maintainers, nor on the contribution of students' families (e.g., through payments into school foundations).

Since 2007, the amount of State contribution for general and vocational theoretical education is calculated by using a performance-indicator. This indicator is based on parameters that determine the cost of education, for instance the average number of students per class as prescribed by law, weekly mandatory teaching hours, etc.

Practical training provided in VET schools is supported by supplementary per capita grants both in career guidance and pre-vocational education in the 'general education grades' and in vocational practical training. As regards the latter, to encourage practical training in a school workshop in the first and at the workplace in the final stage of training, for the first VET grade, schools are entitled to 140% of the grant; for the final VET grade the amount is only 60%. To promote apprenticeship training, schools can receive 20% of the grant even when the practical training is provided at an enterprise based on a student contract.

Practical training in an enterprise is financed by the company, which can spend its vocational training contribution (*szakképzési hozzájárulás*, SZH, see 10.1) on related costs and can also claim further expenses from the training sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap*, MPA, see 10.1). In fact, practical training provision can also be a profitable business. About a fourth of apprentices are trained at less than 1 % of all practical training provider enterprises, at 73 enterprises that are members of the Association of Practical Training Providers (*Gyakorlati Oktató Szervezetek Egyesülete*, GYOSZE). The membership criterium of GYOSZE is that at least 70 % of employees are students.

Technological and content development of IVET is supported by development subsidies (*fejlesztési támogatás*, equipment or money provided by enterprises to develop the practical training infrastructure, deductible from their SZH), the MPA training sub-fund, and ESF assistance.

The right of disposal over the MPA training sub-fund is divided between the minister responsible for VET and adult training and the minister responsible for education in relation to the latter's tasks concerning VET provided within the school system. Its resources are distributed through tenders managed by the Regional Development and Training Committees (*regionális fejlesztési és képzési bizottság*, RFKB) from the decentralized section, and by ministerial decisions assisted by the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*, NSZFT) (see also 4.3).

Since September 2009 development subsidies and investment support from the MPA training sub-fund were available only to: 'maintainers' of regional integrated vocational training centres (*térségi integrált szakképző központ*, TISZK) with at least 1500 full-time VET students; special and special skills development vocational schools; and higher education institutions for advanced VET and bachelor programmes which require a considerable share of practical training. Narrowing the group of beneficiaries aimed to encourage the establishment of TISZKs, which adhere to the decisions of the RFKBs regarding training offers and appropriate shares of student enrolment (see 4.3). In 2008 the vast majority of VET schools joined a TISZK, thus currently with a few exceptions they are all eligible to receive development funds.

In recent years, various financial incentives have been introduced to encourage training in occupations that are high in demand on the labour market, such as additional benefits for apprentices and companies training in shortage-jobs. It was also the objective of a scholarship programme for vocational school (*szakiskola*, SZI, ISCED 2C or 3C) students launched in February 2010.¹⁴

¹⁴ Eligible students - those who train for a shortage-job as defined by the RFKBs, reach a minimum grade point average of 2.5 (5 being the highest) and have less than 10 hours of unjustified absence from school - receive a uniform amount of HUF 10 000 (EUR 36) per month in the first and HUF 10-30 000 (EUR 36-107) in the following semesters in the VET years depending on their school performance. The measure, which intends to make the vocations in question as well as the career of skilled workers in general more attractive, is funded from the MPA training sub-fund. In 2010/2011 around 21 000 students received the scholarship, the total amount of which was HUF 3 093 000 000 (EUR 11.2 million) paid until July 2011. First feedback shows that the scholarship programme has

FUNDING FOR IVET PROVIDED IN HIGHER EDUCATION

In higher education students can participate in 'State-supported training' for twelve terms, including advanced VET (*felsőfokú szakképzés*). Considering labour market needs, the government defines annually the maximum number of students who can be admitted to State-supported advanced VET, bachelor and 'undivided' (long university) programmes, by training field and delivery form (in 2010 it was limited in 56 000, including 12 500 in advanced VET).

Higher education is financed by:

(a) State support from the central government budget:

- per capita funding (for students' allowances, for training provision and in State-maintained institutions for operational costs, based on the number of students in State-supported training; for research; and for specific tasks);
- tenders (e.g. for instructor scholarships, infrastructural development, programmes with low participant numbers, etc.); and
- agreements with the ministry of education (e.g. for doctoral training, development, etc.).

(b) institutional income (tuition fees, fees for services provided, income from entrepreneurial activities, etc.) and development subsidies, endowments, capital assets, etc.

The global amount of budgetary support was EUR 795 million (HUF 199 640 million) and EUR 129 million (HUF 32 387 million) in 2008 for State and non-State institutions respectively. The relative share of the State's contribution was 74% in the former case (there are no data available on non-State institutions' income).

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

The financing of advanced VET programmes provided in 'secondary vocational schools' (SZKI) is based on the same principles as funding for post-secondary VET (see above).

indeed increased applications for shortage occupations, but teachers have not yet experienced its impact on student performances.

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

10.3.1 PUBLIC FUNDING SCHEMES AND MECHANISMS TO FINANCE CVET (EXCLUDING THOSE SPECIFICALLY TARGETED AT UNEMPLOYED)

Public funding of mandatory CVET in the public sector (uniform-wearing occupations, civil servants, public servants: teachers/trainers, cultural and social workers, healthcare workers)

Mandatory CVET in the public sector is financially supported from the central government budget. The Labour Market Fund (*Munkaerőpiaci Alap*, MPA) training subfund (see 10.1) and EU Structural Funds assistance (through cofinancing tendering programmes) have also been playing an increasing role in the further training of teachers (see 7.2.2), cultural and social workers or civil servants. The funding schemes and mechanisms vary from case to case.

In policemen' training there are special agencies/institutions responsible for providing CVET programmes, where travel and accommodation costs are covered by the participant's employer. In health care, a special agency is responsible for accrediting health care employees' CVET programmes, which are financed partly from State sources through tendering, partly by employers (excluding doctors, dentists, pharmacists and clinical psychologists). Civil servants' training and examination system is also coordinated by a special agency (which also develops the exam standards and curricula of preparatory programmes and coordinates the accreditation of training programmes) as well as by county (capital) government offices. Employers of cultural workers receive support from the central government budget based on annual CVET plans of employees, to participate in accredited training programmes. The total amount of funding the training of employees of budgetary institutions was HUF 4.37 billion (EUR 15.6 million) in 2009 (*Állami Számvevőszék*, 2010, Annex 3).

Grants for individuals

Grants for individuals to participate in further training programmes can be provided:

- a) for some at-risk groups other than the unemployed (see 6.5) through the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ), from the MPA employment subfund (see 10.3.4);
- b) for at-risk groups (e.g. people living with disabilities, Romas) through tenders coordinated by the National Institute of Vocational and Adult Education (*Nemzeti Szakképzési és Felnőttképzési Intézet*, NSZFI), financed from the MPA training subfund (see 10.1)
- c) for any target groups and training programmes by the individual decision of the minister responsible for VET and adult training, assisted by the National Vocational and Adult Training Council (*Nemzeti Szakképzési és Felnőttképzési Tanács*, NSZFT, see 4.3), financed from the MPA training subfund;
- d) for disadvantaged people (e.g. those living with disabilities, Romas) through tendering programmes coordinated by the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány*, OFA) (see 6.5), financed from the MPA employment, rehabilitation or training subfund (see 10.1 and 10.4);

- e) for various disadvantaged groups through several measures of the Social Renewal Operational Programme (SROP), cofinanced by the MPA training sub-fund and the ESF (see 6.5).

Grants for enterprises

Grants for companies to provide further training for employees that do not require co-financing from employers can be provided:

- a) for employers of adults over 45 whose employment cannot be maintained without training (see 10.3.2), through the NFSZ, financed from the MPA employment subfund (see 10.4);
- b) for any target groups (e.g. micro and small enterprises, MSEs) and training programmes by the individual decision of the minister responsible for VET and adult training, assisted by the NSZFT, financed from the MPA training subfund;

10.3.2 PUBLIC-PRIVATE COST-SHARING

Public funding of adult education within the formal school system and loans for higher education participants

In 'public education' (*közoktatás*, see Glossary), the State contribution to adult education organised in full-time education is equal to that of 'regular' education (see 10.2), 50% in evening classes, and 20% in correspondence education. This is supplemented by tuition fees paid by the participants (except for those in full-time education and in years 9-10), and school maintainers' contribution (the share of these is not available).

Programmes offered by higher education institutions can - in principle - be both State-supported and requiring tuition fee in every delivery mode (full, part-time and distance learning). However, the total number of State-supported student places (see 10.2) in part-time education and distance learning is limited to, at most, 10% of that in full time training. However, there are also student loans available for both State-supported and self-financed students. The student loan scheme is managed by the State-owned Student Loan Centre (*Diákhitel Központ*) and financed from money and capital markets, with State guarantee on the liability side.

Grants for individuals - 'Accepted' labour market training

In case an individual belonging to one of the eligible at-risk target groups wants to participate in a training programme which is not on the annual list of eligible fields of study defined by the labour centre (see 6.5), s/he can still receive partial training support through the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*, NFSZ), financed from the Labour Market Fund (*Munkaerőpiaci Alap*, MPA) employment subfund (see 10.4). In this case a further criteria of the selection of applicants is the labour market relevance of the training programme. Share of co-financing is not regulated but the average is around 60-70%. In 2010 EUR 7.4 million was spent on financing such 'accepted' labour market trainings for 6 919 adults.

Tax incentive for companies - deduction of the costs of the training of employees from the 'vocational training contribution'

Companies liable to pay the vocational training contribution (*szakképzési hozzájárulás*, SZH, a kind of VET tax, see 10.1) can deduct the costs of employees' (either internal or external) vocational and foreign language training from their SZH since 1997. Since 2007, micro and small enterprises (MSEs) can allocate up at most 60%, the rest 33% of the levy on such purposes, but since 2009, in line with Commission Regulation (EC) No. 800/2008, companies are also required to share the costs: at least 40% in case of general and 75% in case of special (job-specific) training. These shares can be decreased in case of training disadvantaged people (by 10%) and for medium enterprises (10%) and for micro, small and medium enterprises (MSMEs, 20%), but at least 20% of the training costs must be ensured by the enterprise at all events. In 2010 HUF 6.6 billion/EUR 23.96 million was spent on the training of 100 243 employees from this source.

Grants for companies

Grants for companies to provide further training for employees typically require co-financing from employers. Such grants can be provided:

- a) for employers to provide training for employees whose employment cannot be maintained without further training (e.g. for change of qualification requirements or of the economic profile of the company), through the NFSZ, from the MPA employment subfund (see 6.5 and 10.4); labour centres must provide support up to the available funds; share of co-financing is not regulated and varies from case to case;
- b) for any company through various tendering programmes organised within the framework of several measures of the Social Renewal Operational Programme, cofinanced by the MPA training subfund and ESF; the Regional and the Economic Development Operational Programmes as well include measures with training elements, typically linked to investments and the purchase of new equipment and IT development; MSMEs and disadvantaged employees are prioritised target groups in these programmes, entitled to higher maximum shares of support; support may be given for both internal external, general and special (job-specific) training, in line with EC No. 800/2008;
- c) for investors who create jobs for at least 50 people, through a framework agreement with the minister responsible for VET and adult training, based on a government resolution, to support the training of people to be employed by the investor, financed from the MPA training subfund; support may be given for both internal external, general and special (job-specific) training, in line with EC No. 800/2008; since 2008 ten such agreements were made providing around EUR 4 million for supporting training (including wage, travel and accommodation costs); share of private co-financing is 40-75%;
- d) for micro, small and medium enterprises, through tendering programmes organised by:
 - i. the ministry of economy, financed from an earmarked SME budget allocation;

- ii. the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*), from the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see 10.1).

10.3.3 COLLECTIVE (EMPLOYER, EMPLOYEE) INVESTMENT TO FINANCE CVET

Training leave

Training leave is guaranteed by the Labour Code (see 6.1), but only in case the employee participates in formal education provided within the school system, or when further training is mandatory in that job or required by the employer. In the former case, employees are entitled to four days leave for each examination, ten days for preparing a thesis, and employers must grant further leave, based on a certificate issued by providers on the duration of training. The training leave is unpaid in this case - except for 'primary school' (*általános iskola*, ISCED 1A-2A) studies -, but paid when participation in training is required by the employer. In other cases, employees might get training leave as defined in the study contract concluded with their employees (see below).

Payback clauses

The Labour Code also specifies the characteristics of a study contract (*tanulmányi szerződés*) through which the employer can support the employee's studies. Employers typically allow paid training leave (or allow to work later the hours of the time absent) and pay the tuition fees, costs of training materials and examination fees, possibly also travel and accommodation costs, etc. In return, the employee binds him/herself to remain in employment for a definite period of time after the completion of training, usually as long as the duration of the training programme but maximum five years.

10.3.4 REACHING THE GROUPS AT RISK THROUGH FUNDING SCHEMES AND MECHANISMS

According to the 2010 report of the State Audit Office on the efficiency of the system of adult training in the period of 2006-2009 (*Állami Számvevőszék, 2010*), although the number of training programmes targeting disadvantaged people has decreased, the proportion of the most disadvantaged people - the low qualified and adults over 50 - participating in State-supported training has slightly increased. However, funding of adult training has increased primarily in the more developed regions, thus it has not helped the catching-up of underdeveloped regions and disadvantaged people living there.

Several central and regional labour market programmes (see 10.4) have been launched and tenders announced (see 10.3.1) in the past years, which aimed to provide complex support for disadvantaged people (see 6.5). These combine training with individualised psycho-social support, provision of a living allowance or some other financial incentives, the employment of mentors or even with employment opportunities. However, since training providers have to meet the expected output indicators, very often they 'skim' the potential participants and involve only the most motivated, thus the neediest still remain outside the circle of potential beneficiaries.

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

The main funding sources for training unemployed people are:

- (a) the central government budget for operating the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat, NFSZ*);
- (b) the employment, rehabilitation and training sub-funds of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*, see 10.1) providing funding for training supported by the NFSZ and various central and regional labour market and tendering programmes; and
- (c) European Social Fund (ESF) assistance.

The minister responsible for VET and adult training has the right to dispose of the MPA and exercises this right with the tripartite governing board of the labour market fund (*Munkaerő-piaci Alap Irányító Testület, MAT*) as regards employment and rehabilitation subfunds. These provide funding for training supported by the NFSZ and the tendering programmes of the Public Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*, see 6.5, 10.3.1 and 10.3.2), respectively. The training subfund provides cofinancing of development programmes supported by EU Structural Funds assistance.

Labour centres (*munkaügyi központ*) of the NFSZ give financial support from the decentralised section of MPA employment sub-fund for unemployed people (and other target groups, see 10.3.1 and 10.3.2) to participate in training programmes provided by regional training centres (*regionális képző központ*) and other accredited adult training providers (see 6.5). At the beginning of each year, the centres, advised by the labour councils (*munkaügyi tanács*, see 4.4), decide on how much from the funds available for them they will spend on supporting training, and how much of that for the training of unemployed and of employed people.

Labour centres select participants of supported trainings and of central/regional labour market programmes considering factors such as applicants' social circumstances, age and educational attainment. Labour centres must cooperate with employers with reported labour shortage, willing to employ a job-seeker on the condition that s/he participates in training (in this case, cofinancing by the employer might, but is typically not, required, except for one case defined by the law, for trainings awarding professional driving licenses). Training support covers training costs - paid directly to the training provider - and might include reimbursement of travel, meal and accommodation costs and provision of supplementary/compensatory payment. Available statistics are presented in Annex, Table 21.

ESF assistance for supporting training is currently utilized through various measures of the Social Renewal Operational Programme (SROP, see 6.5). SROP includes central programmes as well as tendering programmes coordinated by various national agencies (e.g. labour centres, OFA, etc.).

ANNEX 1: TABLES AND FIGURES

TABLE 1: SMES IN HUNGARY - BASIC FIGURES (%) IN 2009

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

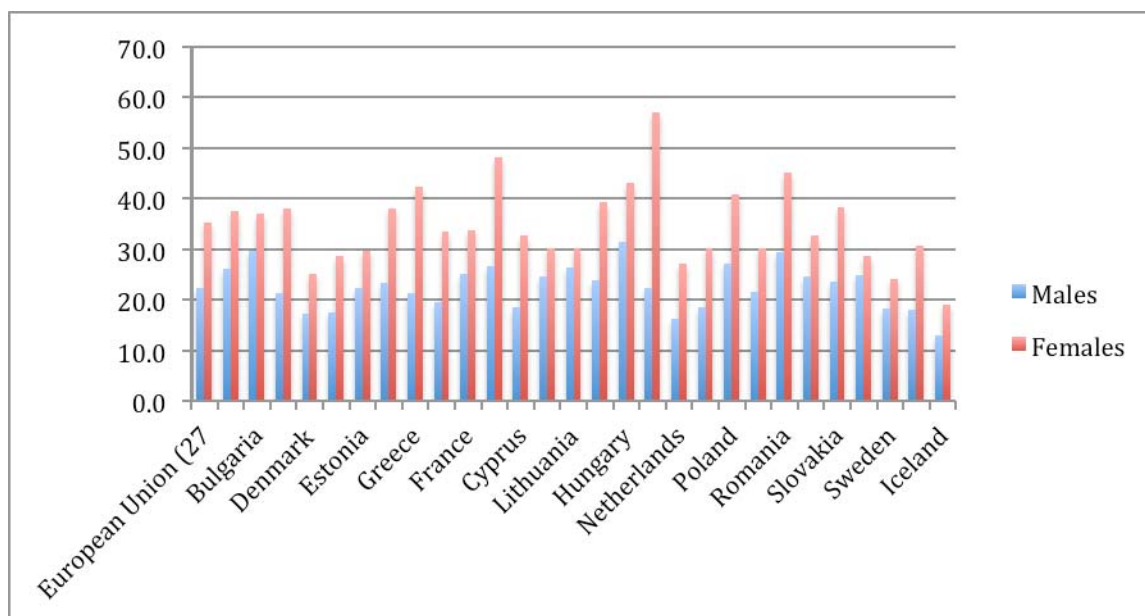
Source: *Statisztikai Tükör (Statistical Mirror)/Hungarian Central Statistical Office 2009 III/109*
 (<http://portal.ksh.hu/pls/ksh/docs/hun/xftp/stattukor/kkv.pdf>)

TABLE 2: EMPLOYMENT RATES BY SEX IN THE 15 TO 64 YEARS AGE GROUP (%)

GEO/TIME	2003	2006	2010
EU-27	62,7	64,5	64,2
MALE	70,3	71,6	70,1
FEMALE	54,9	57,3	58,2
HUNGARY	57,0	57,3	55,4
MALE	63,5	63,8	60,4
FEMALE	50,9	51,1	50,6

Source: Eurostat, Extracted on 19-08-2011, Last update 25-07-2011

FIGURE 1. INACTIVITY RATES BY SEX BETWEEN 15 AND 64 (%), Q4 2010



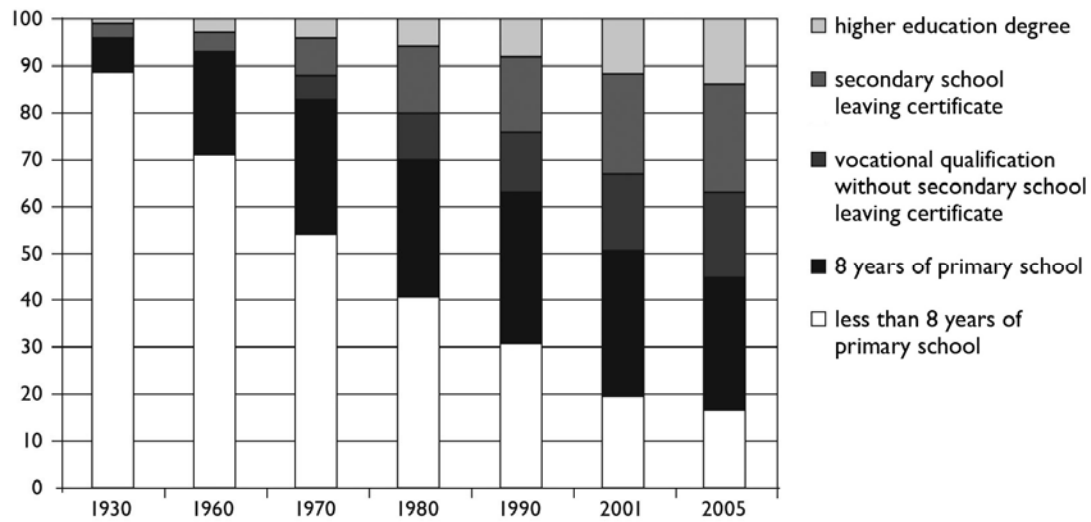
Source: Eurostat Extracted on 21-08-2011 Last update 18-08-2011

TABLE 3: UNEMPLOYMENT RATES BY SEX BETWEEN 15 AND 64 YEARS (%)			
GEO/TIME	2003	2006	2009
EU-27	9,1	8,3	9,7
MALE	8,5	7,6	9,7
FEMALE	9,9	9,0	9,7
HUNGARY	5,8	7,5	11,2
MALE	6,2	7,2	11,6
FEMALE	5,4	7,9	10,8

Source of data Eurostat

Extracted on 19-08-2011 Last update 09-08-2011

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



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

'VOCATIONAL SCHOOL' (SZAKISKOLA, SZI)	31 282	78.28	8 682	21.72	39 964	100.00	3 884	8.66	40 982	91.34	44 866	100.00
SPECIAL AND SKILLS DEVELOPMENT SPECIAL VOCATIONAL SCHOOL (SPECIÁLIS ÉS KÉSZSÉGFEJLESZTŐ SPECIÁLIS SZAKISKOLA)	784	61.68	487	38.32	1 271	100.00	250	17.91	1146	82.09	1 396	100.00
'SECONDARY VOCATIONAL SCHOOL' (SZAKKÖZÉPISKOLA, SZKI)	13 109	89.6	1 521	10.4	14 630	100.00	11 674	63.04	6 843	36.96	18 517	100.00

Source: Ministry of National Resources

TABLE 6. NUMBER OF STUDENTS PARTICIPATING IN STUDENT CONTRACT-BASED PRACTICAL TRAINING													
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
6616	7970	8312	10155	12703	14829	16403	21306	35000	38000	44000	46000	48000	49000

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

TABLE 7. NUMBER OF ENTERPRISES PROVIDING STUDENT CONTRACT-BASED TRAINING 2004 - 2011							
2004	2005	2006	2007	2008	2009	2010	2011
1458	3204	6403	9000	8819	9075	8695	8640

Source: MKIK

TABLE 8: PARTICIPATION RATES IN ADULT EDUCATION WITHIN THE SCHOOL SYSTEM BY AGE GROUP IN THE 2010/2011 SCHOOL YEAR

2010/2011	15-24		15-64		25-34		25-64		35-64	
POPULATION IN AGE COHORT	1 231 679		6 857 377		1 506 882		5 625 698		4 118 816	
	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)	NUMBER	RATIO TO POPULATION (%)
1. PRIMARY SCHOOL PART-TIME/DISTANCE LEARNING	987	0.08	1 997	0.03	549	0.04	1 010	0.02	461	0.01
2. GRAMMAR SCHOOL PART-TIME/DISTANCE LEARNING	19 264	1.56	43 172	0.63	12 659	0.84	23 908	0.42	11 249	0.27
3. 'SECONDARY VOCATIONAL SCHOOL' (SZKI) PART-TIME/DISTANCE LEARNING	15 617	1.27	33 232	0.48	9 592	0.64	17 615	0.31	8 023	0.19
4. 'VOCATIONAL SCHOOL' (SZI) PART-TIME/DISTANCE LEARNING	2 045	0.17	8 103	0.12	2 570	0.17	6 058	0.11	3 488	0.08
5. HIGHER LEVEL VET PART-TIME/DISTANCE LEARNING	1 188	0.10	3 312	0.05	1 307	0.09	2 124	0.04	817	0.02
6. BACHELOR (AND COLLEGE) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	20 495	1.66	76 656	1.12	36 077	2.39	56 161	1.00	20 084	0.49
7. MASTER (AND UNIVERSITY) LEVEL PROGRAMMES PART-TIME/DISTANCE LEARNING	2 443	0.20	17 370	0.25	8 627	0.57	14 927	0.27	6 300	0.15
8. UNDIVIDED TRAINING PROGRAMMES PART-	1 323	0.11	5 936	0.09	2 978	0.20	4 613	0.08	1 635	0.04

TIME/DISTANCE LEARNING										
9. POSTGRADUATE SPECIALISATION PROGRAMMES PART-TIME/DISTANCE LEARNING	701	0.06	15 237	0.22	6 661	0.44	14 536	0.26	7 875	0.19
10. PHD/DLA PROGRAMMES PART-TIME/DISTANCE LEARNING	98	0.01	2 109	0.03	1 152	0.08	2 011	0.04	859	0.02
TOTAL ADULT EDUCATION (1-10)	64 161	5.21	207 124	3.02	82 172	5.45	142 963	2.54	60 791	1.48
TOTAL VOCATIONAL ADULT EDUCATION (3-10)	43 910	3.57	161 955	2.36	68 964	4.58	118 045	2.10	49 081	1.19

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

TABLE 9: NUMBER AND PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN STATE-SUPPORTED VOCATIONAL ADULT EDUCATION (IN EVENING, CORRESPONDENCE AND DISTANCE EDUCATION) IN THE 2010/2011 SCHOOL YEAR				
2010/2011	TOTAL	STATE-FINANCED	% TOTAL	% STATE-SUPPORTED
'VOCATIONAL SCHOOL' (SZI)	8 103	8 103	0.12	0.12
'SECONDARY VOCATIONAL SCHOOL' (SZKI)	33 232	33 232	0.48	0.48
HIGHER LEVEL VET	3 312	2 508	0.05	0.04
BACHELOR (AND COLLEGE) LEVEL PROGRAMMES	76 656	17 526	1.12	0.26
MASTER (AND UNIVERSITY) LEVEL PROGRAMMES	17 370	10 470	0.25	0.15

UNDIVIDED TRAINING PROGRAMMES	5 936	724	0.09	0.01
POSTGRADUATE SPECIALISATION PROGRAMMES	15 237	9	0.22	0.00
PHD/DLA	2 109	32	0.03	0.00
TOTAL	161 955	72 604	2.36	1.06

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

TABLE 10: NUMBER AND DISTRIBUTION OF VET STUDENTS IN ADULT EDUCATION BY DELIVERY MODE* IN THE 2010/2011 SCHOOL YEAR											
2010/2011	DELIVERY MODE	FULL TIME		EVENING		CORRESPONDENCE		OTHER		TOTAL	
		number	%	number	%	number	%	number	%	number	%
'VOCATIONAL SCHOOL' (SZI)	all grades	1 052	13.0	6 679	82.4	372	4.6	0	0.0	8 103	100.0
	VET grades	1 052	14.1	6 097	81.7	312	4.2	0	0.0	7 461	100.0
'SCEONDARY VOCATIONAL SCHOOL' (SZKI)	all grades	7 122	17.1	22 348	67.2	4 512	13.6	677	2.0	33 232	100.0
	VET grades	3 330	15.0	15 046	67.8	3 127	14.1	677	3.1	22 180	100.0
TOTAL	all grades	6 747	16.3	29 027	70.2	4 884	11.8	677	1.6	41 335	100.0
	VET grades	4 382	14.8	21 143	71.3	3 439	11.6	2.3	4.24	29 641	100.0

* For explanations please refer to 6.2

Source: Ministry of Education and Culture

TABLE 11: PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN ADULT LEARNING BY AGE GROUP, 2010*

AGE GROUP**	PARTICIPANTS IN ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM		POPULATION
	NUMBER	RATIO TO POPULATION (%)	
15-24	79 040	6.3	1 253 417
15-64	652 590	9.5	6 873 985
25-34	194 357	12.5	1 551 738
25-64	573 550	10.2	5 620 568
35-49	269 167	13.2	2 031 484
25-49	463 524	12.9	3 583 222
50-64	110 026	5.4	2 037 346

* The actual participation rates might be somewhat lower than the presented figures since in the statistics the same individual are counted multiple times if s/he participated in more than one training programme in that year.

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TABLE 12: NUMBER AND DISTRIBUTION OF REGISTERED ADULT TRAINING PARTICIPANTS BY THE HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT, 2010

HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT OF REGISTERED PARTICIPANTS	NUMBER	%
LESS THAN THE 8 YEARS OF PRIMARY SCHOOL	6 927	1.1
COMPLETED 8 YEAR OF PRIMARY SCHOOL	61 511	9.4
CATCHING-UP PROGRAMME	174	0.0
COMPLETED 10 YEARS	6 941	1.1
'VOCATIONAL SCHOOL' (SZI)	6 006	0.9
SPECIAL VOCATIONAL SCHOOL	617	0.1
SKILLED WORKER SCHOOL (PREDECESSOR OF VOCATIONAL SCHOOL)	75 889	11.6
COMPLETED 12 YEARS IN 'SECONDARY VOCATIONAL SCHOOL' (SZKI)	3 085	0.5
COMPLETED 12 YEARS IN GRAMMAR SCHOOL	1 754	0.3

SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN 'SECONDARY VOCATIONAL SCHOOL' (SZKI)	115 752	17.7
SECONDARY SCHOOL LEAVING EXAMINATION OBTAINED IN GRAMMAR SCHOOL	90 692	13.9
TECHNICIAN QUALIFICATION	24 654	3.8
HIGHER EDUCATION CERTIFICATE, DIPLOMA	258 588	39.6
TOTAL	652 590	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TYPE OF TRAINING	TRAINING PROGRAMMES		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
BASIC VOCATIONAL TRAINING GROUNDING A VOCATIONAL QUALIFICATION	346	0.6	3 804	0.6
AWARDING A STATE-RECOGNISED OKJ QUALIFICATION	6749	11.9	101 174	16.3
AWARDING A QUALIFICATION NOT LISTED IN THE OKJ BUT REQUIRED FOR A JOB OR OCCUPATION	4 445	7.8	56 998	9.2
VOCATIONAL FURTHER TRAINING	11 831	20.8	223 281	35.9
CATCHING-UP TRAINING FOR DISADVANTAGED PEOPLE	182	0.3	2 978	0.5
TRAINING ASSISTING EMPLOYMENT, ENTREPRENEURSHIP	354	0.6	5 224	0.8
TRAINING PREPARING FOR A QUALIFICATION AWARDED BY PUBLIC AUTHORITIES (TRANSPORTATION, COMMUNICATION AND WATER MANAGEMENT SECTORS)	1 671	2.9	40 740	6.5
FOREIGN LANGUAGE TRAINING	22 686	39.8	82 777	13.3
GENERAL ADULT TRAINING	4 797	8.4	73 278	11.8
REHABILITATION TRAINING FOR PEOPLE WITH REDUCED WORKING ABILITY	77	0.1	888	0.1
IT TRAINING	3 806	6.7	31 110	5.0
TOTAL	56 944	100.0	622 252	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TABLE 14: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS WHO HAVE PASSED THE EXAM BY THE ISCED LEVEL* OF OKJ PROGRAMMES, 2010

ISCED LEVEL	OKJ PROGRAMMES		PARTICIPANTS WHO HAVE PASSED THE EXAM	
	NUMBER	%	NUMBER	%
2C	7	0.1	74	0.1
3C	4 597	68.1	67 462	70.9
4C	2 037	30.2	25 715	27.0
5A	108	1.6	1 888	2.0
Total	6 749	100.0	95 139	100.0

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TABLE 15: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS COMPLETING THE TRAINING BY ENTRY REQUIREMENT, 2010

MINIMUM SCHOOL GRADUATION CERTIFICATE REQUIRED FOR ENTRY	PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%
less than completion of primary school	83 755	13.5
completion of the 8 th year of primary school	266 248	42.8
‘vocational school’ (SZI)	5 109	0.8
special vocational school	322	0.1
catching-up programme	1 123	0.2
skilled workers’ school	20 150	3.2
‘secondary vocational school’ (SZKI)	72 029	11.6
grammar school	34 267	5.5
technician school	5 294	0.9
college	74 688	12.0
university	1 353	0.2
completion of 10 years	11 633	1.9

completion of the 12 th year in a secondary vocational school	31 156	5.0
completion of the 12 th year in a grammar school	2 240	0.4
assessment of competences required for entry (at OKJ level 3)	4 321	0.7
any vocational qualification	8 564	1.4
total	622 252	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

DURATION	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
SHORTER THAN 1 YEAR	55 305	97.1	607 946	97.7
1-1.5 YEARS	1 035	1.8	9 855	1.6
1.5-2 YEARS	409	0.7	2 874	0.5
LONGER THAN 2 YEARS	194	0.3	1 575	0.3
INDEFINABLE	1	0.0	2	0.0
TOTAL	56 944	2.9	622 252	2.3

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

COURSE HOURS	PROGRAMMES (COURSES)*		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
200 HOURS OR LESS	52 094	91.5	553 795	89.0
201-400 HOURS	2 647	4.6	35 714	5.7
401-600 HOURS	988	1.7	13 943	2.2
601-800 HOURS	476	0.8	7 239	1.2
801-1 000 HOURS	284	0.5	3 994	0.6

1 001-2 000 HOURS	439	0.8	6 969	1.1
MORE THAN 2 001 HOURS	16	0.0	598	0.1
TOTAL	56 944	99.2	622 252	98.8

* Excluding distance learning programmes

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction 22 September 2011

TABLE 18: NUMBER AND DISTRIBUTION OF ADULT TRAINING PROGRAMMES AND PARTICIPANTS COMPLETING THE TRAINING BY THE (DELIVERY) FORM OF TRAINING, 2009				
FORM OF TRAINING	PROGRAMMES (COURSES)		PARTICIPANTS COMPLETING THE TRAINING	
	NUMBER	%	NUMBER	%
GROUP TRAINING	48 452	85.1	558 699	89.8
DISTANCE EDUCATION/CORRESPONDENCE EDUCATION/INDIVIDUAL TRAINING	8 424	14.8	62 620	10.1
INFORMAL/NONFORMAL PREPARATION	68	0.1	933	0.1
TOTAL	56 944	100.0	622 252	100.0

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TABLE 19: NUMBER AND DISTRIBUTION OF ADULT TRAINING PARTICIPANTS BY THE TYPE OF FINANCING SOURCE, 2010		
FINANCING SOURCE	PARTICIPANTS REGISTERED	
	NUMBER	%
THE TRAINING PARTICIPANT	152 676	22.3
STATE SOURCES	21 502	3.1
OTHER	49 429	7.2
EU SOURCES, EU AND NATIONAL COFINANCING OR INTERNATIONAL AND EU SOURCES	123 363	18.0
LABOUR MARKET FUND	27 401	4.0
ENTERPRISES AND BUDGETARY ORGANISATIONS (AS EMPLOYERS) NOT DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION, AND NON-PROFIT ORGANIZATIONS	193 489	28.2
ENTERPRISES (AS EMPLOYERS) DEDUCTING THE TRAINING COSTS FROM THEIR VOCATIONAL TRAINING CONTRIBUTION	118 020	17.2
TOTAL*	685 880	100.0

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

Source: OSAP Statistical Database (<http://osap.nive.hu/statisztika>). Date of extraction: 22 September 2011

TABLE 20. ANNUAL NUMBER* OF PARTICIPANTS IN TRAINING PROGRAMMES SUPPORTED/COORDINATED BY THE NATIONAL EMPLOYMENT SERVICE (NEMZETI FOGLALKOZTATÁSI SZOLGÁLAT, ÁFSZ) 1992-2010

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
UNEMPL.	56 933	86 227	89 295	66 506	66 700	71 484	75 482	80 383	83 151	86 203	78 691	73 882	52 429	38 868	43539	38513	53500	53 591	60 330
EMPL.	3 533	3 024	4 632	4 676	5 280	4 509	4 122	4 381	5 022	5 316	4 144	9 013	7 465	4 857	3602	3303	3564	884	1 320
TOTAL	60 466	89 251	93 927	71 182	71 980	75 993	79 604	84 764	88 173	91 519	82 835	82 895	59 894	43 725	47141	41816	57064	57 745	61 650

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

Source: National Employment Office (Foglalkoztatási Hivatal, FH)

TABLE 21: PROPORTION OF THE TOTAL OF ADULT POPULATION PARTICIPATING IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY AGE GROUPS, 2010

AGE*	PARTICIPANTS		POPULATION
	RATIO TO POPULATION (%)	NUMBER	
15-24	1.4	17 712	1 253 417
15-64	0.9	61 662	6 873 985
25-34	1.2	18 517	1 551 738
25-64	0.8	43 950	5 620 568
35-49	0.9	19 084	2 031 484
25-49	1.0	37 601	3 583 222
50-64	0.3	6 349	2 037 346

* The statistical system of NFSZ includes the categories 'under 18 and 18' and 'Over 60'

Source: FH

TABLE 22: DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY TARGET GROUP, 2010

TARGET GROUP	NUMBER	%
NEW ENTRANT TO LABOUR MARKET	12 079	19.6
LONG TERM UNEMPLOYED	5 979	9.7
PEOPLE WITH REDUCED WORK CAPACITY	252	0.4
ON CHILD CARE BENEFIT	128	0.2
OTHER NOT SPECIFIED	43 224	70.1
TOTAL	61 662	100.0

Source: FH

TABLE 23: NUMBER AND DISTRIBUTION OF PARTICIPANTS IN ÁFSZ-SUPPORTED/COORDINATED TRAINING PROGRAMMES BY TYPE OF TRAINING, 2010

TYPE OF TRAINING	NUMBER	%
GENERAL EDUCATION	4 172	6.8
FOREIGN LANGUAGE COURSE	5 850	9.5
VOCATIONAL TRAINING AWARDING A N OKJ QUALIFICATION	40 261	65.3
VOCATIONAL TRAINING NOT AWARDING AN OKJ QUALIFICATION	9 071	14.7
TRAINING REGULATED BY PUBLIC AUTHORITIES	1 725	2.8
SERVICES	9	0.0
OTHER	574	0.9
TOTAL	61 662	100.0

Source: FH

TABLE 24: AMOUNT OF TRAINING SUPPORT PROVIDED BY THE NFSZ, 2010 (EUR)

TYPE OF COST	TRAINING AIMED TO FACILITATE EMPLOYMENT	TRAINING OF EMPLOYED PEOPLE
TRAINING AND EXAMINATION FEE	30 293 606	527 947
PROVISION OF COMPENSATORY PAYMENT	47 433 260	0
ACCOMODATION COST	2 195	0
TRAVEL COST	1 017 667	0
MEAL COST	23 831	0
TOTAL	78 770 560	527 947

Source: FH

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

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

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

TABLE 25 (CONTINUATION): PROPORTION OF THE TOTAL 25-64 AGED POPULATION PARTICIPATING IN EDUCATION AND TRAINING PROVIDED OUTSIDE THE FORMAL SCHOOL SYSTEM 2005-2007 (%)									
TYPE OF EDUCATION AND TRAINING		COMPUTER SKILLS TRAINING	TRAINING RELATED TO STUDIES AND FURTHER STUDIES	TRAINING AWARDDING A DRIVING LICENSE	CRAFT COURSE AND DOMESTIC SKILLS TRAINING	ART COURSE	SELF-AWARENESS, SKILLS DEVELOPING COURSE	COURSE IN THE SUBJECT OF IFELSTYLE, ORGANIC PRODUCTION, ALTERNATIVE USE OF ENERGY	OTHER
TOTAL		0.6	0.2	0.2	0.1	0.2	0.4	0.2	0.2
GENDER	MALE	0.5	0.2	0.3	0.0	0.1	0.3	0.2	0.2
	FEMALE	0.8	0.2	0.1	0.1	0.2	0.5	0.2	0.2
AGE GROUP	25-29	1.0	0.6	0.6	0.1	0.3	0.6	0.3	0.4
	30-34	0.7	0.2	0.5	0.1	0.3	0.5	0.2	0.2
	35-44	0.8	0.2	0.2	0.1	0.1	0.5	0.3	0.2
	45-54	0.3	0.3	0.1	0.1	0.1	0.3	0.2	0.3
	55-64	0.4	0.1	0.0	0.1	0.1	0.2	0.1	0.2
HIGHEST EDUCATIONAL ATTAINMENT	AT MOST PRIMARY SCHOOL GRADUATION CERTIFICATE	0.2	0.0	0.2	0.1	0.1	0.1	0.0	0.2
	SKILLED WORKERS' SCHOOL, VOCATIONAL SCHOOL	0.4	0.0	0.3	0.1	0.0	0.1	0.1	0.2
	SECONDARY SCHOOL LEAVING EXAMINATION	0.7	0.2	0.2	0.0	0.1	0.3	0.3	0.2
	HIGHER EDUCATION	1.2	1.0	0.2	0.2	0.6	1.2	0.4	0.4
ECONOMIC ACTIVITY	EMPLOYEE, ENTERPRENEUR, ASSISTING FAMILY MEMBER	0.7	0.3	0.3	0.1	0.2	0.5	0.2	0.2
	UNEMPLOYED	0.6	0.1	0.2	0.0	0.0	0.3	0.2	0.3
	STUDENT, UNPAID TRAINEE	1.3	1.5	0.0	0.0	0.3	0.4	0.0	1.3
	RETIRED	0.4	0.0	0.0	0.1	0.2	0.2	0.2	0.1

INCAPABLE FOR WORK (DISABLED)	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1
ON CHILD CARE BENEFIT	0.4	0.0	0.1	0.1	0.3	0.5	0.4	0.3
HOMEMAKER	0.2	0.0	0.0	0.5	0.0	0.5	0.0	0.0
OTHER INACTIVE	0.0	0.1	0.0	0.0	0.2	0.8	0.0	0.6

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

TABLE 26: TYPES OF RECOGNISED TEACHING AND LEARNING OCCUPATIONS IN IVET

TYPE OF TRAINING		CATEGORY OF OCCUPATION	OCCUPATION		PLACE OF WORK
TERTIARY EDUCATION	HIGHER EDUCATION DEGREE PROGRAMMES (ISCED 5A)	TEACHERS, TRAINERS AND OTHER LEARNING FACILITATORS	instructors entitled to use 'instructor titles' (<i>oktatói címek</i>)	college/university professor* (<i>főiskolai/egyetemi tanár</i>)	higher education institution (college, university)
				college/university assistant professor* (<i>főiskolai/egyetemi docens</i>)	
				associate professor (<i>adjunktus</i>)	
			teaching assistant (<i>tanársegéd</i>)		
			other instructors	language teacher, physical education teacher, teacher of arts, information technology teacher, practice leader, etc.	
	HIGHER LEVEL VET (ISCED 5B)	TEACHERS	see Higher education		higher education institution (college, university)
			see VET at upper and post secondary level		'secondary vocational school' (SZKI)
		TRAINERS AND OTHER LEARNING FACILITATORS	see Higher education		higher education institution (college, university)
see VET at upper and post secondary level			'secondary vocational school' (SZKI)		
VET AT LOWER, UPPER AND POST SECONDARY LEVEL (ISCED 2C, 3A, 3C AND 4C)	TEACHERS	general subjects teacher (<i>közismereti szakos tanár</i>)		'secondary vocational school' (SZKI), 'vocational school' (SZI)	
		vocational teacher (<i>szakmai tanár</i>)			
	TRAINERS	vocational trainer (<i>szakoktató</i>)		'secondary vocational school' (SZKI), 'vocational school' (SZI)	
		practice trainer (<i>gyakorlati oktató</i>)		enterprise (economic organisations)	
	POSITIONS TO ASSIST THE PEDAGOGICAL-TEACHING WORK	e. g. pedagogical assistant, child and youth protection assistant, pedagogic supervisor, family care advisor, child and youth supervisor, special pedagogic assistant, specialist (psychiatrist), spare time organiser, family care school psychologists, social worker, technical manager etc.		'secondary vocational school' (SZKI), 'vocational school' (SZI)	

* The distinction of college-university positions in the former dual system of higher education 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.

TABLE 27. TYPES OF RECOGNISED TEACHING AND LEARNING OCCUPATIONS IN HUNGARY WITHIN CVET

TYPE OF TRAINING		CATEGORY OF OCCUPATION	OCCUPATION	PLACE OF WORK
WITHIN THE SCHOOL SYSTEM	HIGHER EDUCATION (PART TIME DEGREE AND NON-DEGREE PROGRAMMES AT ISCED 5B AND 5A LEVELS; POSTGRADUATE PROGRAMMES AT ISCED 5A AND 6 LEVELS)	TEACHERS	same as in IVET	higher education institution (college, university)
		TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET	
	ADULT EDUCATION AT LOWER, UPPER AND POST SECONDARY LEVEL (ISCED 2C, 3A, 3C AND 4C)	TEACHERS	same as in IVET	'secondary vocational school' (SZKI), 'vocational school' (SZI), grammar school
		TRAINERS AND OTHER LEARNING FACILITATORS	same as in IVET	VET school
OUTSIDE THE SCHOOL SYSTEM	ADULT TRAINING	TEACHERS	instructor of vocational theoretical subjects	adult training providers (public and higher education institutions, regional training centres, training companies, non-profit organizations, employers, chambers, etc.)
			instructor of general education	
			instructor of language education	
		TRAINERS AND OTHER LEARNING FACILITATORS	instructor of vocational practical training	
			practitioners organizing, planning, managing, evaluating, animating, etc. adult training	

ANNEX 2: GLOSSARY

Adult education (felnőttoktatás): general or vocational training programmes provided within the school system in what is considered public or higher education either as full- or part-time or distance education; it targets adults who did not obtain a formal school certificate of a certain level or an OKJ qualification during their compulsory schooling, or who want to attain a new qualification.

Adult training (felnőttképzés): pursuant to the Adult Training Act, it is general, language or vocational training provided outside the school system, based on a training programme (képzési program), with the aim to obtain a qualification or master specific competences. It covers many different types and forms of learning opportunities.

Advanced vocational programmes (felsőfokú szakképzés): two-year ISCED 5B level programmes introduced in 1998 awarding an advanced level OKJ qualification. Currently, they are organised by higher education institutions, but the training can also be (and in half of the cases is) provided in 'secondary vocational schools' (SZKI), based on an agreement between the two institutions. Credits obtained (minimum 30, maximum 60) can be transferred to a bachelor programme in the same field.

Continuing vocational education and training: education and training opportunities offered for adults either within the school system in higher education or as adult education in secondary and post-secondary schools or in adult training.

Cooperation agreement (együttműködési megállapodás): agreement between a VET institution and an enterprise that allows learners to participate in enterprise-based training (for the complete duration of the training programme or part of it). In this kind of alternance training learners are not contractually linked to the employer, neither do they receive remuneration (only for the duration of their practice during the school holidays in summer). Such a cooperation agreement can be concluded only under special conditions. The basic form of training in an enterprise is a student contract.

Higher education (felsőoktatás): the sector of education that provides programmes at ISCED levels 5 and 6. The State is responsible for ensuring higher education, but local governments, church and business entities or foundations can also found and maintain their own colleges (főiskola) and universities (egyetem) and are entitled to State support provided they comply with certain regulations. Since 1998 higher education includes ISCED 5B level courses (see advanced vocational programmes). Otherwise, however, Hungarian legislation does not classify ISCED levels 5A and 6 higher education programmes as VET.

Initial vocational education and training: IVET is full-time VET provided within the school system in:

- vocational schools (SZI, ISCED levels 2C or mostly 3C) and secondary vocational schools (SZKI, ISCED levels 3A-4C);
- higher education: advanced vocational programmes (ISCED level 5B).

The practical training part of these VET programmes can be provided by the school as well as by an enterprise (based on a student contract or a cooperation agreement). There are no separate enterprise-based IVET pathways.

Language preparatory year (nyelvi előkészítő évfolyam, NYEK): the first year (year 9) in some special grammar schools (gimnázium) and SZKI where 40% of mandatory class hours is spent on intensive foreign language teaching. It is followed by four years of upper-secondary general education.

National qualifications register (Országos Képzési Jegyzék, OKJ): the list of all State-recognised vocational qualifications (and basic data about them) that can be obtained in VET provided either within or outside the school system. It also specifies the ISCED levels of these qualifications.

Post-secondary non-tertiary education (érettségi utáni szakképzés or posztszekunder, nem felsőfokú képzés): VET programmes offered in SZKI to learners who have obtained a secondary school leaving certificate (moved from ISCED level 3 to ISCED level 4 in the 1990s).

Pre-vocational education: career orientation and basic vocational education and training in the first years of SZI (years 9 and 10) and SZKI (years 9 to 12). It also includes so-called catching-up years, often competence-based programmes offered in SZI, which prepare students (with or without a primary school graduation certificate to enter VET.

Public education (közoktatás): the sector of education that provides training programmes at pre-primary, primary, lower and upper secondary as well as post-secondary non-tertiary level (including the period of compulsory schooling which is currently from age 5 [last year of kindergarten] to 18). The State is responsible for the operation of public education and ensures the right for everyone to participate free-of-charge. Currently local (county or municipal) governments are obliged to provide for public education services. However, not only local governments and the State, but also church and business entities, foundations, associations, etc., can found and maintain public education institutions (the term 'public' here refers to the idea of education for all, it does not refer to the type of maintainer; and private 'maintainers' can also provide public education services). In all instances, institutions get State support from the central government budget based on the number of students and the type of the tasks undertaken.

Secondary school (középiskola): de facto upper secondary level school (ISCED 3A) that awards a secondary school leaving certificate. It can be either a grammar school (gimnázium) that provides only general education or a 'secondary vocational school' (SZKI).

Secondary school leaving certificate (érettségi bizonyítvány): ISCED 3A level certificate awarded at the national secondary school leaving examination, organised at the end of year 12 in grammar schools and in SZKI (or 13 in bilingual and other programmes with a 'language preparatory year'). Currently, it can be taken at either intermediate or advanced level in five subjects, four of which are compulsory (mathematics, Hungarian language and literature, history and a foreign/minority language) and one is optional (in SZKI can also be a vocationally-oriented subject).

Secondary vocational school (szakközépiskola, SZKI): currently provides general and pre-vocational education at upper secondary level, in years 9 to 12 (or 9 to 13 in bilingual and other programmes with a ‘language preparatory year’), and leads to the secondary school leaving examination, the higher education entry qualification (ISCED level 3A). Following that, students can choose to stay in VET to pursue an ISCED level 4C OKJ qualification in post-secondary non-tertiary education.

Shortage jobs (hiányszakma): occupations that are in high demand on the labour market. Regional lists of shortage jobs are defined by regional development and training committees (regionális fejlesztési és képzési bizottságok, RFKB, see 3.2).

Special vocational school (speciális szakiskola): a special type of SZI that prepares students with special needs for an OKJ, possibly a partial qualification. Special skills development vocational schools (kézségfejlesztő speciális szakiskola) prepare students with more severe disabilities for an independent life and transition to work.

Student contract (tanulószerződés): contract concluded between VET students and an enterprise; based on this contract the enterprise provides practical training to the learner (during part or whole of the VET programme) and pays them a regular allowance. Training based on a student contract does not constitute a separate IVET pathway. It is increasingly promoted by VET policy. Whenever enterprise-based training makes up more than 50% of practical training, it can only be provided in the student contract-based form.

Training regulated by public authorities (hatósági jellegű képzés): training programmes that award nationally or internationally recognised qualifications, licences 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.

VET provided outside the school system (iskolarendszeren kívüli szakképzés): VET programmes whose participants do not have the legal status of students; their relationship to the provider is regulated by an adult training contract.

VET provided within the formal school system (iskolarendszerű szakképzés): VET programmes provided by SZI and SZKI (within public education) and by higher education institutes; participants have the legal status of students.

Vocational and examination requirements (szakmai és vizsgakövetelmények, SZVK): define the learning outcomes of programmes that award an OKJ qualification, published by the ministry of the relevant sector; they define admission requirements, maximum duration of training programmes, the proportion of time devoted to theoretical and to practical training, professional, personal, social and methodological competences and requirements of the examination modules.

Vocational school (szakiskola, SZI): VET school that currently typically provides general and pre-vocational education in years 9 and 10, typically followed by three or two years of VET; at the end students can acquire an OKJ qualification ISCED 2C or mostly 3C. However, three-year ‘early VET’ programmes providing VET from year 9 were introduced in 2010. Since SZI does not award a secondary school leaving certificate, its graduates can continue their studies at post-secondary non-tertiary level or in higher education only if they complete three more years of a full- or part-time general education programme to pass the secondary school leaving examination.

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11. AUTHORS, SOURCES, BIBLIOGRAPHY, ACKNOWLEDGEMENTS AND ABBREVIATIONS

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Budai, Boglárka	EDUCATIO
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Központi Statisztikai Hivatal (Central Statistical Office): <http://www.ksh.hu>

Nemzeti Fejlesztési Ügynökség (National Development Agency): <http://www.nfu.hu/?lang=en>

Nemzeti Foglalkoztatási Szolgálat (National Employment Service): <http://www.munka.hu>

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11.3. ABBREVIATIONS

CQAF	Common Quality Assurance Framework (Közös Minőségbiztosítási Keretrendszer)
CVET	continuing vocational education and training (szakmai továbbképzés, SZT)
ECVET	European Credit Transfer for VET
ELGPN	European Lifelong Guidance Policy Network
EQF	European Qualifications Framework
FAT	Felnőttképzési Akkreditáló Testület (Adult Training Accreditation Body)
FEOR	foglalkozások egységes osztályozási rendszere (unified job classification system)
FIT	Foglalkozási Információs Tanácsadó (szervezetek és bázisok) (Employment Information Counselling organisations and bases)
ICT	information and communication technology (információs és kommunikációs technológiák, IKT)
ISCED	International Standard Classification of Education (az oktatási egységes nemzetközi osztályozási rendszere)
IVET	initial vocational education and training (szakmai alapképzés avagy az első szakképesítés megszerzésére irányuló szakképzés)
KIM	Közigazgatási és Igazságügyi Minisztérium (Ministry of Public Administration and Justice)
KSH	Központi Statisztikai Hivatal (Central Statistical Office)
LLL	lifelong learning (élethosszig tartó tanulás)
MA	Magyar Agrárkamara (Hungarian Chamber of Agriculture)
MAB	Magyar Akkreditációs Bizottság (Hungarian Accreditation Committee)
MKIK	Magyar Kereskedelmi és Iparkamara (Hungarian Chamber of Commerce and Industry)
MKIK GVI	Magyar Kereskedelmi és Iparkamara, Gazdaság- és Vállalkozáskutató Intézet (Institute for Economic and Enterprise Research)
MPA	Munkaerő-piaci Alap (Labour Market Fund)

NAT	Nemzeti Alaptanterv (<i>National Core Curriculum</i>)
NEFMI	Nemzeti Erőforrás Minisztérium (<i>Ministry of National Resources</i>)
NFSZ	Nemzeti Foglalkoztatási Szolgálat (<i>National Employment Service</i>)
NFT	Nemzeti Fejlesztési Terv (<i>National Development Plan</i>)
NGM	Nemzetgazdasági Minisztérium (<i>Ministry for National Economy</i>)
NPK	Nemzeti Pályainformációs Központ (<i>National Career Information Centre</i>)
NQF	national qualification framework
NSZFI	Nemzeti Szakképzési és Felnőttképzési Intézet (<i>National Institute of Vocational and Adult Education</i>)
OÉT	Országos Érdekegyeztető Tanács (<i>National Interest Reconciliation Council</i>)
OFA	Országos Foglalkoztatási Közalapítvány (<i>National Employment Foundation</i>)
OFI	Oktatáskutató és Fejlesztő Intézet (<i>Institute for Educational Research and Development</i>)
OH	Oktatási Hivatal (<i>Education Office</i>)
OKJ	Országos Képzési Jegyzék (<i>National Qualifications Register</i>)
OSAP	Országos Statisztikai Adatgyűjtési Program (National Statistical Data Collection System)
RFKB	regionális fejlesztési és képzési bizottság (<i>regional development and training committee</i>)
SROP	Social Renewal Operational Programme (<i>Társadalmi Megújulás Operatív Program</i>)
SZFP	Szakiskola Fejlesztési Program (<i>Vocational School Development Programme</i>)
SZH	szakképzési hozzájárulás (<i>vocational training contribution</i>)
SZMBK	Szakképzési Minőségbiztosítási Keretrendszer (<i>VET Quality Assurance Framework</i>)
SZMM	Szociális és a Munkaügyi Minisztérium (<i>Hungarian Ministry of Social Affairs and Labour</i>)
SZÖM	Szakiskolai Önértékelési Modell (<i>Vocational school self-assessment model</i>)
SZVK	szakmai és vizsgakövetelmények (<i>vocational and examination requirements</i>)

TISZK	térségi integrált szakképző központ (<i>regional integrated vocational training centres</i>)
TKKI	Türr István Képző és Kutató Intézet (<i>Türr István Training and Research Institute</i>)
VET	vocational education and training (<i>szakképzés, szakmai képzés</i>)