



Vocational Education and Training

Study Visit, Miskolc, Hungary

18-20/10/2011

Visit details

Study visit participants:

Katalin Simon, (expert from Hungary)

Fionnbarra Ó Murchú, (expert from Ireland)

Regina Labiniene, (Project Advisory Group member from Lithuania)

Victoria Soriano, (European Agency staff member)

Other participants:

A representative from local authorities, Mr. Gábor Kiss, Head of education department; a representative from the Ministry of Education, Ms. Anikó Orbán; representation by students' families. The school leader, Mrs. György Lénárt, as well as staff members participated in the visit.

1st day

Educational setting: Martin János Specialised Secondary School

(see presentation [Monitoring-assessment-strength.pdf](#) and presentation [school-liaisons.pdf](#))

The school has provided participants with an extensive and very useful set of documents informing them about the entire organisation and pedagogical running of the school as well as services provided to pupils. Let's highlight a few elements.

Martin János is mainly a specialised school welcoming also students with no identified special educational needs. In total there are 411 pupils and 60 teachers.

Co-teaching is at the core of their inclusive educational methodology, involving the classroom teacher and the 'developmental' teacher (equivalent to special teacher). In some cases co-teaching is conducted by teachers who have not specialized qualifications. Detailed information can be found in the documents provided by the school.

The school is very well equipped, receiving financial support from local authorities, the decentralised department on VET (at national level) as well as from the European Social Funds and the European programme 'Regio'.

The school is involved in a VET network of schools using similar inclusive educational methods.



2nd day

Training places visited:

Only two locations were visited, but the school has built a large network of work placements in order to provide different training experiences for pupils.

Mc Donalds: traineeship is in existence for the past 5 years, and always with a support teacher. It is not paid, two to three pupils are accepted each time. The manager expressed his satisfaction, without raising any proposal for change. During summer, some trainees work there and get a salary (without being supported by the school).

For the company, to work there mean the youngsters being able to work without being supported by the school.

GÁLA: a big textile company has a traineeship collaboration with the school for the past 8 years, two youngsters are accepted per service, always supported by the school. They don't receive any salary. The company seemed very satisfied.

Meeting the parents:

During a short discussion the parents outlined the challenges of raising their children and how they appreciated the support and opportunities provided by the school.

Spare-time activities:

The school also organizes spare time activities for the children, which create cooperation and good connections with local institutes. The participants visited two places:

- a leisure centre, where the children engage in sporting and developmental activities
- a museum, with access to pedagogical activities

(see presentations labour-force.pdf and presentation labour-market.pdf)