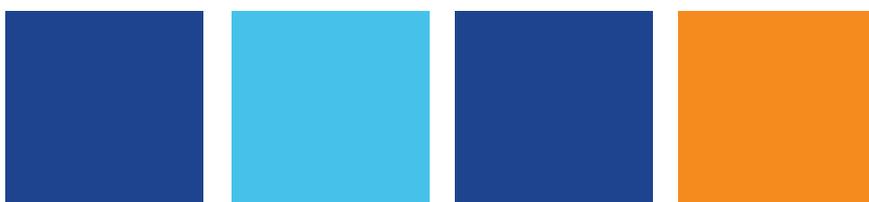

INTERNATIONAL MOBILITY
IN APPRENTICESHIPS: FOCUS
ON LONG-TERM MOBILITY
HUNGARY



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CHAPTER 1.

Introduction

Overview of the VET system and policy priorities in Hungary

The **vocational education and training (VET) system** in Hungary has undergone multiple **changes** in the recent decade. The functioning of the system is governed by acts and government decrees.ⁱ In its **2010** programme the Hungarian Government **prioritised** the introduction of the **dual apprenticeship system** at EQF 4 level in VET, and the promotion of dual apprenticeship system is still a priority among government's recent objectives as it is articulated in government's **VET 4.0 Strategy** and also in government concept "**VET in the service of the economy**". On 1 July 2015 44 VET centres were established and given budget authority into which all state maintained VET schools offering EQF 4 level qualifications have been integrated. 1 September 2016 saw the transformation of VET schools within VET centres into **new institution types, namely:** vocational grammar schools and vocational secondary schools. It is a significant change that the duration of vocational training within the entire education increased, including the ratio of practical training, which will possibly result in an increase in the number of apprenticeships.

In 2015, the **Government adopted a concept** named "**VET in the service of the economy**" to transform EQF 4 level VET system and to harmonize it to the needs of the economy, which summarized the objectives of the VET institution system to be achieved as part of the public education, by raising the quality, improving the efficiency of education and training, and by making it more effectively capable to create equal opportunities. Year 2018 saw the establishment of 19 Sectoral Skills Councils (SSCs) which play a crucial role in determining the content of VET. The SSCs are commissioned to facilitate the coordination of labour market requirements with VET, and to contribute – by making comments and proposals – to the operation and necessary transformation of the systems of VET and adult training. The **VET 4.0 strategy** published in May 2019 contains further developments and improvements to renew the VET system.ⁱⁱ The key challenges and problems of the currently operating VET and adult training system are summed up as follows:

- (a) Lack of sectoral competences required for dual training (labour market competencies have changed, practically placing cooperation and emotional intelligence at the forefront).

- (b) Supply-driven training.
- (c) Insufficient number of businesses involved in dual training (approximately 9000 in number according to the database of the Hungarian Chamber of Commerce and Industry and the number of students participating in dual training lag behind the European practice.
- (d) A number of organisations are engaged in career guidance in parallel using substantial funds and resources, yet their efforts are not reflected in enrolment results.
- (e) Despite the development programs (financed through EU and/or domestic projects) launched in 2018, the infrastructure and equipment of VET have largely deteriorated and do not represent a viable alternative for students choosing a career.
- (f) The ratio of young people leaving school without having acquired any vocational qualification is rather high.
- (g) The structure of vocational training is not flexible enough and its operation is not efficient, its operation could be more professional.
- (h) There is no properly functioning connection between secondary level vocational training and tertiary education at the expected level, which is one of the reasons why so many students choose general upper secondary schools.
- (i) Few of the teachers teaching vocational subjects undertake further training programmes at companies (work-based CVET), therefore their knowledge and skills cannot keep up with technological developments. A significant number of teachers and trainers leave their careers in education for higher incomes offered in the labour-market. Due to the expected wave of retirements in the coming years there is a need for more conscious human resources planning.
- (j) Adult education and adult training in their current forms do not offer sufficiently flexible learning opportunities, those are not specifically focused on the needs of the economy, the efficiency is not appropriate.

The Government's VET 4.0 strategy is based on the following three main pillars, with their implementation the present VET system could be renewed:

- (a) Career opportunities
 - (i) simple, transparent, permeable system
 - (ii) attractive 5-year technical secondary school: the vocational grammar school should function like an anteroom to higher education at least in engineer training where the knowledge acquired at the secondary school is acknowledged in some form at university A technician exam with good results means a possible way for further studies in tertiary education in

the same specialisation. Students obtaining a VET qualification will gain significant advantage in the course of their further specialized learning, depending on the results of the vocational exam.

- (iii) scholarship system
- (b) Attractive environment
 - (i) infrastructure (buildings, equipments)
 - (ii) high-quality sectoral workshops for basic training with up-to-date equipments
 - (iii) ensuring the conditions for dual training (sectoral training centres for SMEs, and training centres at large companies that are open for other practical training institutions as well)
 - (iv) continuously updated/upgraded digital content (in addition to/instead of text books)
 - (v) up-to-date educational technologies
- (c) Teachers/trainers with up-to-date knowledge
 - (i) accredited work-based teacher/trainer training programmes
 - (ii) schools inviting engineers and other professionals/technicians who work for companies – the age group(s) concerned and the conditions to be applied should be defined. Development of brief teacher/tutor modules and training programmes with the following objectives: 500 part-time teachers
 - (iii) more flexible trainings for technical teachers (teachers of engineering) and for vocational trainers
 - (iv) development of a methodology for catch-up training in small groups, preparation for the performance of mentoring tasks
 - (v) development of a new qualification system and lifelong career model based on the specificities of VET which enables multiple forms of employment of teachers as flexible as possible along with the adjustment to labour-market wages
 - (vi) digital assistants.

According to **data published by the** Hungarian Central Statistical Office (**CSO**) the number of students enrolled in full time secondary education dropped by 2.7 % in 2018, to 416.4 thousand. The number of students remained more or less unchanged in vocational schools and skills development schools in comparison to the previous year (approx. 7.2 thousand) with a practically unchanged ratio (of 1.7 %) among secondary school students. The most dramatic decrease (7.1%) was observed in the number (of secondary vocational school students (68.9 thousand) who make up 16.5% of all secondary school students. Altogether 152.8 thousand young people enrolled to vocational grammar schools, 5.8 % (9.4

thousand) fewer than in the previous year. The number of general upper secondary school students increased by another 1.7 % to 45.1 % of all secondary school students. A total of 100.8 thousand students study in vocational classes of secondary educational institutions, less by 11.1 %, (12.5 thousand fewer) than in the previous school year. The greatest (18.7 %) decrease was observed in the number of students attending vocational grammar schools, followed by a 6.9 % decrease at secondary vocational schools and a 5.4 % fall in the number of those attending vocational schools and skills development schools. At present 63.1 % (63.7 thousand), 32.8 % (33.1 thousand) and 4.1 % (4.1 thousand) of all students taking vocational courses attend secondary vocational schools, vocational grammar schools and vocational schools/skills development schools, respectively. Today a total of 54 thousand students participate in dual training at secondary level in Hungary.

More than half of all secondary vocational school students pursue studies of technical subjects, while studying services (28,2%), economics and management (9,9%) are also very popular.ⁱⁱⁱ The latest *statistics* reflect a parallel decrease in both the number of students of VET institutions and the number of apprenticeships. A total of 17 % of them have apprenticeship contracts, which means that the remaining 83 % undertake practical training at school workshops.^{iv} The above figures mark a nearly 36 % drop in comparison to 2015 data published by the Hungarian Chamber of Commerce and Industry (HCCI). The decrease is explained by demographic reasons.

European VET mobility programmes for which applications can be submitted by VET institutions are coordinated by the Tempus Public Foundation. The HCCI's 2018 publication^v points out that "*Students may – with adequate technical/professional preparation and organisation – fulfil their practical training obligations during their practical training abroad. The student status of the student concerned is not suspended during practical training abroad, therefore the training contract cannot be suspended either.*"

Overview of mobility in VET

No other data collection has been completed in Hungary than that of the Tempus Public Foundation, the national agency for Erasmus+ projects.

Currently, there is no legislation or local regulation that could affect the relationship of (long-term) mobility programmes and apprenticeship-based practical trainings.

Most Hungarians still associate mobility programmes with tertiary education, whereas, for example, 2018 data show that VET mobility programmes accounted for some 24 % of all application schemes. **Most students travelled abroad for**

studies in catering-tourism, technical-engineering and agricultural-horticultural sectors. Professions involved in long-term mobility programmes include: cook, waiter, pastry chef, catering and restaurant manager, practicing nurse, social care provider and nurse, organiser and salesperson in tourism, tourist guide, joiner, drywall specialist, bricklayer, child care nurse, car mechanic and vehicle painter, automotive electronics technician, chemist, financial accounting administrator, office secretary and avionic specialist. Mainly VET institutions (89%) participate in mobility programmes, however, a very small number of companies and professional organisations make use, as applicants, of the opportunities offered by the Erasmus+ programme. It is a good practice – occurring more and more often- that representatives of businesses that have concluded contracts with, and provide practical training courses for students of VET institutions, can participate in European mobility, practical training or job shadowing programmes in the context of successful applications submitted by the VET institutions. Experience shows that those companies are open for hosting European trainees, whose Hungarian trainees participate regularly in VET mobility programmes, who are in continuous connection with VET institutions' project coordinators and have experience in hosting students for short-term mobility programmes. In the context of 2018 projects, a total of 250 participants have so far been registered in the Mobility Tool database as coming to Hungary under long-term VET mobility programmes. Most of the hosting partners in Hungary are schools, they organise the practical training programmes concerned. Foundations, associations are also frequent host partners, who act as intermediators but also a few professional or trade organisations (e.g. Chambers) appear among the host institutions. Some Hungarian and international small and large enterprises are also among the organisations hosting students, but they typically accept one to five individuals. Based on available data it is difficult to find out how businesses are open for internationalisation as they do not always directly appear in the projects.^{vi vii}

CHAPTER 2.

External factors influencing mobility of apprentices at upper secondary level

2.1. Dynamics of skills demand and supply at the medium occupation level

Data published in the Hungarian Official Journal^{viii} show that occupations in demand in 2018 could be categorised in two main groups: blue collar (manual) and white collar (intellectual) types of activities. As regards manual jobs, the list of the most popular advertisement categories on the job seeking portal is headed by qualifications which can be obtained in the frame of apprenticeship programmes. This category includes e.g.: carpenter, joiner, building fitter and steel structure locksmith, gas plumber, [gas system designer](#), mechanical engineering technology technician, milling machine operator, nurse, bricklayer, welder, industry mechanic, baker, tool-maker, tailor (womenswear), electrician, floral designer and florist. The list of 2019/2020 year - in a breakdown by Budapest and the counties - presents those 25 occupations where the labour shortage is the most severe. This year on the top of the list, the occupation in demand is [the machine cutting operator](#).^{ix}

The Hungarian government supports those students who carry on their studies in occupations in demand through the *Szabóky Adolf Vocational Training Scholarship*. The sectoral breakdown of the mobility programmes shows that a significant number of trainees travelling abroad and those coming to Hungary are seeking training in occupations in demand. The number participants of long-term mobility in professions in demand is expected to increase.

A substantial unfulfilled demand for labour first appeared in the labour market in the second half of 2016. The number of vacant jobs has been on the rise ever since. The total number of vacant jobs as per the relevant EU definition was 83.3 thousand in 2018 Q4, nearly twice as many as in the corresponding quarter in 2015.^x There is a relatively substantial shortage of skilled workforce as well. There were close to 80,000 vacant jobs in 2018 Q1, 33 % more as in the corresponding period of the previous year. ^{xi} An increased emphasis was put on VET in order to bring the content of the training programmes closer to companies' demands. Although manufacturing companies often stress their demand for workforce with secondary degree and with experience acquired in practical training, labour market

data show that in positions entailing manual work they actually prefer employees holding IVET degree.

The employment rate among young people who have just finished VET was 85.9 % in 2017, higher than the EU average of 76.6 %. However, in regard to the career perspectives of students just out of school there is a significant difference between vocational high schools and secondary vocational schools, which are the two ways of VET: half of those who have finished their studies in secondary vocational schools providing work-based practical training find their own position only as unskilled or semi-skilled workforce. Their participation in the public employment program – primarily as unskilled workers – increased from 2.4 % to 6.2 % between 2011 and 2016.^{xii} Vocational grammar school students, who spent a higher number of hours studying general subjects, enjoy a significantly more favourable position in the labour market than those who attended secondary vocational schools. The latter group's wage disadvantage increases as they grow older, it refers that the skills acquired at secondary vocational schools are not transferable.

As for the migration of workforce, the rate of job seekers leaving Hungary increased by 0.6 % between 2012 and 2017. 5.2 % of the economically active-age population was living in the European Union outside Hungary.^{xiii} The proportion of vacant jobs was 2.5 % according to 2019 Q1 data.^{xiv}

Statistics are not available in terms of the link between mobility and the emigration of workforce; however, practical experience shows that it depends on the individuals whether they are taking on or thinking about foreign employment after experiencing mobility.

“One of the main objectives of the 2020 Strategic Framework for Education and Training is to achieve lifelong learning and mobility. This requires progress in implementing lifelong learning strategies and in developing national qualification frameworks and more flexible learning opportunities linked to the European Qualifications Framework. The document also sets out a European reference framework for mobility, according to which one of the objectives by 2020 is that at least 20% of young graduates with higher education degrees and at least 6% of adults of 18–34 years with basic vocational training have some experience in studying or training abroad. In other words, the expansion of mobility and the European Quality Charter for Mobility are essential to achieve strategic objectives, and should help ensure that participants in mobility programmes have positive experience both during their stay in the host country and — after returning — in their home countries.” (28.05.2019)^{xv}

2.2. Attitude of employers towards training^{xvi}

It is the interest of employers providing vocational training to create circumstances that are attractive for students and to enable their technical/professional development, then to keep the newly trained workforce thereafter. In this regard, continuous internal and external CVET, training programmes, participation in conferences and seminars in both domestic and European environment are indispensable requisites for which mobility may offer excellent opportunities. Young people participating in mobility return with professional experiences — e.g. language skills, new techniques and methods, increased professional competences, etc. — that can also be used in Hungary.

Workplace trainers are also given the opportunity to engage in VET mobility activities, either in the form of jobshadowing or vocational internships. Although these are short-term mobilities, they may encourage the trainer's trainees to participate even in longer-term mobility programmes.

This aspect was last examined by the CSO in 2015 ^{xvii} in the framework of a representative data collection from about 29 thousand businesses. The survey covered topics such as training policies, vocational training programmes provided by businesses for their own employees, the types of such programmes and the participation of employees. In 2015, 44 % of employers provided opportunities for professional trainings for their own employees, which means a 5 percentage points decrease compared to figures recorded in 2010. The decline in the support provided for training was observed in the conventional (training course) type training segment. Willingness to provide training was found to be significantly affected by company size and core operation^{xviii}: nine out of ten of large enterprises, about two thirds of medium-sized enterprises and nearly four in ten small businesses provided support for some type of training. The ratio of businesses providing support for training dropped in each company size category in comparison with 2010, the greatest decline was recorded among medium-sized enterprises. 27 % of the employees of employers of at least 250 people, 15 % of the employees of medium-sized enterprises and 11 % of small businesses were provided with some vocational training in 2015. 32 % of companies provided conventional vocational training, 37 % of companies offered other forms of technical/professional training. The proportion of those providing external training programmes gradually declined but still remained above 80 %. However, during the same period the proportion of those providing in-company training programmes increased gradually, from 40 % in 2005 up to 60 %.

The operative programme granting technical/professional support for training programmes at the workplace for employees of micro-, small, medium-sized and large enterprises is called "EDIOP-6.1.7-17". The project related to the above call

was launched on 1 February 2018. It was funded by the European Social Fund, in an amount of HUF 2.7 billion. The government's aim was to help businesses to meet their training needs by taking into account the specifics of the given sector, ensuring the adequate quality and follow-up of the training programmes organised and implemented by the companies.

CHAPTER 3.

The link between the apprenticeship scheme design and apprentices' mobility^{xix}

3.1. The types of apprenticeship training

In Hungary, in the dual training system students can acquire basic vocational theoretical and practical knowledge and skills at vocational schools. They are provided with practical training in the framework of continuous practical training programme in the ninth grade of secondary vocational school, and from tenth grade apprenticeship-contracts at business organisations. The essence of a continuous training programme is that it is non-interruptable, it has to be attended continuously during the summer break. Apprenticeship-contracts are concluded by the student concerned – for minors: their parents or guardians and the organisation which provide the student with practical training. Such organisations are registered by the competent regional chamber. Apprenticeship-contracts can only be concluded for the entire remaining period of training (which is 2 years) which lasts until the vocational examination, both in full-time training and in all types (part-time, full-time, etc.) of adult training.

During the students' training years, Hungarian companies can take into account the vocational knowledge and skills acquired during short-term mobility programmes. As regards long-term mobility programmes, currently it is difficult for employers to miss their contracted apprentices even for a 3 months period of time. During such period the employer must continue to pay the apprentice the remuneration stipulated in the apprenticeship-contract since the student's legal relationship is not terminated, while at the same time the employer is entitled to the state subsidy provided for training apprentices. Hungarian students enrolled in the long-term mobility programmes of the Erasmus Pro pilot programmes – just like their European counterparts – participated in long-term programmes abroad **after acquiring a vocational qualification in Hungary**. During their trips abroad their student status was suspended or discontinued in the home country; Hungarian students could acquire (EQF 3 level) state-recognized vocational qualifications as students enrolled in the VET institutions of the host countries. Such certificates could then be nationalized in Hungary. The participant and the representatives of the delegating and the host institutions and the workplace providing practical training signed learning agreements. At the same time, the

workplace providing practical training concluded a training contract with them as well; those contracts were equal to the ones concluded with local students in terms of format and content (rights and obligations).

As to students received in Hungary, the employers' employees responsible for students, treat them in the same way as the Hungarian students, but foreign students conclude Erasmus Pro Learning Agreements with the employer instead of training contracts. The learning outcome and work-based working programme has been co-developed by the home and the host institution and the workplace providing practical training. Students were provided with European scholarships; they were not given cash allowance in Hungary. They were considered not as employees but as students or trainees who acquire theoretical and practical knowledge and skills in a real working environment. Upon the completion of their training they were issued with certificates reflecting their learning outcomes by the VET institution, counter-signed by the Chamber. They had a guest student status: the institution was not provided with state subsidy but they were entitled to a Hungarian student card.

3.2. **Apprenticeship governance (at strategic, decision-making level)**

The existing system of central governance of VET has a multi-tier structure. The Parliament plays a dominant role regarding legislation on education and VET. VET and adult education were governed by the Ministry for National Economy up to 1 July 2018. Since then it is governed by the Ministry for Innovation and Technology (MIT) and the National Institute of Vocational Education and Training and Adult Learning, which is managed by the MIT. The tasks of operational governance of VET and adult learning are governed at the MIT by the deputy state secretary in charge of VET and adult learning. At the same time, the chambers perform their tasks regarding VET under the public law, delegated by the government, as stipulated by law, under subsidy contracts that are concluded annually. The operation of the apprenticeship advisory network under the supervision of the Chamber is a specific priority area. The chambers consider it one of their important missions to ensure that learners participate in dual training preferably through training contracts concluded mainly with external business organisations. To this end, the MKIK (the Hungarian Chamber of Commerce and Industry) runs an apprenticeship advisory network at territorial chambers by coordinating the task on a national level. The goal is to ensure a high standard of dual training as well as to increase the number of training contracts. Nearly 150 consultants help with the task nationwide.

It is a key task for both the responsible ministry and the chamber to enable students to participate in dual training under apprenticeship-contracts that are concluded primarily with external businesses (i.e. outside school settings). The aim is to ensure high quality dual training as well as to increase the number of apprenticeship-contracts. The practical training of students in VET through apprenticeship is governed by the main pieces of legislation and government decrees listed in the end notes.^{xx} Mobility programmes fall under the criteria of the Erasmus+ programme, as both the hosting and sending organization must observe and keep the quality assurance covenants of the cooperation agreement between the 2 VET schools or business organizations. Naturally, both the Hungarian regulations and those of the host country must be taken into account. The host and sending organizations must operate and organize mobility programmes in compliance with the applicable regulations. The above-mentioned legislation does not provide for a specific mobility, but Tempus Public Foundation, as a National Office, creates consistency between the legislation and mobility.

3.3. Duration of apprenticeship and company placement in particular

An apprenticeship-contract can be concluded with students^{xxi} for the completion of practical training eligible for support from the budget of more than 250 hours per school year. Apprenticeship-contracts are registered by the competent regional chambers. Once concluded, an apprenticeship-contract will come into effect when it is countersigned by the chamber, from the date specified in it.

In case of minors, the time allotted for practical training may not exceed seven hours a day (between 6:00 a.m. and 10:00 p.m.), while for students of legal age, it may not exceed eight hours per day.^{xxii}

For students participating in mobility programmes the employer must observe the working time schedule laid down in the learning agreement (LA), and the working time must be adapted to the local regulations as well.^{xxiii} According to the experiences acquired in the Erasmus Pro projects Hungarian and European businesses prefer long-term mobility programmes, particularly the type in which the apprentices they receive spend 1/3 of their training time at the VET institution and the other 2/3 at the work place. Based on feedback received both from delegated and hosted students participating in Erasmus Pro projects longer mobility programmes enabled the development of individually structured learning pathways, a clearer understanding of the technical processes of the trade concerned and better integration in the company. On the whole, 10-month mobility

programmes entailed 12 weeks of study at school along with 24 weeks of practical training.

3.4. Organisation of alternate training

Dual training is normally made up of 30 % theoretical (school-based) and 70 % practical (workplace-based) training. Dual training is built up similarly in other European countries as well, as shown by experience drawn from mobility programmes. The ratio of theoretical and practical training vary, but businesses tend to play a dominant role in the practical training of learners, e.g. depending on their infrastructure conditions, the number of students they can admit, whether there is an individual responsible for students, etc. The individual European systems are not strictly harmonized, there are several variations: 1 week practical training – 1 week theoretical training (HU); 2 weeks of practical training – 1 week theoretical training (FR); block arrangement: continuous practical training of 2-3 months per school year (FI, ES). In this case organization depends on the agreement between the 2 institutions and the company as well, the key objective is to satisfy the students' needs.

3.5. Type of contract and status of apprentices

Apprenticeship-contracts may only be concluded for training programmes that are subsidised from the central budget. In other words, if training is provided on a full-time basis but not in school-based education with budget support, the law does not permit the conclusion of apprenticeship-contracts.^{xxiv}

To supplement section 2.3: based on the directives issued by Tempus Public Foundation, the delegated students enter into a Scholarship Contract with the delegating institution as an attachment to which they conclude a Learning/Mobility Agreement – and not an apprenticeship-contract – with the workplace providing the practical training. In the case of short-term mobility programmes, the training contract is not terminated during mobility, but in long-term mobility programmes no student with a currently effective training contract is enrolled; they are engaging in long term mobility programmes after obtaining a degree.

In the case of hosted students the school and the business entity as well as the school and the delegating institution conclude a cooperation (learning) agreement.

3.6. Remuneration

The entity organizing practical training must pay a cash allowance to the student on the basis of the apprenticeship-contract. The cash allowance payable monthly to the student on the basis of the apprenticeship-contract equals the product of 15 % of the prevailing minimum wage and a specific multiplying factor. The multiplying factor is determined on the basis of the ratio of theoretical training time and that of the practical training time prescribed in the vocational and examination requirements. Based on the above, vocational qualifications (including the ones acquired through apprenticeship training) can be classified into seven categories ranging from a 20-80 ratio to a 80-20 ratio of practical training to theoretical training time. A student is entitled to the cash allowance on the basis of the apprenticeship-contract from its effective date for a complete month.^{xxv} Since the student's apprenticeship-contract is in effect during his or her short-term mobility programme as well, he or she is entitled to the cash allowance that are provided in Hungary during such periods as well. In the case of long-term mobility, no such regulation has yet been published, and a student with a currently effective training contract is usually not enrolled in a long-term mobility programme prior to obtaining a degree.

During a mobility programme a student is given what is called Erasmus+ unit cost-based scholarship, which covers costs incurred during his or her stay abroad based on rates regulated by the same rules across the Union. Funds for the Erasmus Pro mobility programmes were added to the Erasmus+ programme with effect from the 2018 round of applications. Accordingly, students are entitled to a monthly individual cost coverage (previously: subsistence cost coverage) even during the 3-12-month practical training programmes (which can be spent on the costs of accommodation, meals and local transport), as well as travelling cost reimbursement (based on distance brackets)^{xxvi}. In the case of short and long-term mobility programmes this allowance covers 75-100 % of the costs, depending on target country. Hosted students were not given allowance (remuneration) in Hungary; however, as employees of the French partner companies with an apprenticeship-contract they were paid such allowance in accordance with the local regulations, subject to qualification, age and the time spent in working in the trade concerned. Such an allowance may encourage long-term mobility programmes; however, in case of European businesses that are not obliged by law to pay on a mandatory basis cash or other allowances to hosted foreign students, there is a risk of hosted trainees being treated as free workforce. If a student with a training contract wishes to participate in a long-term mobility programme, the only way to do so at present is to terminate both his student relationship and thus his training contract.

3.7. Provisions on occupational health, safety and social insurance

The requirements concerning the provision of healthy and safe working conditions are prescribed by the Act on Labour Safety. These requirements also apply to students participating in practical training. The requirements concerned stipulate elementary rules (e.g. concerning the availability of drinking water of adequate quantity and quality, changeroom, etc.). When work is carried out at various workplaces the student must be provided with safety briefing every time he or she starts working in a new location. Occupational safety training or briefing must be given every time the business entity introduces a new technology or puts into service a new machine with which the student will work or come into contact during practical training. Upon the commencement of the apprenticeship-contract the student also enters a social insurance relationship. Thereafter the student is insured as long as his or her apprenticeship-contract is not suspended, i.e. as long as he or she is qualified as a student actually participating in training. This causes no complications during short-term mobility programmes as in such cases the student status of a student completing practical training abroad is not suspended (and consequently, his or her apprenticeship-contract is not suspended either) according to the Chamber's position statement quoted in the introduction; however, the domestic employer cannot undertake responsibility for the duration of the mobility programme for its trainee in this regard. Thus one prerequisite for the travel is the conclusion of a comprehensive insurance contract, including health, accident and liability coverage together with the valid EU health insurance card. In the case of a long-term mobility programme this arrangement entails the discontinuation of the apprenticeship-contract and student status and thus the cessation of the student's social insurance coverage, therefore the above mentioned insurance should be concluded for such students as well before their trip and/or the relevant statutory regulations in place in the host country must be observed.^{xxvii} Similar regulations can be found in EU countries (through legal harmonization), although no standardised EU-wide legislation has been adopted yet in this respect. The issue of a harmonised European social security eligibility for trainees has been emerged at multiple EU forums and conferences^{xxviii}.

3.8. Curriculum / training standards specification

In Hungary the local curricula are worked out on the basis of the relevant VET framework curricula. For long-term practical training programmes abroad the learning outcome and work-based working programme have been drafted by the

home and the host institution and the workplace providing practical training together, in view of the possibilities and potentials of the country concerned, the training structures and the students' needs. ECVET (European Credit System for Vocational Education And Training) instruments may offer a solution to this.^{xxix} Young people may find this flexible, individually tailored mobility opportunity quite an attractive one; however, it requires a close cooperation between VET institutions and companies' employees designated to be in charge of training.

3.9. Use of validation in apprenticeships

The rules on the recognition of foreign vocational qualifications and master craftsman certificates issued for basic or secondary education are laid down in Chapter IV (Annex 6, Section 2) of Act C of 2001 on the Recognition of Foreign Certificates and Degrees (Recognition Act). Chapter IV of the Act regulates the recognition of vocational qualifications at basic, secondary and tertiary levels and specifies the conditions that apply to the issuance of official certificates (Annex 6, Section 17). Recognition of NQR certificates can be obtained by acquiring the EUROPASS certificate supplement. This document – containing significantly more details than a certificate – enables foreign employers to understand Hungarian NQR qualifications, including such details as the competences acquired by the employee during the training programme concerned.^{xxx} It is definitely worth taking out by those seeking employment abroad.

Vocational qualifications obtained abroad are recognized in Hungary by the Hungarian Equivalence and Information Centre which operates as part of the Education Authority (EA). Detailed information on the process is available on the EA's website.^{xxxi} The Act on Vocational Education and Training does not address rules about the recognition of learning outcomes achieved during a vocational practical training course abroad. Pursuant to Section 27 of the Act (Annex 6, Section 27) however, the head of the VET school may decide that such training outcome can be taken into account. Continuous (summer) practical training completed during mobility is often recognized by VET institutions.

The Europass portfolio is used for the registration and recognition of learning outcomes acquired abroad.^{xxxii}

3.10. Other relevant factors

A Council Recommendation on a **European Framework for Quality and Effective Apprenticeships** was adopted in March 2018 determining the conditions relating

to learning and working (including the conclusion of apprenticeship-contracts, specification of the learning outcomes to be achieved, the employment of mentors at companies, the provision of practical training at companies abroad, etc.)^{xxxiii} **to foster mobility.**

It was in May 2018 that Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad^{xxxiv} was adopted, according to which in a globalized education and employment environment it is necessary that students should be enabled to make use of learning opportunities available across the European Union. The **lack of automated recognition of qualifications and outcomes** from periods of training abroad **restricts mobility.**

The procedures applied in the mutual recognition of upper secondary qualifications and outcomes from periods of learning abroad are inadequate. Shorter periods of studies abroad entail no problems in relation to recognition. Uncertainties pose a major challenge in the case of long-term mobility programmes.

The system of recognition of the individual mobility programmes of those participating in upper secondary training is more advanced as there are means for having their home institutions recognize their learning outcomes. On the other hand, students having access to higher education in their home countries after completing upper secondary vocational education cannot be sure of having similar access in other Member States as well, because the **national practices vary.** This uncertainty concerning access has a negative impact on learning mobility.

The Tempus Public Foundation (TPF) was established in order to perform and to facilitate the performance of public tasks – including the promotion of the international connections of VET, education, as well as research and development in Hungary, promotion of the idea of European integration, the performance and fulfilment of Hungary's tasks and obligations originating from its EU membership, advancing and facilitating the tackling of the challenges resulting from Hungary's EU membership; fostering equal opportunities and access to VET, education as well as research and development in Hungary along with encouraging the fight against social prejudice – stipulated in Sections 2 and 3 of Act CCIV of 2011 on National Higher Education and Act CXC of 2011 on National Public Education. One of the key tasks of the TPF is the implementation of the Erasmus+ programmes (international mobility programmes). An analysis of the past 3 years' mobility statistics reveals^{xxxv} that the number of participants of VET mobility programmes and the available funding have been growing steadily: in VET: a total of EUR 5.9 million was available in 2015, while in 2018 the corresponding amount was EUR

8.18 million. The number of VET institutions participating in successful mobility programmes has increased by 15 % since 2015. The number of students participating in VET, their teachers and accompanying teachers also increased. The supports provided for disadvantaged students have also been increasing: the number of students designated by applicant institutions increased from 666 in 2017 to 798 in 2018. In 2017 2983 students, 562 teachers and 392 accompanying teachers were granted support for participation in mobility programmes, while in 2018 the number of such students was 3294 with a total of 1082 teachers and accompanying teachers. The number of students and teachers increased by about 9 %. The TPF granted support for a total of **169 long-term mobility programmes** in 2018: the participants submitted applications for an average number of 162 days. In 2019 a total of 207 students can participate in long-term practical training of an average duration of 150 days each, in 18 projects. **Most students travelled abroad for studies in catering-tourism, technical-engineering and agricultural-horticultural fields.** Mobility programmes provide students of VET institutions with ample opportunities for practical training.

CHAPTER 4.

Lessons drawn from existing strategies, initiatives and projects concerning apprentices' mobility across countries

The European Commission (EC) wishes to encourage longer mobility programmes and the acquisition of vocational experience in foreign countries for the participants of vocational education and training, including apprentices. In 2016 and 2017 the EC issued an invitation for proposals for the pre-financing of pilot projects. A total of 9 proposals have been provided with financial support so far, and this year's projects are managed in 6 Member States (Belgium, Finland, France, Germany, Italy and Spain), but altogether 21 Member States are involved in the projects. A variety of sectors – catering and tourism, health, trade, IT, marketing, construction, manufacture of machinery and equipment (metallurgical industry, electronics) and agro-industry – are covered by the 9 pilot projects. The projects were run between 2017 and 2019, their main objectives were as follows: to assess the needs and capacities relating to long-term mobility programmes for apprentices, to identify obstacles and to identify and to disseminate good practices and success factors encountered during vocational mobility programmes.

The conference entitled *Mobility of apprentices in Europe: A contribution to youth employment and competitiveness of business* was held between 21 and 22 March 2019 in Brussels at the European Parliament with the aim of mapping up the obstacles that impede long-term mobility programmes together with the proposals formulated in order to remove them. European trainees and representatives of businesses and educational institutions (Hungary was represented by the member institution of Krúdy Vocational Training Centre of Szeged), at the conference decision-makers and parents' organisations discussed ways and instruments that should be suitable for facilitating long-term mobility programmes in VET.

Longer term vocational practical training programmes are promoted by the **EuroApprentices** network of former trainees including Hungarians whose aim is to render vocational practical training programmes more attractive for their peers via social media.^{xxxvi}

In the context of the **Erasmus+** programme's vocational mobility application scheme, VET students have been able to undertake long-term practical training programmes abroad since 2014. Erasmus Pro, which is part of the Erasmus+ programme, enables 3-12-month mobility programmes from 2018 onwards.

However, according to statistics on European application schemes, most mobility programmes are 2-4 week long, with a very small minority of students who undertake mobility programmes of or over 3 months despite the fact that in addition to their vocational knowledge and skills this would also contribute to considerable improvements in their language skills and they could get an advantage in the labour market. This would also reduce youth unemployment and boost the EU's economic competitiveness.

In 2015 **Jean Arthuis, Member of the European Parliament**, Chair of the Committee on Budgets embraced the initiative which aimed to enable every European VET student to be engaged in a longer term – at least 6-months – practical training programme in another country. The CFA type vocational training centres of France – which can be attended only by students with apprenticeship-contracts – and their foreign partners (36 VET institutions) of a total of 12 European countries (Belgium, Croatia, Czechia, Denmark, Finland, France, Hungary, Italy, Portugal, Slovakia, Spain and Romania) formed a consortium called: “*European Apprenticeship Ambassadors*” (*Euro App*). Their pilot project – **Erasmus Pro** – was run in two phases between 2016 and 2019. A total of 103 young people (58 students from France and 45 other European students hosted in France) acquired vocational practical experience and theoretical knowledge in another European country. Nine of them went abroad **during their vocational training**. In terms of sectoral distribution they were students of the already mentioned sectors. The lessons drawn from the project: more than 60 obstacles were encountered in regard to the 12 Member States indicating and summing up local/regional, national and European issues in relation to a whole range of different areas:

- (a) The various European VET systems are not harmonised with each other – at least a basic system should be elaborated (a harmonised approach to vocational education and training, based on the ECVET).
- (b) The different systems are operating in their own specific rigid frameworks and the different training schemes are difficult to match to each other.
- (c) There are different school year regimes and different theoretical and practical training times in the various training structures.
- (d) It is not easy to find businesses that are willing to join the projects; they find it difficult to accept changes and training course durations that are different from the generally adopted/accepted social mechanisms and patterns.
- (e) Language barriers (affecting all): young people are not easily motivated to learn foreign languages other than English. Attending language courses before their trips and upon arrival is not sufficiently attractive for students; students travelling abroad should have at least basic proficiency in the language of the host country.

- (f) Lack of foreign language skills among instructors and employees of the workplaces in the host country.
- (g) Lack of human resources: this should be required for students to cover individual, personalized learning pathways; each case is different.
- (h) Difficulties in communication with partners, particularly as regards administration. Excessive documentation.
- (i) Trainees are not provided with financial support/pay by the employers in many countries (including Hungary). Even students working as trainees receive very meagre pays.
- (j) Finland: few students are interested in travelling because long-term mobility programmes cannot be integrated in training based on individual learning pathways.
- (k) The availability of a health insurance card is a prerequisite for the execution of the training contract but it takes a long time for the system to issue one (e.g. in France).
- (l) Unlike university students, many of these trainees are minors whose parents also need to be convinced of the advantages of longer training programmes abroad.
- (m) Sending and receiving workplaces have little information concerning rights and obligations relating to students.

The document closing the Erasmus Pro pilot project (entitled: Manifesto for a Europe of Apprenticeship) was published in May 2019 with the contribution from Jean Arthuis, summing up the results of the project and outlining recommendations for the future to ensure successful future long-term mobility programmes, including: acceptance of the European health insurance card among member states, recognition of the ECVET-based assessment and extension of the system (the member states should mutually recognize vocational knowledge and skills acquired abroad), adequate information to host workplaces providing practical training, mentoring of trainees and establishment of a **European trainee status**. Moreover, qualification of the various vocational training centres is recommended in terms of their internationalization, together with the establishment of a joint European cooperation platform to share good practices and to provide financial assistance from the European Structural Fund for those implementing mobility projects.^{xxxvii}

European students participating in long-term mobility programmes hosted in Hungary could, in theory, acquire vocational qualifications listed in the NQR (National Qualifications Register); however, owing to language barriers – Hungarian proficiency should be acquired during the term of the training – it is not quite realistically possible. Hungarian trainees – with B2 level foreign language

proficiency – travelling abroad can reach the level where they can pass vocational exams in the host institutions in about one school year.

CHAPTER 5.

Conclusions

The Erasmus+ programme is one of the most successful projects ever launched by the EU. The funds to be made available for the next cycle – 2021-2027 – have been tripled, therefore an amount of about EUR 41.097 billion will be available for mobility programmes for some 650,000 students.

The European Union's VET development policy is closely related to the VET 4.0 strategy as both are focused on the following fields^{xxxviii} which may also contribute to mobility:

- (a) Development of modularised “apprenticeship” type training (work-based learning)
- (b) Sharing of responsibility and costs among the stakeholders (VET institutions, companies, policies)
- (c) Decreasing the number of vocational qualifications, creating broader employment/vocational qualification profiles
- (d) Learning outcome-based curricula (curriculum development)
- (e) More flexible VET system (in terms of training times and places), increased focus on adult education, assessment and recognition of prior knowledge acquired in formal education
- (f) Improved transparency and comparability across European VET systems
- (g) Creation of European Centres/Platforms of Vocational Excellence, development of European curricula

The European policies promote apprenticeship. This is also preferred by the Hungarian VET system.

The question whether the duration to acquire a vocational qualification should be increased by one year if the student spends 12 months abroad was raised in relation to the Erasmus Pro pilot projects as well. It would be necessary to develop a procedure for recognising learning outcomes, validating acquired knowledge, and integrating these in domestic training.^{xxxix}

^{.xl} A conclusion drawn from pilot projects is that the elaboration of learning contents based on learning outcomes and using ECVET instruments are the most effective approaches for students, employees and VET institutions alike. Knowledge transfer takes place more effectively through long-term mobility programmes (continuous exchange of experience, exchange of trade-specific knowledge and good practices) and a complex understanding of work processes results a more in-depth work and closer relations with the workplace, school and

members of the host nation. The value added in the vocational/professional portfolio includes international work experience, foreign language and knowledge of the local trade (which cannot be acquired in the home country). The practices can be integrated in the domestic VET system as well, particularly in the practical component of dual training.

The European Commission and the Erasmus+ National Offices together with the VET sector contribute the promotion of the European and international cooperations. Their aim is to facilitate quality development of the international activities of VET institutions through enhancing the skills of teachers, trainers and students.^{xii}

However, the organisation of successful and effective mobility programmes in the future will require the business sector to be given a lot more information and to be more intensely involved in the development of training programmes.

The Hungarian VET system is facing a major transformation. The guidelines for this are reflected in the VET 4.0 Strategy, a medium-term policy plan issued by the Ministry for Innovation and Technology, aiming at the renewal of VET and adult education as an answer of the VET system to the challenges of the 4th industrial revolution. This strategy shows the need to internationalise the VET system. The statistical data presented earlier confirm that the increasing number of short- and long-term mobility programmes play a significant role in increasing the quality of vocational education and training. Currently, there is no legislative framework in Hungary governing the practical implementation of long-term mobility programmes; the only reference to this is found in the Chamber's publication on training contracts.

We would consider it appropriate to consult at national level on this subject with all stakeholders (legislative, decision-makers, corporate, VET institutional and chamber levels).

The implementation of mobility activities is significantly influenced by the workplace practice of students with training contracts in Hungary. From the employer's side, short-term mobility is easier to tolerate, it can be planned better and the absent workforce has less impact on production or service quality. In the case of long-term, 3–12-month mobility programmes, employers cannot do without students with training contracts, so students will be able to take part in long-term training only as fresh graduates, after completing their training (as recent experience has shown so far).

From the perspective of VET institutions, it would have a positive impact on the organisation of long-term mobility programmes if the institutions could introduce new teaching organisation practices within a legal framework, e.g. 2 months of theoretical training followed by 3 months of work experience; 6 months

of theoretical training followed by 4 months of block-based work practices, as seen in practice at some Finnish and Spanish institutions. In this case, mobility abroad could be incorporated into the institution's curriculum, for the specific grade and specific professions. However, the question is whether a Hungarian training contract can be paused for this period? A possible solution is to replace the absent workforce in the spirit of reciprocity by receiving a foreign intern. This would necessitate high-level professional and foreign language skills by workplace professionals and education managers.

The recognition of long-term practical vocational trainings abroad in Hungary would be of particular importance, both by providing a well-designed legislative background, and by recognising the vocational theoretical content acquired abroad and the including practical vocational trainings completed there. The introduction of a validation system similar to the one already in use in higher education could have a positive impact on the wider spread of long-term mobility practices in the field of vocational training as well. Acquiring and then validating and integrating in the student's vocational training of the individual vocational modules, ECVET-based professional content reflecting learning outcomes during long-term mobility programmes could have a significant impact on long-term mobility programmes.

References

ⁱ Act CLXXXVII of 2011 on Vocational Education and Training; Act CXC of 2011 on National Public Education, Act CLV of 2011 on Vocational Training Contribution and Support for the Development of Training; Government Decree 257/2015

ⁱⁱ https://www.nive.hu/index.php?option=com_content&view=article&id=1024:szakkepzes-40-strategia&catid=10:hirek&Itemid=166

ⁱⁱⁱ <http://www.ksh.hu/docs/hun/xftp/idoszaki/oktat/oktatas1819.pdf>

^{iv} <https://mkik.hu/uploads/documentitem/0/mkik-evkonyv-2018-1559283039.pdf>

^v MKIK (HCCI) – Gyakorlati képzés TANULÓSZERZŐDÉSSEL, EGYÜTTMŰKÖDÉSI MEGÁLLAPODÁSSAL és HALLGATÓI MUNKASZERZŐDÉSSEL a munka világában (Practical training with a TRAINING CONTRACT, COOPERATION AGREEMENT or STUDENT WORK CONTRACT in the world of work) (Budapest, 2018) p. 72. 7. 15. 6 **Practical training of apprentices abroad organised by the vocational school**

^{vi} The total number of people employed by businesses operating under foreign control exceeded 715 thousand in 2017, up 4.1 % year-on-year, accounting for 26 % of all companies; the number of employees increased at rates exceeding the average in scientific and technical operations (11 %), in manufacturing (4.5 %), in transportation and warehousing (4.4 %), while it dropped substantially in the energy sector (5.1 %). Some 71 % of the employees of foreign-controlled subsidiaries worked in manufacturing and trade. Of the branches of the national economy employing large numbers of people their proportion was highest in manufacturing (50 %) and ITC (34 %) (Source: <http://www.ksh.hu/docs/hun/xftp/idoszaki/pdf/kulfleany16.pdf> Activities of foreign-controlled subsidiaries operating in Hungary, based on 2016 actual and 2017 preliminary data, CSO)

^{vii} A total of 182 and 79 Hungarian-controlled subsidiaries are operating in and outside the EU, respectively (Source: http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_qtd016.html 3.2.33. The number, sales revenues and headcount figures of Hungarian-controlled subsidiaries operating abroad). A total of 182 and 79 Hungarian-controlled subsidiaries are operating in and outside the EU, respectively

^{viii} <https://magyarkozlony.hu/dokumentumok/e388a3e435d5dd2f711bfa0d4b6086341b9470/megtekintes>

^{ix} This is followed by welder, and in the third place we find the electrician trade. Further trades in the list include: painter and decorator, heavy current electric technician, joiner and tiler. These are, for the most part, more “manly” trades, but some of the trades facing labour shortages are more associated with women: e.g. caregiver and educator of young children and medical masseur, pastry chef. Also, in 6 counties and in Budapest there is a great demand for cooks, waiters, floral designers and florists. There is a very high demand for social care providers and nurses in 15 counties and Budapest.

^x <http://www.ksh.hu/docs/hun/xftp/idoszaki/mpf/mpf1812.pdf>

^{xi} <http://www.ksh.hu/docs/hun/xftp/idoszaki/mpf/mpf1812.pdf>

^{xii} Oktatási és Képzési Figyelő 2018 Oktatási és képzés Magyarország (Education and training, Hungary),

^{xiii} <https://www.portfolio.hu/gazdasag/hova-tunt-tobb-szazezer-magyar-ide-vezetett-a-tomeges-kivandorlas.303544.html>

^{xiv} https://www.ksh.hu/docs/hun/xstadat/xstadat_evkozi/e_qli027c.html

^{xv} https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-29_hu, 2020.01.07. 14:07

^{xvi} Companies that have signed contracts with VET institutions and that are operating as practical training places may – since 01.09.2019, owing to changes in the applicable legislation – receive apprentices if the employee at the company who is responsible for students has a master craftsmanship exam certificate or a relevant degree obtained in higher education; in the case of trades where no master craftsmanship exam certificate is required, the trainer must complete a trainer training course organised by the chamber concerned (Section 92/E(3) of the Act on Vocational Education and Training). Consequently, it is in the interest of employers wishing to employ students to have their employees undergo this type of continued training.

^{xvii} <http://www.ksh.hu/docs/hun/xftp/stattukor/mhelykepzesek15.pdf>

^{xviii} The companies' core operations were also found to profoundly affect their training activity. The highest (85 %) proportion of companies providing support for the training of their employees was recorded in 2015 in the electricity, natural gas, steam supply and air conditioning segments. This was followed by financial enterprises (77 %) and the info-communication, water supply, waste water collection and treatment, and the waste management sectors (above 60 %). The lowest training ratio of businesses providing their employees with training (25 %) was found in the accommodation and catering segments.

^{xix} József Kajdy: Gyakorlati képzés tanulószerveződéssel, együttműködési megállapodással és hallgatói munkaszerződéssel a munka világában (Practical training with a training contract, cooperation agreement or student work contract in the world of work), 2018., a publication of the Hungarian Chamber of Commerce and Industry; www.tanuloszerzodes.hu

<https://mkik.hu/kepzes-oktatas>

^{xx} Act CLXXXVII of 2011 on Vocational Training; Act CLV of 2011 on Vocational Training Contributions and Support for the Development of Training Programmes; Act CXC of 2011 on National Public Education; Act I of 2012 on the Labour Code; Act XCIII of 1993 on Labour Safety; EMMI Decree 20/2012 of 31 August 2013 on the operation of educational institutions and the use of names of public educational institutions; Government Decree 150/2012 of 6 July 2012 on the National Qualifications Register and on the procedure of amending the National Qualifications Register; OM Decree 4/2002 of 26 February 2002 on the benefits for students enrolled in education in the schooling system; Act CCIV of 2011 on National Higher Education; Act CI of 2011 on Adult Education; Act I of 2012 on the Labour Code; Act XCIII of 1993 on Labour Safety

^{xxi} – with the exception specified in the Act on Vocational Education and Training, with effect from the beginning of the first vocational training grade of the given training programme and for the purpose of preparing for a vocational qualification not qualifying as a third or additional vocational qualification, or with effect from the eleventh or twelfth grade of the vocational grammar school for the purpose of awarding a vocational qualification that can be acquired during the vocational grammar school's vocational training grade, as determined in the vocational framework curriculum –

^{xxii} Between the completion of a practical training day and the beginning of the next one the student must be provided with continuous resting time of at least sixteen hours; a student must not be engaged in practical training in excess of the daily training hours; a student must not be engaged in work during night hours or in extraordinary work (overtime) or for stand-by duty service. If the duration of daily practical training exceeds four and a half hours, an uninterrupted recess period of at least thirty minutes must be given to students as part of the training time. <http://csmkik.hu/tanulok-foglalkoztatásával-összefuggo-tanacsok-a-gazdalkodo-szervezetek-szamara-2/>

^{xxiii} For example, in Hungary apprentices are not allowed to work night shifts; however, in Mediterranean countries where split shifts are worked students may work even as late as at 10:00 p.m.

^{xxiv} The applicable legal regulations permit the conclusion of cooperation agreements in specific cases regardless of whether the state does or does not provide support for the given training programme. Such cases may include, for instance, full-time practical training provided in the context of school-based education without subsidy from the budget. In the case of training programmes without subsidy, cooperation agreements may be concluded to enable the delivery of the uninterrupted vocational training programme. However, owing to the relevant provisions of the Act on Vocational Education and Training only state-run schools have this option. If training paid for by the student (i.e. not subsidised by the state) is provided by a school not run by the state, no cooperation agreement may be concluded. In their case a so-called civil law contracts should be concluded to enable practical training. The chamber has no tasks or responsibilities in relation to such contracts.

^{xxv} <https://www.tanuloszerzodes.hu/tanuloszerzodes-szel-rendelkezem>

^{xxvi} In addition to https://ec.europa.eu/programmeme/erasmusplus/resources/distance-calculator_hu.

^{xxvii} students participating in the Erasmus Pro pilot project took out comprehensive insurance in their own home countries before the commencement of their practical training courses.

^{xxviii} 21-22.03.2019 Brussels, EP, *Mobility of apprentices in Europe: A contribution to youth employment and competitiveness of business.*

^{xxix} "Learning outcomes are statements determined in the context of knowledge, abilities, attitudes, autonomy and responsibility regarding what the individual knows, understands and is capable of on his or her own after the closure of a learning process, regardless of where, how and when he or she acquired such competences. In this sense it is not the education and teaching process or its regulation that counts, but the learning process and its outcome, that is, what a student must know, understand, and be able to do and apply by the end of the learning process, together with proving that he or she actually possesses the given learning outcomes." Source: Éva Farkas: A tanulási eredmény alapú Erasmus+ projektek hatása a gazdasági elvárásoknak megfelelni képes szakképzésre. Hogyan járulhatnak hozzá a tanulási eredmény alapú Erasmus+ projektek a gazdasági elvárásokra válaszoló korszerű szakképzés kialakításához? (*The impacts of the learning outcome-based Erasmus+ projects on VET that is capable of meeting economic needs. How can learning outcome-based Erasmus+ projects contribute to implementing an up-to-date VET that can respond to economic requirements?*) TKA, 2019

<https://tka.hu/docs/palyazatok/a-tanulasi-eredmeny-alapu-erasmus-projektek-hatasa-a-gazdasagi-elvarasoknak-megfelelni-kepes-szakkepzesre1902010934.pdf>

^{xxx} <http://nrk.nive.hu/>

^{xxxi} https://www.oktatas.hu/kepitesek_elismertese/meik_oldalok

^{xxxii} <http://europass.hu/diakoknak-150422101456>

^{xxxiii} Recommendation on a European Framework for Quality and Effective Apprenticeships (Legal basis proposed by the Commission: Articles 153, 166 and 292 of the TFEU). Council recommendation on a European Framework for Quality and Effective Apprenticeships of 15 March 2018, OJ C 153, 2.5.2018, p. 1.

^{xxxiv} <https://eur-lex.europa.eu/legalcontent/HU/TXT/HTML/?uri=CELEX:52018DC0270&from=HU>

^{xxxv} <https://twitter.com/euroapprentices>

^{xxxvii} Jean Arthuis: Manifesto for a Europe of Apprenticeship, May 2019

^{xxxviii} <https://tka.hu/hir/11326/a-tanulasi-eredmeny-alapu-erasmus-projektek-hatasa-a-gazdasagi-elvarasoknak-megfelelni-kepes-szakkepzesre-9-10.o>

^{xxxix} <https://tka.hu/docs/palyazatok/a-tanulasi-eredmeny-alapu-erasmus-projektek-hatasa-a-gazdasagi-elvarasoknak-megfelelni-kepes-szakkepzesre1902010934.pdf> 10.o. Erre kéri a tagállamokat az EU az eredményeinek automatikus kölcsönös elismerésének ösztönzéséről szóló ajánlása: „a középfokú oktatás és képzés során az egyik tagállamban eltöltött, legfeljebb egy évig tartó külföldi tanulmányi időszak eredményeit bármely másik tagállamban teljes körűen elismerik, és a tanulónak se kell megismételnie a programévet a származási országban, feltéve, hogy a megszerzett kompetenciák nagy vonalakban összhangban vannak a nemzeti tantervben meghatározott kompetenciákkal.” (Európai Unió Tanácsa 2018). A cél, hogy 2025-re megvalósuljon az európai oktatási térség és ezzel összefüggésben külön eljárás nélkül megtörténjen a felsőoktatási és felső középfokú képesítések és a külföldön töltött tanulmányi időszakok tanulási eredményeinek automatikus elismerése. A (szak)képesítések összehasonlíthatóságát és elismertethetőségét már ma is több uniós eszköz – például az Europass portfólió, az ECVET11, az EKKR/MKKR12 – támogatja, amelyek kidolgozására és elterjesztésére Magyarországon is számos fejlesztési program indult az utóbbi években

^{xl} <https://tka.hu/docs/palyazatok/a-tanulasi-eredmeny-alapu-erasmus-projektek-hatasa-a-gazdasagi-elvarasoknak-megfelelni-kepes-szakkepzesre1902010934.pdf> 10.o. This is what the Member States are asked of by the EU recommendation encouraging the automatic mutual recognition of learning outcomes “the outcomes from a learning period of up to one year abroad in another Member State during upper secondary education and training are recognised in any other, with the learner not being required to repeat the programme year or achieved learning outcomes in the country of origin, provided that the learning outcomes are broadly in line with the national curricula in the country of origin” (Council of the European Union, 2018). The aim is to implement the European Education Area by 2025, with automatic recognition of higher and secondary qualifications and learning outcomes from periods of training abroad without any specific procedure. The comparability and recognisability of (vocational) qualifications are already supported by a variety of EU instruments, such as the Europass portfolio, the ECVET11, the

EQF/HQF12, for the elaboration and spreading of which a number of development programmes have been launched in Hungary as well during the recent years.

^{xii} **A Practical Guide On Strategic Internationalisation In Vocational Education And Training**