

Description of an example of successful national/local VET programmes for learners with SEN in Hungary

1) Short abstract

Martin János Specialised Secondary School is mainly a specialised school welcoming also students with no identified special educational needs. It has in total 411 pupils and employs 60 teachers. The school applies “co-teaching”, which is at the core of its inclusive educational methodology. Thus, in every classroom there is a regular teacher and a ‘development teacher’ (who is equivalent to a special teacher) present. Co-teaching is sometimes conducted by teachers who have no specialised qualifications. The school also organises spare time activities for the students, for example, in a leisure centre or a museum. The school receives 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’. It is involved in a VET network of schools using similar inclusive educational methods.

Two training places were visited (although the school has built up a large network of work placements allowing it to provide different training experiences for pupils). The first training place is ‘McDonalds’ which has offered unpaid traineeships for the last 5 years. The trainees are always accompanied by a support teacher and two or three pupils are accepted at one time. Some trainees are also offered the opportunity to work there during the summer and receive a salary for their work - this is organised without intervention of the school. The second training place is ‘GÁLA’, a large textile company that has offered unpaid traineeships for the last 8 years. Two students are accepted each time and they are always supported by the school. Both companies are very satisfied with the trainees.

2) Highlights / Uniqueness

Martin Janós is a good example of a well organised school that uses a wide variety of resources and educational methodologies. A number of things were positively highlighted during the visit, for example, the strong community engagement, the clear leadership by the school principle or the good teamwork among highly qualified teachers. Internal communications as well as network building with external partners seem to work very well. The atmosphere in the classroom was described as confident and as being a safe learning environment and the work plans elaborated

by the teachers are very structured and detailed as well as open to new techniques and methods. The methodology aims to ensure an inclusive approach and a successful transition in very creative ways. The school even develops and updates the existing standard vocational programmes for pupils with SEN. A personalized teaching approach is used that includes wide range classroom differentiation, project pedagogy, the application of cooperative methods as well as the implementation of competence based education. Furthermore, the school uses a monitoring, assessment and strength based customized progress procedure for every student throughout his school career. Moreover, monthly reports are written for every student after a monthly team session. Students are also followed up on at the working place. In general, learners, their families, employers and the municipality have a very positive image of the school.

3) Availability of evaluation data

There was no data available.