

HUNGARY

Summary

Country Report on the Vocational Education and Training system, REFERNET Cedefop

and

Summary report on Vocational Education and Training (VET) for learners with Special Educational Needs (SEN)



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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Definitions

1.1.1 Pre-vocational education

Since 1998, VET awarding a vocational qualification can be commenced at the age of 16 at the earliest. However, pre-vocational education can be provided to students below that age, in the general education years of VET schools. These programmes are designed to introduce participants to the world of work and prepare them for entry into the VET years, and they do not yet lead to a labour-market relevant vocational qualification.

- in vocational schools: career orientation (*pályorientáció*) and practical training in year 9, and 'vocational grounding theoretical and practical training' (*szakmai alapozó elméleti és gyakorlati oktatás*) in the chosen qualification group in year 10 (in 40% of the mandatory teaching hours at most) - the introduction of such subjects has been mandatory since 2006;
- in secondary vocational schools: vocational orientation (*szakmai orientáció*) from year 9, and 'grounding training in a qualification group' (*szakmacsoportos alapozó oktatás*) from year 11 – the vocational competences acquired in this kind of education can be recognised in the VET years which may reduce the duration of training.

1.1.2 Vocational education – SZAKKÉPZÉS

Vocational education and training is used as a generic term covering many different types of education and training opportunities with the common objective of leading participants to acquire, develop or refresh the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades.

1.1.3 Apprenticeship – TANULÓSZERZŐDÉS ALAPJÁN FOLYÓ GYAKORLATI KÉPZÉS (Practical training provided on the basis of a student contract)

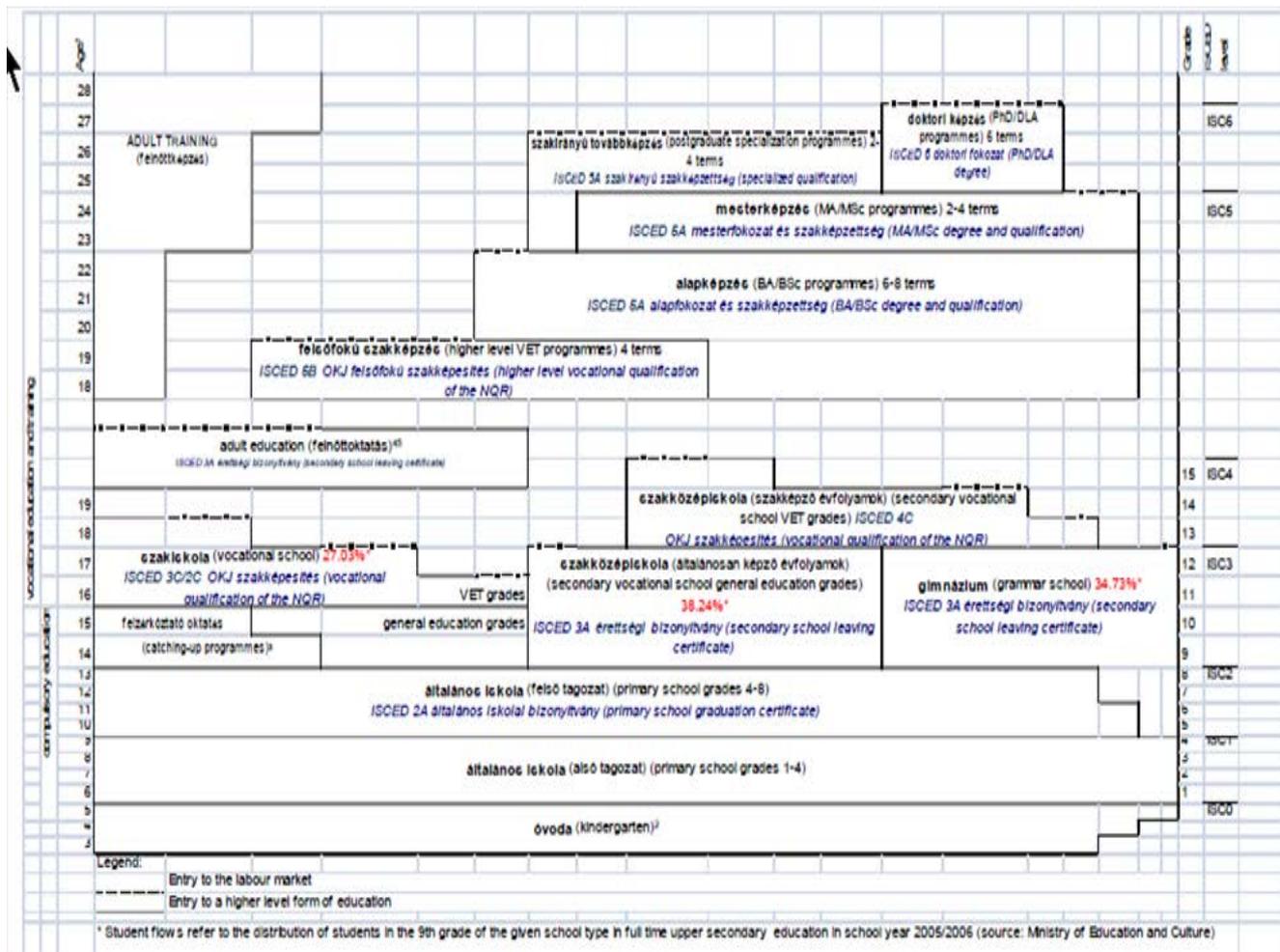
Apprenticeship training exists as a form of practical training provided by an enterprise on the basis of a student contract (*tanulószerződés*) made between a student and an enterprise, but it is not a separate pathway in IVET in Hungary. It is rather one form of delivery for the practical training aspect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

1.1.4 Initial vocational education and training

IVET is commonly identified with VET provided within the school system, offered in two types of VET schools in the system of public education (*közoktatás*) and in higher education (ISCED 5B higher level VET programmes – Hungarian legislation does not classify ISCED 5A and 6 level programmes as VET), although together with the higher education degree they also award a 'vocational qualification' (*szakképzettség*) which entitles one to enter a job specified in the training and outcome requirements (*képzési és kimeneti követelmények*) of the programme. While in secondary vocational schools vocational training awarding an OKJ qualification is undertaken after full-time compulsory education (in the VET years at post-secondary non tertiary level, see above), vocational schools prepare students for obtaining an OKJ qualification in the course of their compulsory schooling (in years 10-12/13). The practical training part of vocational programmes can be provided by the school as well as by an enterprise, but there are no separate pathways of IVET depending on the practical training venue.

Therefore, school-based programmes, alternance training and apprenticeships are not in fact separate pathways in the system of IVET 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.

1.2 Diagram of the education and training system



1.3 Objectives and priorities of the national policy development areas of VET

Governance and funding

The main objective of the 2005 VET development strategy was the efficient utilization of sources and capacities. One of the recent changes with the biggest impact in VET relates to this objective: the introduction of measures resulting in the large scale concentration in a relatively short time of VET institutions into Regional Integrated Vocational Centres (*térségi integrált szakképző központ, TISZK*).

Guidance and counselling

During the first part of SZFP (2003-2006) a framework curriculum and competence based career guidance school materials improving self-knowledge, a students' workbook, a teachers' handbook, career exploration films and a multimedia DVD have been prepared. The teaching of the subject 'career guidance' introduced in vocational schools in 2001 was supported by in-service teacher training.

Teacher and trainer training

According to the suggestions of the Green Book for the Renewal of Public Education published in 2008, the most urgent measure on the field of education is to improve the quality of the teaching staff and thus the social prestige of teaching profession. A part of the recommendations of the document will be implemented within the frames of 'New School, New Knowledge' programme starting in 2009.

Curriculum reform and innovative approaches to teaching and assessment



The National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) involving the state recognized vocational qualifications has brought the most important changes with respect to the content of the VET. The main objectives of the programme were to strengthen links between education and training and the economy and to promote lifelong learning by adjusting the OKJ and VET outcome requirements to labour market demands and introducing a modular structure for qualifications, focusing on the development of professional and other (methodological, social and personal) competences.

Skills needs strategy

Hungary does not possess a strategy related to the anticipation of skill needs at present. In relation to anticipating skills needs, VET policy has focused on two main goals in the past years: ensuring that training offer is adequate to regional-local labour market needs and modernizing the structure and content of the OKJ.

Current topics:

The government established the Education and Child Opportunity Roundtable (*Oktatás és Gyermekesély Kerekasztal*) in 2007 with the aim to prepare education policy recommendations built upon the analysis of data, expert opinions and on extensive social consultation.

VET monitoring system (*szakképzési pályakövetési rendszer, PKR*) are currently being elaborated, pursuant to the 2007 amendment of Public Education Act, according to the 2005 VET Development Strategy. The aim of the system is to provide direct feedback on the usefulness of VET on the labour market and on the efficiency of training institutions.

1.4 Institutional and legislative framework for IVET

Bodies responsible for decision-making in IVET include:

- (a) European Union policy-makers;
- (b) the central government; The Minister of

Social Affairs and Labour is responsible for the content regulation of VET, but it issues relevant Decrees with the assent of the Minister of Education and Culture (*Oktatási és Kulturális Miniszter*) who is in charge of the sectoral 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 of Social Affairs and

Labour for Decrees related to school-based VET.

(c) county governments: The county (and capital city) governments are charged with the medium-term planning and coordination tasks of public education where IVET is primarily offered.

(d) various advisory and decision-making bodies involving the social partners.

Policies:

Act LXXVI of 1993 on Vocational Education and Training. Its provisions apply to both IVET and CVET, and irrespective of whether the training is provided within or outside the formal school system.

Act LXXXVI of 2003 on the Vocational Training Contribution and Support for the Development of Training which regulates the conditions of the payment and the possible uses of this 'VET tax' paid by enterprises and the allocation of resources available for development from the training sub-fund of the Labour Market Fund.

The operation, administration, and financing of institutions providing IVET within public and higher education are regulated by *Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*,



1.5 Types of teacher and trainer occupations in VET

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

1.6 Systems and mechanisms for the anticipation of skill needs

In Hungary short-term labour market forecasts have been made since 1991. Up until 2003 they were carried out two times per year, and since 2004 they are made once a year. The forecasts are based on a stratified sample of the companies, representative for sector and size, and data is gathered through face-to-face interviews with company representatives. Until the year 2003, the forecasts covered a nine-month period. These forecasts have proven highly accurate. Since switching to the yearly system, the scope of the forecasts is one and a quarter years. The important by-products of these forecasts are the so-called 'occupation position matrixes' that provide information about prospective layoffs and increasing demand in particular occupations. Since 2005, data gathering and processing have been carried out by the Institute for Economic and Entrepreneurial Analysis of the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara Gazdaság- és Vállalkozáselemzési Intézete, MKIK GVI*), commissioned by the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*).

The most influential non-governmental actor in vocational education and training, the MKIK, organises and carries out the assessments and MKIK GVI provides the research background. The central part of a survey, conducted in the spring and summer of 2008, drew on a sample of 12,000 enterprises. This survey collected information about the employment of people with vocational qualifications, and the prospective demand for them during the next one to four years with respect to 250-300 occupations.

1.7 Practices to match VET provision with skill needs

As a consequence of its modular structure, allowing with its so-called 'partial qualifications', 'branches' and 'built-on' vocational qualifications', the National Qualification Register (*Országos Képzési Jegyzék, OKJ*, see section 2.1.2), launched in February 2006 (see the section 2.1.2.), allows more flexibility, at least theoretically, in following the changing demands of the labour market. However, it must be pointed out that its effects cannot be verified yet. The 2006 February decree established the so-called OKJ Committee as well. This Committee monitors and evaluates the development of VET structure and makes recommendations regarding the modification of OKJ to the minister responsible for VET. Since 2006 another factor has contributed to the increase of the volume and recruiting basis of VET: young people are allowed to start VET without having completed their primary school education as long as they participate in a typically 10-month long preparatory programme aimed to develop their input competences necessary for entering vocational training.

1.8 Guidance and counselling for learning, career and employment in IVET

In Hungary there is no central ownership of guidance issues. While guidance activities and development are overseen by the Ministry of Social Affairs and Labour (*Szociális és Munkaügyi Minisztérium*), the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) is also a key actor in the field. In the past few years there has been a significant increase in the service level of career guidance in higher education institutions reinforced by legal obligations and financial support for career offices within these institutions from the



Regional Development Operational Programme (*Regionális Fejlesztés Operatív Program*) of the NFT 2004-2006.

Nevertheless, according to a recent study, 40% of higher education institutions do not operate a career guidance centre.

Career information and counselling services are offered to students in counselling and career centres of approximately 80 higher education institutions, as since 2006 the higher Education Act obligates higher education institutions to provide such free services as well as students career monitoring system. The development of a central programme and of a relevant institutional tendering system is in process within the TÁMOP programme of ÚMFT.

1.9 Funding for initial vocational education and training

The primary sources of funding for the operation of VET schools providing upper- and postsecondary VET are:

- (a) the central budget and
- (b) the budget of school maintainers (local – county or municipal – governments, churches, foundations, etc.).

There is no direct relation between the central budget and the schools: it is the school maintainer who receives the state contribution. A part of this contribution is provided automatically to them, while the various earmarked subsidies are available through tendering procedures (the range of these varies slightly according to whether the maintainer is a local government or not).

Until 1 September 2007 the automatically provided basic per student capita grant was differentiated by the level and type of education. Since then the amount of the state contribution for general and vocational theoretical education is calculated by using a performance-indicator based on parameters determining the cost of education such as the average number of students per class as prescribed by the law, weekly mandatory teaching hours, etc.. Practical training provided in VET schools is supported by supplementary per capita grants both in career guidance and pre-vocational education in the general education years and in vocational practical training .

In order to encourage enterprises to enter apprenticeship training, various financial incentives have been introduced in recent years.

1.10 References

Refernet Hungary (2009): VET in Europe. Country Report. Report within the Framework of ReferNet Hungary. Thessaloniki: Cedefop.



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

The Agency's definition is usable for the projects' target group.

Although the newly adopted Act on National Public Education (**2011. évi CXCV. törvény** A nemzeti köznevelésről) uses the term SNE, it does not provide an exact definition of this term.

The context of the term, as used in the Act, is the following:

Child/student, who requires special attention:

- a) child/student with special needs,
 - aa) child/student with special educational needs
 - ab) child/student struggling with integration, learning and behavioural difficulties
 - ac) highly talented child/student
- b) disadvantaged and multiply disadvantaged children, according to the Act relating to children's protection and guardianship

2.2 Organisation and Provision of VET programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

There is no more recent information available than the CEDEFOP report:

Students can initially decide, at the age of 14, whether to participate in a VET programme and if so, which kind.

In the 2009/2010 academic year, 2/3 of the whole 14 year old student body chose a VET programme, of whom 1/3 chose a VET programme that directly prepares them for the labour market.

Generally speaking, the programmes that prepare learners for higher education are more popular.

VET programmes initially only provide general education and the foundational subjects of vocational education.

Following this initial period, when learners are 16 years old, education starts preparing them for qualification.

- One type of Vocational school provides for the acquisition of ISCED 3C (rarely 2C) level NQR (National Qualification Register) qualifications. This does not allow for access to higher education.

In September 2010, a 3 year VET training programme entitled "brought forward" was created, in which the professional training and training for qualification is provided from the outset.

- The other type of VET school is a secondary school, where students ultimately acquire ISCED 3A and receive general education and foundational vocational training subjects. They can decide to go on to higher education or stay in vocational programmes, where they can work towards the ISCED 4C level NQR qualifications.

These latter programmes are open to every graduate. The average duration of the programmes is 2 years.



- The training with work experience in real workplaces is not separate from vocational education. This experience can be carried out in firms or in the schools' workshops. This depends on opportunities, availability and the decisions of students themselves.

- The ISCED 5B level training qualification can be obtained by graduates.

(Report for CEDEFOP)

The structure of training and qualifications is the same for learners with SEN as for other learners, however the availability of specialised forms of programmes for learners with SEN is much more limited.

2.2.2 Different types of educational/VET settings

Mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses,

Special VET units attended by learners with SEN within mainstream educational/VET settings,

Special educational/VET settings addressed to learners with SEN.

All 3 options can be found in Hungary.

In the 2001/2002 school year, there were 320 special-education institutions and 240 special courses in primary schools.

Both the mainstream and the special educational institutions sought to identify unique integrative, inter-institutional solutions. Some of the special institutions were transformed into methodological centres, whose services and cooperation supported the inclusion process. These initiatives could not provide general solutions because of a lack of support.

As a result of support in the form of legislation and funding, and as result of the intensive work of professionals, the number of mainstream institutions and integrated children has increased.

With the growing focus on mainstream education, the issue of previously separate institutions became relevant.

Inclusive education can be implemented through a professional and inter-professional cooperation. In the future, the tendency will be for segregated special educational institutions to transform into methodological centres. In this transformation, they will receive the support of educational bodies, the law, and the Operative Programmes.

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

The special vocational schools' general education curriculum for grades 9-10 is based on the National Core Curriculum and the Directive. The institutions prepare their local curriculum according to these basic documents.

The vocational curricula are created according to various types of professions, both in the general curriculum framework and local curriculum.

The adaptation of professional training programmes for each type of disability is the task of the National Vocational Training Institute, which also develops tools for special teachers and students.

Special vocational schools can be set up for students with disabilities who are unable to learn in mainstream. Students can work towards qualifications from the NQR (National Qualification Register) that are suited to certain professions.

Where the personal situation of a young person prevents them from sitting the professional examination, schools can provide basic life and employment knowledge across a two year period.



The public Education Act (1993) provides for the possibility for several secondary schools to organise a preparatory 9th grade for students with SEN to help develop their competences, which helps them be successful in obtaining qualifications.

The law provides that schools teaching learners with SEN can provide in their curricula for the extension of one grade beyond a standard school year. This option is used in the vast majority of institutions - usually in the first grade.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

Career guidance and individual development opportunities are available in educational institutions.

Individual work experience is also organised with partner companies.

In order for students with SEN to study for a profession in the chosen vocational school, they must have optimal eligibility test results, in accordance with standard practice. This preliminary test is not required, but if the compulsory medical examination reveals incapacity, the student cannot enrol in the institution.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes for the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

In VET institutions (both types of vocational schools) the number of students with SEN in the 2010/2011 school year was 19,893 (both integrated and in separate classes). The vast majority of students are within the age group indicated above. (Source: Ministry of National Resources; Statistic Department)

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

We can provide the number of integrated SEN students (learning together with non-SEN students) and the number of students who learn in separate classes.

The number of integrated SEN students in VET institutions: 9661

The number of pupils with SEN in separate classes at the vocational training institutions: 10,232

(Source: Ministry of National Resources; Statistic Department)

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

The following data concerns “full-time education” (this doesn’t fit exactly with the 14-25 age group, but is close to it).

Academic year 2010/2011:

Number of all students in VET institutions: 379,601, including 19,744 with SEN

The total number of students in secondary schools (vocational and other schools): 578,301, including 21,711 with SEN.



(Source: Ministry of National Resources; Statistic Department)

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

This data was unfortunately not available.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

This data was unfortunately not available.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

The new Act on National Public Education has been adopted (2011. évi CXCV. törvény A nemzeti köznevelésről).

The related regulations and ordinances are not yet available, so the system currently works according to the existing regulations. Measures providing for basic changes have been planned for the education system, (e.g. the maintainer will be the Hungarian state), but this planned ‘reconstruction’ has not yet properly begun. The new Directives and curriculum frameworks are under construction, so it is not yet possible to provide more up to date information.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

Basically the strategies have not changed, but the national law does not always correspond with the strategies originally created and undertaken.

The new Act on Public Education has been adopted (2011. évi CXCV. törvény A nemzeti köznevelésről)

The related regulations and ordinances are not yet available, so the system currently works according to the existing regulations. Measures providing for basic changes have been planned for the education system but this planned ‘reconstruction’ has not yet properly begun, so it is not yet possible to provide more up to date information.

2.5.3 Roles and responsibilities within the institutional framework

The Act on public education (1993) makes provision for disabled children and students and contains provisions on positive discrimination, all within the general scheme. The common law and regulations on the equality of all children embodies the educational approach of human equivalence. The concept of equality aims to ensure that the same aspects of culture are shared among both disabled and non-disabled learners, even if the content of education and their developed competencies and skills are different, and their opportunities are altered and limited as a result of their disability. According to The Convention of Rights of the Children, a disabled child has the right to receive special care from the moment the disability is observed.

On the basis of the NCC and the Directive, the ministry is responsible for creating adapted curricula for schools.

The new Act on Public Education has been adopted (2011. évi CXCV. törvény A nemzeti köznevelésről)

The related regulations and ordinances are not yet available, so the system currently works according to the existing regulations.



Measures providing for basic changes have been planned for the education system, (e.g. the maintainer will be the Hungarian state so the role of local government will change), but this planned 'reconstruction' has not yet properly begun.

The new Directives and curriculum frameworks are under construction.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

The labour market is not easily accessible for people with disabilities. One of the main reasons for this is that employers have no knowledge of disabled people and their employment; they do not know how to create an optimal working environment with the necessary technical conditions. The employers also do not really have the motivation to change their attitude. Although there are a small number of protective work places in Hungary, it is more typical that an adult with a disability receives benefits and is inactive.

The Act on the rights and equal opportunities of disabled people (1998) gives priority to employment issues; the National Disability Programme sets out the conditions for creating integrated work, and the employment-related tasks.

2.6 VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

Any schoolteacher who works with SEN children has a degree on special education. The professional skills trainers in VET schools are usually not trained for special education.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

Until 1995, only psychologists could provide career guidance in Hungary.

Over the past twenty years, career guidance/vocational educational counselling can also be provided by school teachers, but it is sometimes not a real guidance activity.

Currently, the general education institutions feel that their role is primarily to help a student choose a school, whilst VET teachers feel that if they provide technical information about professions, they will be able to influence these decisions.

2.7 Funding

Financial support and/or incentives for learners with SEN and families

Financial support and/or incentives for companies to employ young people with SEN

- a) Family allowance: school books and meals can be free for students with SEN
- b) If a company employs people whose ability to work is affected, they can receive concessions contributing to the salary of these employees.
- c) The Public Foundation for Equal Opportunities of Persons with Disabilities provides training opportunities and fights for the social acceptance of disabled people according to the idea of "nothing about us without us".
- d) The training of disabled job seekers can be financed to a greater extent, which covers the costs of adapting the practical training where necessary. The work rehabilitation services assist in every phase in the return to work in order to resolve the limitations created by a disability.