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# TEACHERS AND TRAINERS IN A CHANGING WORLD

Building up competences for  
inclusive, green and digitalised  
vocational education and training

# HUNGARY

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# **Teachers and trainers in a changing world**

## **Hungary**

Building up competences for inclusive, green and digitalised  
vocational education and training (VET)



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Author: Veronika Leiner

Edited by Cedefop:

Irene Psifidou, expert; Ralph Hippe, expert; Anthie Kyriakopoulou, assistant

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## CHAPTER 1 Introduction

The Government's [VET 4.0 Strategy](#) <sup>(1)</sup> reconceptualised the complete transformation of vocational education and training. Following the guidelines outlined in the Strategy, the new regulation for vocational education and training, [Act LXXX of 2019 on Vocational Education and Training](#) (hereinafter referred to as the VET Act) and the [Government Decree on its implementation](#) <sup>(2)</sup> (hereinafter referred to as the VET Decree) have entered into force. Fundamentally, these changes aim to develop vocational education and training based on actual labour market demands and the needs of the economy, considering the impact of automation and digitalisation, and supporting the development of sectoral competences, as opposed to traditional jobs. For the academic year starting on 1 September 2020, students entering IVET began their studies under the new legislation. This involved a number of significant changes, including the names of schools, the length of the studies in some cases, the operation of dual training, and the status of teachers <sup>(3)</sup>.

As of 1 July 2020, vocational education and training institutions are no longer included in the scope of the [Public Education Act](#) <sup>(4)</sup> (hereinafter referred to as the PE Act), which means that the teachers employed by these institutions no longer have the *legal status of civil servants*: they are now considered VET teachers and trainers, and their employment is governed by the *Labour Code* <sup>(5)</sup>. This change provided the opportunity to develop a separate system, specifically designed for the unique requirements of VET, allowing more flexible forms of employment for VET teachers and trainers and the possibility of wage bargaining and thus better alignment with market wages.

In addition to the comprehensive changes described above, the past year has forced teachers and trainers to adapt to the challenges of the pandemic and the resulting digital education. This was the second school year when students studied a significant part of the curriculum online. This required significant flexibility on the

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(1) Government Resolution No 1168/2019. (III. 28.) on Vocational Education and Training (VET) 4.0 – Mid-term policy strategy for the renewal of VET and Adult Education (AE), the answer of the VET system to the challenges of the 4th Industrial Revolution and on the measures necessary for its implementation.

(2) Government Decree No 12/2020 (II. 7.) on the implementation of the Act on Vocational Education and Training (VET Act).

(3) For background information see also Annex 2/1.

(4) Act CXC of 2011 on National Public Education.

(5) Their legal status is determined by Act I of 2012 on the Labour Code.

part of both teachers and students, as much of the curriculum – especially the more practical aspects of vocational courses – is less amenable to online learning. Teachers and trainers had to rethink their pedagogical objective, the ways to achieve it, as well as the possible methodologies and monitoring practices leading to that objective, as digital education is much more than simply doing the same things as in a traditional classroom, but now in front of a camera. Not everyone had the technical equipment or even the know-how to properly learn how to use the new computer software tools. Before 2020, the primary platforms for knowledge sharing among teachers were face-to-face conferences and workshops, much like in business and professional life in general. The pandemic caused by the COVID-19 virus brought about rapid change in the evolution of digital communication. Although all the tools had previously been available in a technological sense, they were not culturally embedded to any great extent. During the months of the pandemic, teachers and trainers gained a wealth of experience in web conferencing. While the new challenges and the months of uncertainty have exhausted everyone involved in digital education, we have also discovered many potential benefits of online education that could be applied in the future (e.g. the increased use of ICT tools, the development and use of digital learning materials, online workshops, an increased focus on mental health, more ready access to psychologists, streaming lessons for those who are ill, or who are forced to stay at home for other reasons).

During the school year 2020/21, from November onward, the state provided free internet services to secondary school students and teachers, and in March, this offer was also extended to primary schools <sup>(6)</sup>. Schools and local municipalities tried to assist students who lacked the necessary equipment by lending it to them. The government prioritised the vaccination for teachers (and school employees), launching a vaccination campaign in early April. In Hungary, secondary schools reopened on 10 May. Schools were able to return to in-person learning if only for a month. Students were at least able to meet in person before leaving for the summer holiday, which had a very positive result both for community building and for successfully closing the school year and preparing for the next one.

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<sup>(6)</sup> In the school year 2019/20, digital education was the norm from 16 March until the end of the school year. In the school year 2020/21, digital education was introduced in secondary schools from 11 November (and from 8 March in primary schools). In secondary schools, in-person learning started on 10 May. Teachers were permitted to go to school to carry out their work, for example to use the local digital infrastructure. In-person practical vocational training could also be provided during the period of digital education, in small groups, or in the framework of dual training in a business environment. Dormitory accommodation could also be provided, to allow students to attend practical training courses and examinations.

## CHAPTER 2 Types of teaching and training professionals

### 2.1. Main types

According to the Hungarian consensus definition, IVET (initial vocational education and training) refers to full-time, school-based vocational education and training aimed at acquiring one's first educational degree.

We can distinguish three main groups of VET teachers and trainers within the framework of formal VET institutions:

- (a) general subject teachers;
- (b) vocational subject teachers;
- (c) auxiliary educational and teaching staff.

**General subject teachers** teach in accordance with the provisions of the general knowledge framework curriculum issued based on the [National Core Curriculum](#)<sup>7</sup> (hereinafter referred to as NCC). The [general knowledge framework curricula for vocational education and training programmes](#) <sup>(8)</sup> include the subjects taught in general education (Hungarian Language and Literature, Communication, Foreign Language, Mathematics, Social Studies, Science, Physical Education, Digital Culture, Art Studies) as well as the number of teaching hours required for each institution.

**Vocational subject teachers** can be further divided into vocational theory and practice teachers. The teaching of vocational subjects should be organised on the basis of [VET curricula](#) and the Programme and outcome requirements for each vocational occupation <sup>(9)</sup>.

When the student, in the period of specialised education is studying at a dual partner the **VET teacher or trainer of the dual training site** helps them acquire vocational contents.

In VET institutions, the **auxiliary educational and teaching staff** may perform the following duties, among others: librarian, child and youth safety

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(7) Amended in 2020, the National Core Curriculum is contained in the Annex to Government Decree No 110/2012 (VI. 4.) on the issuance, introduction and implementation of the National Core Curriculum.

(8) [https://www.oktatas.hu/koznevelas/kerettantervek/2020\\_nat/kerettanterv\\_szakkepzes](https://www.oktatas.hu/koznevelas/kerettantervek/2020_nat/kerettanterv_szakkepzes). The [framework curricula for vocational schools](#) can be found here: [https://www.oktatas.hu/koznevelas/kerettantervek/2020\\_nat/kerettanterv\\_sni\\_tanulok](https://www.oktatas.hu/koznevelas/kerettantervek/2020_nat/kerettanterv_sni_tanulok)

(9) <https://szakkepzes.ikk.hu/kkk-ptt>

supervisor, remedial teaching assistant, leisure time organiser, school social worker, psychopedagogical professional.

Detailed information on teachers and trainers (e.g. percentage of teachers in age groups, in qualification groups, teachers' work experience, etc.) can be found in Annex 1

## 2.2. VET schools

IVET is typically provided in a vocational education and training institution (a VET school or a technicum) <sup>(10)</sup>. In addition, certain public education institutions – special vocational schools and vocational grammar schools – also provide vocational education and training, as per the Vocational Education and Training Act.

Table 1. Formal VET institutions <sup>(11)</sup>

VET institutions	Characteristics
<ul style="list-style-type: none"> <li>• Technicums</li> </ul>	<ul style="list-style-type: none"> <li>• 5 year long programme</li> <li>• first two years provides sectoral knowledge followed by three years of specialised education primarily in the framework of dual training.</li> <li>• Students obtain a secondary school-leaving certificate and also a technician diploma ISCED 344.</li> </ul>
<ul style="list-style-type: none"> <li>• VET schools</li> </ul>	<ul style="list-style-type: none"> <li>• 3 year long programme</li> <li>• First year provides sectoral knowledge followed by two years of specialised education, primarily in the framework of dual training</li> <li>• ISCED 353.</li> </ul>
Public education institutions	
<ul style="list-style-type: none"> <li>• Special vocational schools</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare students unable to progress with others due to their special educational needs.</li> <li>• Provide both general and vocational education and training</li> <li>• 4 year (full qualification) or 2 year (partial qualification) long programmes ISCED 243, 253, 353</li> </ul>

<sup>(10)</sup> Dual training sites are involved in vocational training in the context of specialised education.

<sup>(11)</sup> For background information see also Annex 2/2.

<ul style="list-style-type: none"> <li>• Vocational grammar schools</li> </ul>	<ul style="list-style-type: none"> <li>• 5-year long programme</li> <li>• in the field of art, pedagogy or cultural education</li> <li>• Students obtain a secondary school-leaving certificate and a vocational qualification</li> <li>• ISCED 344</li> </ul>
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### 2.3. Teaching and training professionals by type of VET school

As of 1 July 2020, vocational education and training institutions are no longer included in the scope of the [Public Education Act](#) <sup>(12)</sup> (hereinafter referred to as the PE Act), which means that the teachers employed by these institutions no longer have the *legal status of civil servants*: they are now considered VET teachers and trainers, and their employment is governed by the *Labour Code* <sup>(13)</sup>.

As of 1 July 2020, the employment of VET teachers has been regulated by the Labour Code. Special vocational schools and vocational grammar schools continue to provide vocational education and training as types of institutions subject to the [PE Act](#). Their teachers are considered civil servants. Even after the change of legal status, VET teachers and trainers working in a state-maintained VET institution remain members of the National Teachers' Chamber, as defined in the *PE Act*.

- **VET teacher and trainer categories in vocational education and training institutions (technicums and VET schools)**
  - (a) general subject teachers
  - (b) teachers of vocational theoretical subjects
  - (c) teachers of practical subjects
  - (d) auxiliary educational and teaching staff
- **VET teacher and trainer categories in vocational grammar schools**
  - (a) vocational grammar-school teachers teaching general subjects
  - (b) vocational grammar-school teachers teaching specialised vocational/art subjects
  - (c) auxiliary educational and teaching staff
- **VET teacher and trainer categories in special vocational schools**
  - (a) general subject teachers
  - (b) special vocational school teachers teaching theoretical vocational subjects

<sup>(12)</sup> Act CXC of 2011 on National Public Education.

<sup>(13)</sup> Their legal status is determined by Act I of 2012 on the Labour Code.

- (c) special vocational school teachers, vocational trainers, practice trainers
- (d) auxiliary educational and teaching staff

- **VET teachers and trainers of flexible learning pathways**

The new VET Act introduced three vocational training programmes, all closely linked in their approach and methodology, to help young people who are lagging behind in their studies, who might not complete their primary education, who are experiencing failure and lack skills, and who are uncertain about their career choices, to acquire a qualification. Some students are early school leavers, or are at risk of dropping out. The three bridging programmes, representing flexible learning pathways, are introduced in IVET institutions and are as follows: a preparatory year of career orientation development programme, the basic competences development programme, called Springboard school class programme (Dobbantó program), and the respective school workshop programme (műhelyiskolai program) leading to the acquisition of a partial vocational qualification. All three programmes share a common pedagogical basis: they attempt to raise the skills and competences of the students to the appropriate level set out among the targets of the programme, keeping individual development and progress in consideration.

The qualification requirements for VET teachers and trainers involved in bridging programmes are identical to those involved in IVET institutions' programmes in general, while the methodological guide describing bridging programmes <sup>(14)</sup> also contains recommendations on the composition and attitude of VET teachers and trainers, as well as on the composition of the teaching team.

Among the bridging programmes, the school workshop programme is particularly suitable for targeting hybrid VET teachers and trainers.

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<sup>(14)</sup> Leiner, V.: *A methodological guide to orientation development programme, the springboard programme and the school workshop programme.*

## CHAPTER 3

# Teaching and training professionals in school-based settings

### 3.1. Legislation

In case of **VET teachers and trainers**, the qualification requirements for their employment and further training requirements are set out in the *VET Act* and its implementing decree, the *VET Decree*. The main guidelines for the aforementioned legislation governing the new system of vocational education and training are provided in the *VET 4.0 Strategy* adopted by the Government in 2019 <sup>(15)</sup>.

Higher education and vocational qualification as well as further training requirements for **teachers working in public education institutions** are governed by:

- (a) the PE Act;
- (b) Government Decree No 326/2013 (VIII. 30.) on the teacher promotion system and the implementation of Act XXXIII of 1992 on the Legal Status of Public Servants in public education institutions;
- (c) Government Decree No 277/1997 (XII. 22.) on teachers further training, the professional examination of teachers and on the allowances and benefits of participants in further training.

The Educational Authority is in charge of the accreditation of teachers further training, as well as the registration and monitoring of training courses.

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<sup>(15)</sup> According to the *Strategy*, there are three key areas for strengthening vocational education and training, one of which is employing teachers and trainers with up-to-date knowledge and skills in vocational education and training (the other two pillars being an attractive, 21st century school environment, and having flexible and predictable career paths available through vocational education and training).

### 3.2. Qualification and competence requirements

Table 2. **Teachers and trainers of IVET institutions and their minimum required educational background**

VET teacher and trainer categories	Educational Attainment	
	Technicum	VET school
General subject teachers	Specialised university level/Master's degree in teaching <sup>(16)</sup>	Specialised Bachelor's degree qualification in teaching
Teachers of vocational theoretical subjects <sup>17</sup>	Master's degree in secondary vocational education or Specialised degree in higher education, as well as vocational qualification	Specialised degree in higher education, as well as vocational qualification or Degree in higher education, and specialised vocational qualification
Teachers of practical subjects	Secondary school-leaving certificate and vocational qualification for the sector in question	
Auxiliary educational and teaching staff	The educational attainment is determined by categories (e.g.: psychologist-teacher, pedagogical assistant, school librarian/teacher-librarian, school secretary, IT system administrator, laboratory assistant) in the relevant legislation <sup>18</sup>	

Table 3. **Vocational grammar-school and special vocational school teachers who are still classified as teachers working in public education and their minimum educational requirements**

VET teacher and trainer categories	Educational Attainment
Vocational grammar-school teachers teaching general subjects	Teachers with a university degree or a Master's degree in the subject area
Vocational grammar-school teachers teaching specialised vocational/art subjects	A higher vocational qualification in a field relevant to the specialised vocational/art subject

<sup>(16)</sup> For teaching a foreign or minority language, a teaching qualification equivalent to a specialised Bachelor's degree is sufficient.

<sup>(17)</sup> Teachers and trainers competent in sectoral basic education and specialised vocational education for the course in question, with the exception of teachers of practical subjects.

<sup>(18)</sup> Annex 6 of Government Decree No 326/2013 (VIII. 30.) on the teacher promotion system and the implementation of Act XXXIII of 1992 on the Legal Status of Public Servants in public education institutions shall apply.

VET teacher and trainer categories	Educational Attainment
Special vocational school teachers teaching theoretical vocational subjects	A higher education degree and a professional qualification relevant to the vocational subject
Special vocational school teachers, vocational trainers, practical trainers	Teachers specialised in the appropriate field of vocational training Vocational trainers specialised in the appropriate field of vocational training A higher education degree in the appropriate field of vocational training A secondary school-leaving certificate and a state-recognised at least upper-secondary vocational qualification in the field of specialisation, as well as at least five years of professional experience corresponding to the specialisation concerned
Vocational education and training, general subject teachers for students without intellectual disabilities	Teachers specialising in the subject
Auxiliary educational and teaching staff	The educational attainment is determined by categories (e.g.: psychologist-teacher, pedagogical assistant, school librarian/teacher-librarian, school secretary, IT system administrator, laboratory assistant) in the relevant legislation. <sup>19</sup>

General subject teachers in Technicums must have a university or a Master's degree, in VET schools at least a Bachelor's degree with the specialisation of the degree corresponding to the relevant general subject (a teacher with a Bachelor's degree in foreign language education or a Master's degree in foreign language and literature along with the appropriate professional qualifications may also teach a foreign or minority language).

Teachers of vocational theoretical subjects (teachers competent in sectoral foundation education and specialised vocational education for the subjects in question, with the exception of practical trainers) in Technicums must have a Master's degree acquired in the framework of a higher education specialised teacher training programme, or a higher education degree corresponding to the sector in question as well as an appropriate vocational qualification, or, if working in a VET school, must have a higher education degree corresponding to the sector in question as well as an appropriate vocational qualification, or alternately must have a higher education degree and a vocational qualification corresponding to the sector in question.

Teachers of practical subjects must have at least a secondary school-leaving certificate and a vocational qualification corresponding to the sector (<sup>20</sup>).

<sup>(19)</sup> Annex 6 of Government Decree No 326/2013 (VIII. 30.) on the teacher promotion system and the implementation of Act XXXIII of 1992 on the Legal Status of Public Servants in public education institutions shall apply.

<sup>(20)</sup> For background information see also Annex 2/3.

### 3.3. Initial training programmes

The qualification requirements for VET teachers and trainers are described in Chapter 3.2. Teachers of general subjects in a VET institution must have a teacher degree, while for teachers of vocational subjects it is not a requirement, not even for teachers of vocational theoretical subjects, where either a vocational teacher degree is required or a specialised degree in higher education, as well as a vocational qualification. general subject teachers

A teacher degree provides a dual qualification: subject knowledge, and the teacher qualification needed to instruct and teach the subject. In Hungary, teacher training for specialised vocational subjects is based on its content:

- (a) **General subject teacher programmes**, where teacher qualifications are classified according to *NCC* literacy areas (Hungarian Language and Literature, Modern Foreign Languages, Mathematics, Man and Society, Man and Nature, the Earth and the Environment, IT, Arts, Physical Education and Sports, Life and Practical Skills).
- (b) **Vocational teacher training**, with engineering, economics, agricultural engineering, health teaching, special needs education, pedagogy teaching and various art teaching courses. In vocational education and training, qualifications can be further differentiated into vocational subject teacher and vocational trainer qualifications, according to the theoretical and practical nature of the education. Teacher training leads to a Master's degree, while vocational teacher training leads to a Bachelor's degree (BA).

The Higher Education Act defines teacher training as a one-tier programme (or, in the cases specified by the Government, as a split-tier Master's programme). Currently, teacher degrees in Hungary can be obtained in the following ways:

- (a) in a one-tier teacher training programme;
- (b) in a split-tier training programme, obtaining a Master's degree in teaching;
- (c) completing a Master's degree in teaching in the field of art corresponding to the area of training, in parallel with a non-teaching Master's degree or a one-tier degree in engineering, information technology, economics or agriculture;  
or
- (d) completing a Master's degree in a teaching specialisation, following a Master's degree in a non-teaching subject in the field of the teaching specialisation in question.

As far as the pertaining legislation allows, institutions determine the specific form of training provision and the related specific content and methodological requirements at their own discretion. Those who would like to enrol in a teacher training programme must take an aptitude test.

As of 1 September 2019, the management of higher education has been assigned to the Ministry for Innovation and Technology (*MIT*). Within the *MIT*, higher education, vocational education and training and innovation are now all under the same State Secretariat.

### 3.4. Requirements for continuous professional development

Following the changes introduced by the VET Act – including the removal of the legal status of VET teachers and trainers as civil servants – teachers in VET and public education institutions are also subject to different rules regarding further training.

According to the provisions of the new VET Act, VET teachers and trainers must participate in at least sixty hours of further training every four years. According to the provisions of the new VET Decree, VET teachers and trainers must participate in further training that contributes to the development of their knowledge and skills related to their vocational qualifications. Teachers and trainers of a specialised vocational education subject should primarily undergo the further training in a corporate setting or in a training centre.

- (a) The head of the VET institution shall be in charge of organising the further training of VET teachers and trainers, preparing the further training programme and keeping records of its completion. Further trainings are organised and financed by the Minister for Vocational Education and Training <sup>(21)</sup>.

The planning, coordination, organisation and continuous monitoring of the further trainings of VET teachers and trainers at the national level are carried out by the IKK Innovative Training Support Center (hereinafter referred to as IKK). To ensure the technical implementation of this task, the IKK has established a national System for the Further Training of VET Teachers and Trainers (OTR). The list of the training courses available is expanded and updated several times a year. The focus is primarily on training courses that enable the fulfilment of the *VET 4.0 Strategy*, in line with the EU's vocational training policy guidelines.

- (b) The training offer includes the following:
  - i. company placement vocational trainings (to learn about the technological changes created by INDUSTRY 4.0)

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<sup>(21)</sup> See Section 50 of the VET Act and Sections 124, 141-142 of the VET Decree.

- ii. training courses aimed at improving the quality of education and modernising it, developing digital competences, as well as involving the participants in innovation and R&D processes
  - iii. presenting intelligent and sustainable development and green skills as a way of life, thus contributing to the effective operation and development of both the European and the local Hungarian market economy (design in progress)
- (c) Teachers trainees that are still subject to the PE Act are assisted by mentors designated by the principal with their integration into school life and the practical implementation of pedagogical/methodological tasks;
  - (d) All VET teachers need to participate in CPD that are provided through the national System for the Further Training of VET Teachers and Trainers. Among these CPDs there are on the job trainings as well.
  - (e) CPD programmes usually amount to 20-60 hours. They are organised either traditionally, online, or combining the classroom and the online method; CPD programmes are organised throughout the year (during vacations as well).

Special vocational schools and vocational grammar schools – if managed by single or multi-purpose public education institutions – are subject to the PE Act, therefore their teachers continue to be subject to the previous regulation: teachers are obliged to attend 120 hours (that is, 120 45-minute lessons) of further training every 7 years. The requirement for further training can be fulfilled in a number of ways: by participating in an accredited further training programme for teachers, by passing a teacher's professional examination, by completing a higher education training entitling the teacher to take a teaching job, by participating in complex development projects – evaluated in terms of student achievement – in cooperation with the teaching staff, via ECDL training, or by obtaining a language certificate. The motivation for teachers' professional development is largely ensured via the new system of teachers' career development, employment and remuneration, known as the Teacher Career Model, introduced on 1 September 2013. VET teachers and trainers are exempted from the obligation to undergo further training if they have less than five years to go before attaining the retirement age <sup>(22)</sup>.

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<sup>(22)</sup> For further information see Annex 2/4.

### 3.5. Data on teachers and trainers in school-based settings

Data on teachers teaching in both VET and public education institutions are collected by the specialist ministries (MIT and Ministry of Human Capacities) at government level on the basis of headcount, age, gender, type of institution, qualification, and other factors. Schools in the Core System of Registration and Studies in Public Education (hereinafter as KRÉTA), record, among other things, the data of VET teachers and trainers, including their original qualifications and continuous professional development. The information system for vocational education and training (SZIR), transfers data from the learning system, which allows policy-makers to manage national reports and queries. These reports, inter alia, form the assessment of the situation in order to underpin decision-making when setting policy orientations. At the same time, however, policy-makers also use ad-hoc data.

The databases for VET and public education are as follows:

- (a) SZIR (Information System for Vocational Education and Training) database: <https://szir.nive.hu/publikus>
- (b) KIR (Information System for Public Education) database: [https://www.oktatas.hu/hivatali\\_ugyek](https://www.oktatas.hu/hivatali_ugyek)

Research workshops also regularly perform analyses on vocational education and training <sup>(23)</sup>.

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<sup>(23)</sup> See e.g. the abstract of Eszter Bükki's PhD dissertation (working title: Examination of individual and organisational factors determining the continuous professional development of teachers and trainers in formal VET. A comprehensive national survey on teachers' continuous professional development, known as the MoTel project, is currently underway. [https://www.researchgate.net/profile/Eszter-Buekki-2/project/MoTeL-Models-of-Teacher-Learning-Investigation-of-Teacher-Continuous-Professional-Development-Models-at-the-Level-of-the-Education-System-the-Organisation-and-the-Individual/attachment/60db2f2d940b0d00016fe14f/AS:1040043900686336@1624977197135/download/MoTeL\\_gyorsjelentes\\_20210628.pdf?context=ProjectUpdatesLog](https://www.researchgate.net/profile/Eszter-Buekki-2/project/MoTeL-Models-of-Teacher-Learning-Investigation-of-Teacher-Continuous-Professional-Development-Models-at-the-Level-of-the-Education-System-the-Organisation-and-the-Individual/attachment/60db2f2d940b0d00016fe14f/AS:1040043900686336@1624977197135/download/MoTeL_gyorsjelentes_20210628.pdf?context=ProjectUpdatesLog)

## CHAPTER 4 Training professionals in work-based settings

### 4.1. Definitions

In the period of specialised education, in an ideal scenario students are studying at a dual partner. Here, the **VET teacher or trainer of the dual training site** helps them acquire vocational contents.

### 4.2. Legislation

The *VET Act* and the *VET Decree* regulate the staff requirements that apply to the educational activity of dual training sites as follows:

Only persons with full legal capacity who are not banned from a profession foreclosing the pursuit of specialised education activities may be employed as a VET teacher or trainer at a dual training site. In terms of qualifications, they must at least have a state-recognised secondary vocational qualification appropriate to the profession taught by the dual training site and at least five years of professional experience corresponding to the qualification concerned, and pass the chambers' practice trainer examination. The following shall be exempt from taking a practice trainer exam:

- (a) those who have passed the master craftsman examination and hold a relevant higher vocational qualification (in this case, professional experience of two years is enough), or hold a higher education degree and a relevant upper-secondary qualification, or, in respect of the health sector, hold a medical instructor qualification; or
- (b) those 60 years of age or older.

Technical instructor, technician teacher or vocational trainer diplomas or certificates attesting to higher education attainment must be recognised as a higher education degree corresponding to the vocational occupation taught by the dual training site. A technical instructor or vocational trainer certificate awarded at the end of a study course not attesting to higher education attainment must be recognised as an upper-secondary vocational qualification corresponding to the training's field of specialisation. Dual training sites must preferably employ as a VET teacher or trainer those who hold a vocational trainer qualification.

Dual training sites must provide the following in the training workshop they operate:

- (a) workshop manager (this activity can be performed beside another job);
- (b) practical trainer;
- (c) technical and physical worker to prepare the production-service activity.

Dual training sites are registered by the competent regional economic chamber.

As a strategic document, the *VET 4.0 Strategy* gives priority to the greater involvement of corporate professionals in vocational training and considers it important to prepare these experts in pedagogical methodology.

### 4.3. Provisions for continuous professional development

Organising practical trainer training and examinations as well as master craftsmanship training and master craftsman examinations for the VET teachers and trainers of dual training sites is a priority task for the chambers of commerce and industry.

#### 4.3.1 Practical trainer training and examination by the chambers:

All practical trainers teaching students at dual training sites are required by law <sup>(24)</sup> to do the chambers' practical trainer training and pass the corresponding exam. The regional chambers of commerce and industry maintain contact with dual training sites and, when workforce movements are expected due to fluctuation and new, potential training sites enter in dual training, assess annually how many practical trainers are estimated to enrol for training and sit for exams in the following year. In 2018, 224 people participated in such training and passed the exam in a pilot project involving 5 regional chambers. In 2019, 4 090 people obtained certificates (the statutory obligation applies from 1 September 2020). From 2020, there have been around 1 000 people per year who undergo this training and sit for the examination <sup>(25)</sup>.

In addition to the core competences, the training develops information communication competences, professional competences, inspires self-reflections concerning the planning and implementation of pedagogical processes and

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<sup>(24)</sup> Unless exempted under Section 242 (2) of the VET Decree.

<sup>(25)</sup> Data published by the Hungarian Chamber of Commerce and Industry (MKIK). (Thanks to Dr. Tibor Klész, Head of the Dual Training Department for the information.) More information on the chambers' practice trainer training and the related examination can be found at <https://mkik.hu/kamarai-gyakorlati-oktatoi-kepzes-es-vizsga>. Based on communication from the MKIK.

activities, and enhances social and methodological competences. As regards chambers' practical trainer training, prior knowledge/competences acquired through work or informal learning are not recognised.

#### **4.3.2 Master craftsman examination:**

In the case of VET teachers and trainers of dual training sites, considerable value is added if they are also masters of their vocation. Conceptually, master craftsmanship training is a form of training where professionals with specific vocational qualifications and experience are prepared for the master craftsman examination. In this context, theoretical and practical know-how necessary for mastering the profession, economic, legal and labour information required to run a business, and basic pedagogical knowledge essential for the training of students are transferred.

The master craftsman examination is meant to be a milestone in measuring, evaluating and qualifying the advancement of professionals.

The master craftsman examination is the responsibility of the economic chambers, with the assessment of needs and the organisation of training and exams carried out through the regional network of chambers.

On average, 500 VET teachers and trainers of dual training sites undergo master craftsmanship training each year and as of 1 July 2020 this type of training qualifies as adult education covered by [the Adult Education Act](#) <sup>(26)</sup>. The training documents of master craftsmanship training also reflect a learning outcome-based approach with a corresponding level assigned in the Hungarian Qualifications Framework, thus making it even more strongly connected to VET. Currently, 26 vocational occupations have master craftsmanship requirements approved and published by the minister responsible for vocational education and training.

Futhermore, company instructors and vocational trainers can also enrol in the training organised by the IKK through the OTR.

#### **4.4. Data on trainers in work-based settings**

Dual training sites are registered by the regional economic chambers. Demand for practical trainer training and master craftsmanship training for VET teachers and trainers of dual training sites is assessed by the Hungarian Chamber of Commerce and Industry (MKIK) (see Chapter 4.3).

The MKIK has established and operates an [Internet-based Vocational Training Integrated Information System \(ISZIIR\)](#) in order to support its VET-

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<sup>(26)</sup> Act LXXVII of 2013 on Adult Education.

related tasks and keep accurate and up-to-date records <sup>(27)</sup>. Registered chamber and advocacy experts can log in to the system with an ID, but public information is also available to third parties without registration (e.g. documents related to notices of examination, the delegation of examination board members, templates, the registration of organisations entitled to provide dual training, other queries).

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<sup>(27)</sup> [https://www.isziir.hu/\\_frontend/index.php?module=page&id=2](https://www.isziir.hu/_frontend/index.php?module=page&id=2)

## CHAPTER 5 Partnerships between schools and companies

### 5.1. Examples of practice

For school vocational trainers to gain experience, the MKIK organises corporate workshops with the involvement of regional chambers within the framework of a pilot project. During the 40-hour workshops, vocational trainers in schools can become familiar with the corporate structure, broaden their technological knowledge of a given vocational occupation, and get a real view of the corporate culture and the system of selecting and assessing candidates at workplaces. In addition to increasing knowledge, the aim of the project is to strengthen cooperation between schools and training sites. Gaining experience amidst real working conditions also helps the pedagogical work of school professionals, as the introduction of corporate working culture and presentation of the operating mechanism of the private sector can serve as a tool for motivating students. Cooperation is also beneficial for dual training sites, as dealing with students and the coordination of professional and pedagogical tasks is mutually beneficial for both parties. The project is organised and carried out through the regional chambers, starting with the assessment of needs and concluding with a complete technical report from all actors <sup>(28)</sup>.

The training offer of the System for the Further Training of VET Teachers and Trainers (OTR) operated by the IKK includes outsourced training for VET teachers and trainers by sector. The aim of outsourced further training delivered in a corporate environment is to help VET teachers and trainers acquire new technological knowledge, become familiar with the professional expectations of the labour market and expand their knowledge by using modern technologies.

The OTR's training offer also includes training that develops pedagogical competences (training courses for VET teachers and trainers are also available for company instructors and vocational trainers), for example, 'Methodology for motivating generations Z and Alpha in practice', 'Using new motivational tools to combat dropping out – Gamification in vocational education and training' <sup>(29)</sup>.

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<sup>(28)</sup> Data reported by the MKIK (Thanks to Dr. Tibor Klész, Head of the Dual Training Department for the information.)

<sup>(29)</sup> More information at <https://www.ikk.hu/otr>

## 5.2. Cooperation between VET schools and companies

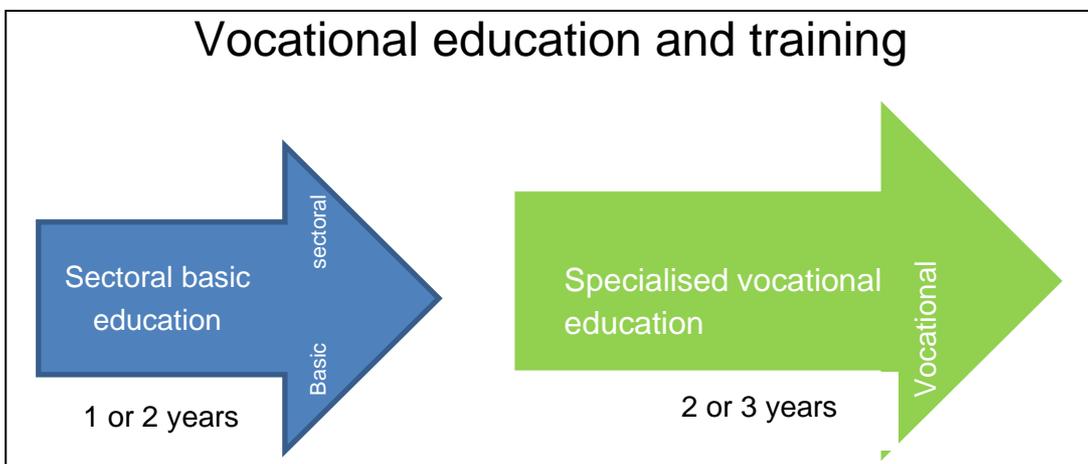
Dual training is a form of vocational training where specialised vocational education is provided in a complementary manner in VET institutions as well as at labour market players, businesses and companies. In dual training, students gain first-hand experience at the company providing specialised vocational education, learn about corporate culture and enter the labour market with competitive knowledge and practical experience after completing their studies. The renewal of dual training in 2019 was prompted by the intent to create a demand-driven, output-regulated VET system that adapts flexibly to the labour market.

In formal VET, students learn the vocational occupation listed in the Register of Vocational Occupations and are awarded a state-recognised secondary school leaving certificate and a vocational qualification if they pass the corresponding vocational examination in a technicum or VET school. Vocational education and training, which is delivered on the basis of programme and outcome requirements, includes:

- a) sectoral foundation education;
- b) specialised vocational education.

Figure 1. The structure of vocational education and training

While sectoral foundation education can only take place in a VET institution and



aims to acquaint students with the common vocational contents across the given sector, in specialised vocational education students acquire the knowledge, skills and competences that are necessary to perform the work activities of the vocational occupation and learn to apply them in practice. In addition, specialised vocational education prepares students for the vocational examination. Students complete their specialised vocational education in a VET institution or at a dual

training site by entering into an employment contract for VET students. In the latter case, besides their original legal status, students or trainees conclude a contract of employment with the dual training site. Specialised vocational education can be provided in a VET institution if a student or trainee cannot be engaged at a dual training site even with the help of the economic chamber.

Dual training sites must meet the staff and material requirements specified by law for the provision of specialised vocational education (for the staff requirements, see Chapter 4). Dual training sites can provide specialised vocational education:

- (a) in a training workshop operated by them;
- (b) under workplace conditions <sup>(30)</sup>.

### **5.2.1 What are the formal links between schools and companies providing work-based learning?**

Dual training sites and vocational institutions must prepare together a training programme regarding specialised vocational education the content of which is regulated by law (the training programme contains the elements of the curriculum taught by the dual training site by each given vocational occupation, in accordance with the curriculum of the given vocational occupation; the related theoretical knowledge; the practical tasks that can be performed under supervision and independently; as well as the tasks of competence and skill development). Dual training sites upload their training programme into the *KRÉTA* System. Dual training placements are required to develop evaluation and qualification criteria for the assessment and qualification of students or trainees.

### **5.2.2 How are the trainers identified and employed?**

The MKIK keeps a database of the organisations entitled to provide dual training (see Internet-based Vocational Training Integrated Information System (ISZIIR). In order to get registered the company needs to fulfil the material and human resources requirements related to the specific qualification.

### **5.2.3 To what extent trainers coordinate their activities with the school?**

There is a close cooperation between dual training sites and VET institutions when developing the training programme. They determine in the training programme which part of the curriculum is taught by which party. They also record the aspects of the evaluation. The trainers of the dual training sites must record in the *KRÉTA* system the educational activities, their location and duration. The trainer also records evaluation of students, their participation and absence during specialised vocational education. The trainer keeps contact with parents.

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<sup>(30)</sup> For background information see also Annex 2/5.

It is worth involving chamber advisors, as proposed by the MKIK, in the cooperation and using the sample documents (e.g. the training programme template) created and recommended by the chamber. Based on the content-related elements included in the KKK (programme and outcome requirements) and the programme curriculum (PTT) of the vocational occupation concerned. The parties must define the role of the business organisation in specialised vocational education. Several forms of cooperation may be established depending on how training provision is shared <sup>(31)</sup>.

### 5.3. Hybrid teachers and trainers

The *VET 4.0 Strategy* identifies three main pillars of quality VET, one of which is the employment of VET teachers and trainers with up-to-date knowledge. To achieve this, more corporate professionals need to be involved in VET according to the *Strategy* as they are the ones familiar with the most modern technologies in their respective field. So to say, legislation targets the employment of hybrid teachers. In line with the objectives of the *Strategy*, the legal status of teachers and trainers changed in early July 2020: teachers of VET institutions lost their legal status of civil servant and were renamed VET teachers and trainers, and their employment is now regulated by the Labour Code. To motivate professionals in the private sector teaching part-time or even full-time, VET teachers and trainers received an average wage increase of 30%. Their salaries are determined on the basis of a new qualification system. Using evaluation criteria, knowledge and performance can be recognised in a differentiated manner and a motivating remuneration system can be introduced. As a result of these changes, teaching part-time or even full-time in secondary VET is now a real alternative for professionals in the private sector. Corporate professionals can be engaged in VET in several forms:

- (a) as full-time teachers of theoretical subjects or practical trainers (e.g. as external lecturers);
- (b) in the framework of an intensive education programme (e.g. project week);
- (c) as curriculum development professionals;
- (d) as teachers preparing students for competitions;
- (e) as mentors for disadvantaged students at risk of dropping out (see the workshop school programme).

There are no specific rules for the employment of hybrid teachers and trainers in VET, since one of the objectives of restructuring the VET system was precisely to

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<sup>(31)</sup> See Annex 2/5.

strengthen the economic links of vocational training and to create the necessary conditions thereof. Teachers of vocational theoretical subjects must hold a Master's degree in secondary education in the relevant field, or a higher education degree corresponding to the relevant specialisation and a vocational qualification; thus professionals are not required to have a teaching qualification to be employed as a VET teacher or trainer.

Corporate professionals learn the required pedagogical methodology by completing training courses available through the OTR. Programmes that constitute a flexible learning pathway (orientation, springboard, school workshop programme) place great emphasis on the teaching team that deals with the given class or group, this way the masters or the teachers of vocational theoretical subjects can get pedagogical help from their teammates.

#### 5.4. **Data on cooperation and hybrid teachers**

It is a common practice that trainers of schools teach in company training workshops, and several company instructors are employed by VET institutions to teach vocational theoretical and practical lessons, but data are not collected at a national level. Data on dual training is recorded in the KRÉTA and MKIK also keeps a record of the dual training sites.

## CHAPTER 6 National and EU-funded projects and initiatives

### 6.1. Digital skills for remote and blended teaching

Developing the digital competence of VET teachers and trainers is central to both their training leading to a qualification and their continuing professional development.

The projects launched with the support of the European Union in the field of VET (and adult education) provide the basis for the implementation of the *VET 4.0 Strategy* and a good foundation for the projects planned for the 2021-27 period

The *Digital Thematic Week* was organised <sup>(32)</sup> for the fifth time this school year, between 22-26 March 2021. The main objective of the Digital Thematic Week is to promote and disseminate digital pedagogical methodology in education. The programme seeks to extend digital competence development beyond IT classes to other subjects <sup>(33)</sup>. The Digital Thematic Week is coordinated by the Centre for Digital Pedagogy and Methodology (Digitális Pedagógiai Módszertani Központ), an organisation supporting the professional implementation of Hungary's Digital Education Strategy.

The development of digital competences is a key element in the renewal of the culture of pedagogical methodology, which had particular relevance in this and the last school year due to the COVID-19 pandemic. VET teachers and trainers had to simultaneously ensure the transfer of work-based, experiential learning content requiring in-person learning and the digital transfer of theoretical, classroom content <sup>(34)</sup>.

*KRÉTA* was also used in VET for group and private discussions, consultations and meetings in the online education period, while a number of other platforms were tried and used by teachers and trainers during digital education. Diverse

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<sup>(32)</sup> Decree No 27/2020 of 11 August 2020 of the Ministry of Human Capacities on the 2020/21 school year

<sup>(33)</sup> See at <https://digitalistemahet.hu/>

<sup>(34)</sup> In Hungary, for practical vocational content requiring attendance it was possible to organise in-person learning in small groups, subject to strict compliance with the epidemiological rules. One third (more than 200 000 people) of the students studying in institutions operated by the Ministry for Innovation and Technology attended training workshop classes, while 17% studied at external sites of practical training. Approximately 3 500 teachers and trainers were involved in the provision of practical training courses in training workshops.

digital competence levels and differences in students' access to IT equipment <sup>(35)</sup> were a problem for VET teachers and trainers, yet knowledge sharing and the presentation of good practices played a major role. Institutions typically started the school year 2020/21 with in-person learning, as online classrooms to be used in case of a possible lockdown had been set up.

VET teachers and trainers of flexible learning pathways during the digital education period <sup>(36)</sup> found that the learning habits of young people alienated from 'traditional' forms of education were sometimes better suited to the use of alternative pedagogical methods (use of games for educational purposes, project tasks, teamwork), and students were sometimes more active in online education than during in-person learning <sup>(37)</sup>.

## 6.2. Green skills for sustainability

Among the further training courses organised for VET teachers and trainers, the IKK is planning courses to present the topics of smart and sustainable development and green skills as a way of life <sup>(38)</sup>.

The *VET 4.0 Strategy* identifies three main pillars of quality VET, one of which is the 'VET Schools of the 21st Century' development programme. The aim of the development programme is to create an educational environment that operates with attractive, intelligent and environmentally sustainable solutions that enable modern education. Currently, needs are still being assessed and development actions are being planned under this programme which is coordinated by the Ministry for Innovation and Technology. Environmental aspects, sustainability and green solutions are among the main priorities of the planning process.

Since March 2000 Hungary has been running an eco-school programme. Candidates must submit an application to receive the title and join the eco-school network. The innovative nature of eco-schools is reflected in three aspects (pedagogical, social relations, and technical/economic) <sup>(39)</sup>.

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<sup>(35)</sup> VET centres supported the smooth continuation of education by lending IT equipment, so far, maintainers have provided more than 8 200 devices to teachers and trainers and students.

<sup>(36)</sup> Based on a *NOVETAL* survey.

<sup>(37)</sup> For background information see also Annex 2/6.

<sup>(38)</sup> See at <https://www.ikk.hu/otr>

<sup>(39)</sup> More information on eco-schools: [https://www.oktatas.hu/kozneveles/pedagogiai\\_szakmai\\_szolgaltatasok/fenntarthatosagra\\_neveles](https://www.oktatas.hu/kozneveles/pedagogiai_szakmai_szolgaltatasok/fenntarthatosagra_neveles)

### 6.3. Preventing early leaving from VET

The *VET Act* sets a dual goal: on the one hand, to increase the number of those who have learnt a vocational occupation or acquired a qualification in VET in order to ensure the long-term development of Hungarian society, on the other hand, to prevent falling behind and to nurture talent. The principle of free VET has a pivotal role <sup>(40)</sup>.

*KRÉTA*, which operates across the entire public education system, serves as an electronic interface for the planning, organisation and administration of VET (e.g. teacher record books, school timetable, distribution of subjects, control functions). The *KRÉTA* ESL (Early School Leaving) module is a monitoring function that allows teachers to continuously monitor changes in the academic results of students enabling early intervention.

Flexible learning pathways (orientation year, springboard class, school workshop programme) within VET provide a safety net for young people who have completed primary school with a sense and experience of failure (or perhaps never completed school), and are struggling to cope in the traditional school environment. In flexible learning pathways, VET teachers and trainers also play a mentoring role, with each mentor assigned to two-three mentored students. Mentors also monitor the development of their mentored students individually, helping them formulate and achieve realistic goals. In the framework of the project entitled 'Improving the quality and content of 21st century vocational training and adult education' (Ginop 6.2.4), the IKK organises mentor trainings for VET teachers and trainers in programmes implementing flexible learning pathways.

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<sup>(40)</sup> As a contributor to VET, the State provides the following free of charge: (a) acquisition of a maximum of two professions until the first vocational examination has been passed, for a maximum of three school years for the second profession, and (b) acquisition of the first vocational qualification in a VET institution until the first qualifying examination has been passed.

## CHAPTER 7 National surveys of teaching and training populations

Data on teachers and trainers teaching in VET or public education institutions are available at government level according to headcount, age, gender, type of institution, qualification, and other factors through the SZIR and KIR databases. Schools in KRÉTA, the core system for registration and study, record, among other things, the data of VET teachers and trainers, including their original qualifications and continuing professional development. The SZIR, which functions as an information system for vocational education and training, transfers data from the learning system, which allows policy-makers to manage national reports and queries. These reports, inter alia, form the basis for assessing the situation in order to underpin decision-making when setting policy orientations.

The *VET 4.0 Strategy* adopted in 2019 formulated the objectives based on a situation assessment. The results of the surveys are included in the strategy.

## CHAPTER 8      Conclusions

In Hungary, the ageing of teachers is a nationwide problem, with few people choosing this career compared to the expected number of retirements. For the moment, having a sufficient number of adequately qualified teachers and trainers in VET is quite a serious challenge. Employing a greater number of professionals from industry can ease VET teacher shortages. As they often lack the necessary pedagogical skills, it is crucial that flexible qualification pathways are introduced to help them become VET teachers. Part-time work arrangements can also facilitate flexible VET teaching, in a way that teaching skills are not compromised.

Complex changes in vocational education and training have taken place, affecting the legal status of VET teachers and trainers, their salary, the teaching career model and the system of further training. A single average salary increase of 30% for the teachers and trainers of VET institutions in July 2020, as well as an evaluation system recognising individual performances can provide a real alternative for professionals with marketable knowledge to engage in vocational training, even part-time. A year has passed since the entry into force of the new legislation, and no survey has yet been carried out on the impact of the changes on those wishing to take up a job in vocational education and training. At the same time, the number of students opting for VET increased by 10% this year compared to last year. The issue of having a sufficient number of adequately qualified teachers and trainers in VET will remain on the agenda. The recent debate in Hungary over mandatory teacher vaccination has a reference to teacher shortages as well.

The system of further training has also transformed in vocational education and training. Pursuant to the new *VET Act*, the further training of teachers of vocational theoretical subjects must be carried out in a corporate environment. The positive effect of this stipulation is that it equips VET teachers and trainers with modern knowledge, which in turn strengthens the relevance and labour market value of training.

The education system cannot ignore digital development, it must embrace these changes. Although the pandemic and the period of online education have accelerated and forced the use of digital solutions (online platforms, webinars, the use of electronic learning materials, etc.), which may have many benefits for the future, it has also caused many difficulties: educational and pedagogical content supported by digital tools cannot be transferred at an equally high standard during a forced transition. Although most institutions and VET teachers and trainers have successfully switched to digital-assisted education in the context of basic tasks

when digital working was ordered in the spring of 2020 and November 2020, there were differences in the effectiveness of digital education – as in the case of in-person learning – between institutions, mainly due to the different digital competences and digital education experiences of teachers, and also due to the differences in the family background of students and parental learning support. The use of ICT tools for some VET teachers and trainers is limited to the delivery of lessons, which is not equal to digital education. However, pedagogical methodological renewal can only be achieved through a lengthy effort and finding the appropriate direction, and the period of the pandemic definitely gave the ‘first push’.

Hungary (and most European countries) records the highest dropout rate in VET. Disadvantaged socioeconomic background is one of the main risk factors of early school leaving, and the digital education brought about by the pandemic particularly exacerbates the differences in opportunities related to family background. In VET, customised learning pathways (springboard class, orientation year and school workshop programme) facilitate the inclusion of disadvantaged students. The programmes deal with disadvantaged students in an inclusive system, the composition of the groups is typically heterogeneous (e.g. there are students who apply for orientation year because they are uncertain in their career choices, and there are also those who have a basic lack of competences, their primary school education has been marked by failures, which has alienated them from the traditional school environment). Teaching heterogeneous groups poses many challenges to VET teachers and trainers. There are no specific requirements for the qualifications of teachers and trainers in flexible learning pathways; however, involvement is recommended for teachers and trainers who are open to the use of alternative pedagogical tools and feel motivated to mentor disadvantaged students, who sometimes have special educational needs and problems. It is very important that the teachers and trainers receive methodological assistance in the further training system. The programmes implementing flexible learning pathways were monitored by the National Office for Vocational Education and Training and Adult Learning (hereinafter referred to as *NOVETAL*) during the school year, collecting the experiences of the schools (headcount, schooling, composition of the teaching team, project education, problems, good practices, digital education). Based on the experiences of the schools, shifting alternative pedagogical methods (project education, job shadowing, non-formal learning forms, individual follow-up) to online platforms posed a problem. Not all students were equipped with the right tools (this restricted much of the communication and the transfer of learning content to applications that run on phones in several groups) and the appropriate level of digital competence. Individual follow-up and

mentoring were also successfully provided on online platforms (but a majority of VET teachers and trainers reported that the students did not keep school hours and the agenda, and contacted their teachers 'at any time'). Face-to-face activities were also organised in a number of schools in compliance with the epidemiological rules, as programmes representing a flexible learning pathway have more practical use for learning through activities than for theoretical education (students went to school to sew masks or care for crops, etc.).

## List of abbreviations

ÁKK	sectoral training centre
AM	Ministry of Agriculture
DES	Digital Education Strategy
EQF	European Qualifications Framework
HuQF	Hungarian Qualifications Framework
IKK	Centre for Innovative Training Support (IKK Zrt.)
ISZIIR	Internet-Based Vocational Training Integrated Information System
KKK	training and outcome requirements
KRÉTA	Core System of Registration and Studies in Public Education
Labour Code	Act I of 2012 on the Labour Code
MIT	Ministry of for Innovation and Technology
MKIK	Hungarian Chamber of Commerce and Industry
NQR	National Qualifications Register
NQR	National Qualifications Register
OTR	System for the Further Training of Teachers and Trainers
PE Act	Act CXC of 2011 on National Public Education
PTT	Programme curriculum
Szt.	old VET Act: Act CLXXXVII of 2011 on Vocational Education and Training
<i>VET 4.0 Strategy</i>	Government Resolution No. 1168/2019 of 28 March 2019 on the “Vocational Education and Training (VET) 4.0 – Mid-term policy strategy for the renewal of VET and Adult Education, the answer of the VET system to the challenges of the 4th Industrial Revolution” and on the measures necessary for its implementation
VET Act	new VET Act: Act LXXX of 2019 on Vocational Education and Training
VET Decree	Government Decree No. 12/2020 of 7 February 2020 on the implementation of the Act on Vocational Education and Training

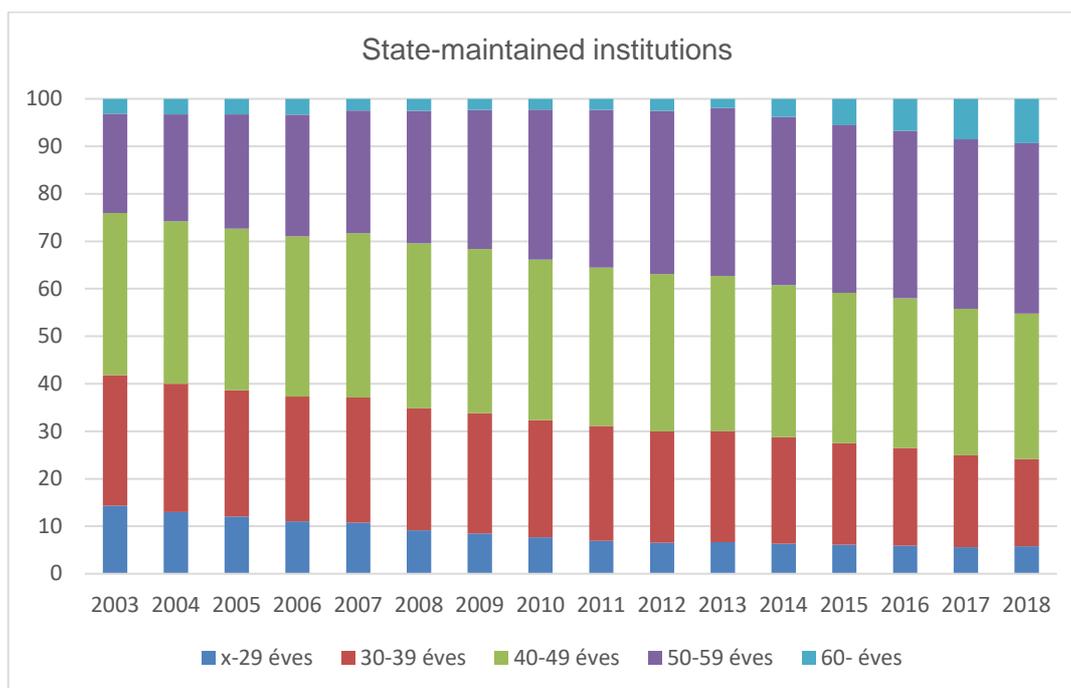
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[http://hera.org.hu/wp-content/uploads/2021/05/Katona\\_Gy%C3%B6rgy-Patyj\\_G%C3%A1bor-Kollarics\\_T%C3%ADmea\\_233.pdf](http://hera.org.hu/wp-content/uploads/2021/05/Katona_Gy%C3%B6rgy-Patyj_G%C3%A1bor-Kollarics_T%C3%ADmea_233.pdf)
- Leiner, V. (2020). Módszertani útmutató az orientációs fejlesztés, a dobbantó program és a műhelyiskola indításához (A methodological guide to launching orientation development, the springboard programme and the school workshop programme), NOVETAL.
- Matlné Kisari, E., Kajdy, J., Piacsek, L. (2020): Duális képzéssel a munka világában (Dual training in the world of work), MKIK.  
<https://csmkik.hu/storage/documents/October2020/2I9JULbcC8o6dxmQsNT.pdf>

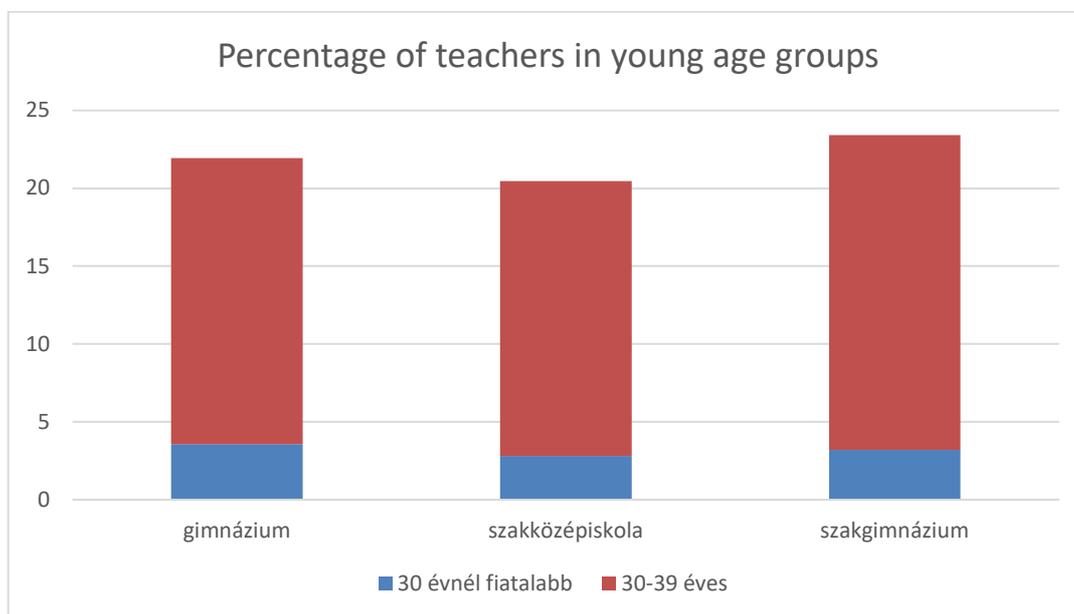
## Annex 1. Information on VET teachers and trainers

Table 4. Percentage of teachers in each age group in state-maintained institutions (Hajdu, T., Hermann, Z., Horn, D., Varga, J. (2019), Figure B2.2.2, own editing)



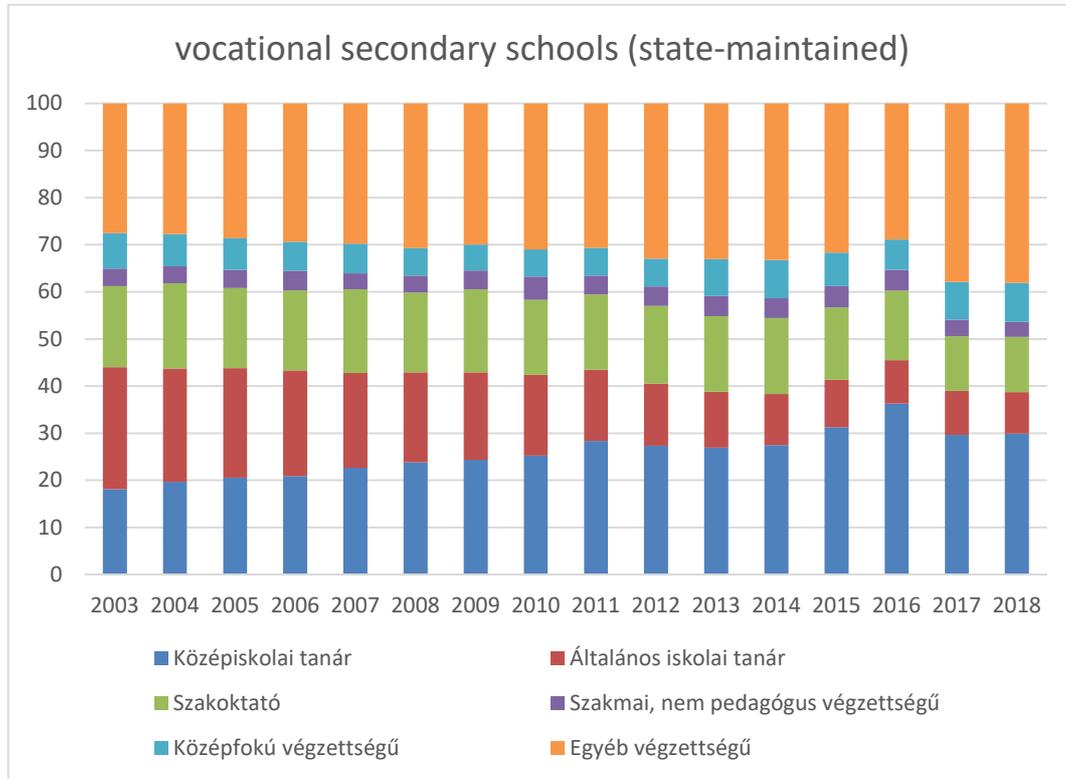
x-29 éves	Under 30
30-39 éves	Aged 30-39
40-49 éves	Aged 40-49
50-59 éves	Aged 50-59
60- éves	60 and older

Table 5. **Percentage of teachers in young age groups by programme type, 2018**  
 (Hajdu, T., Hermann, Z., Horn, D., Varga, J. (2019), Figure B2.2.5, own editing)



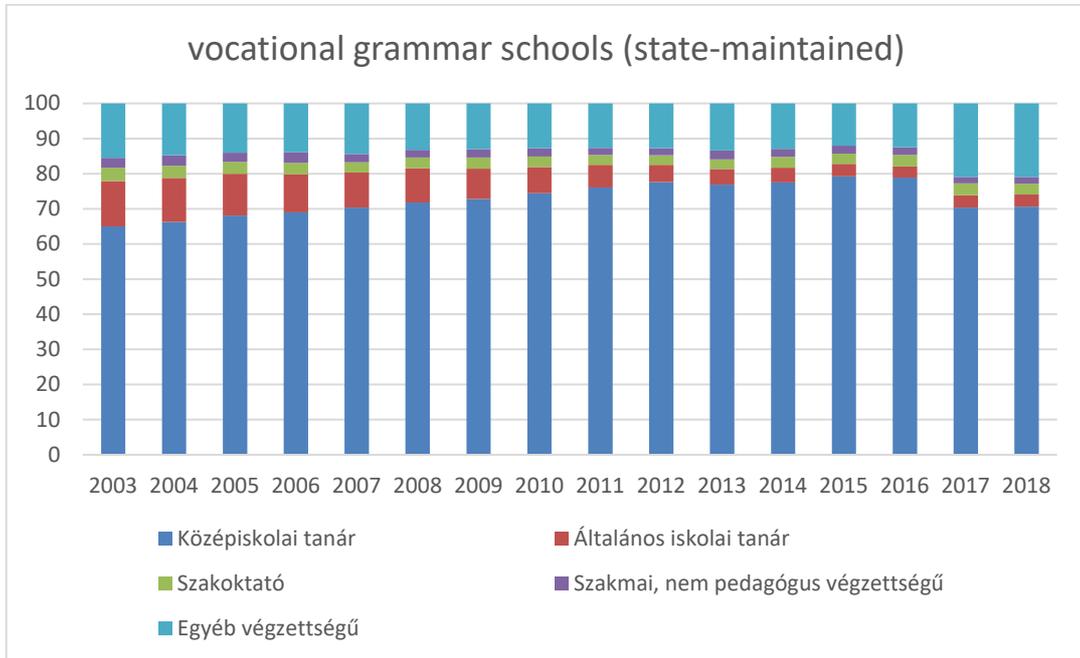
gimnázium	Grammar school
szakközépiskola	Vocational secondary school
szakgimnázium	Vocational grammar school
30 évnél fiatalabb	Under 30
30-39 éves	Aged 30-39

Table 6. **Percentage of teachers in each qualification group in vocational secondary schools (Hajdu, T., Hermann, Z., Horn, D., Varga, J. (2019), Figure B2.3.3, own editing)**



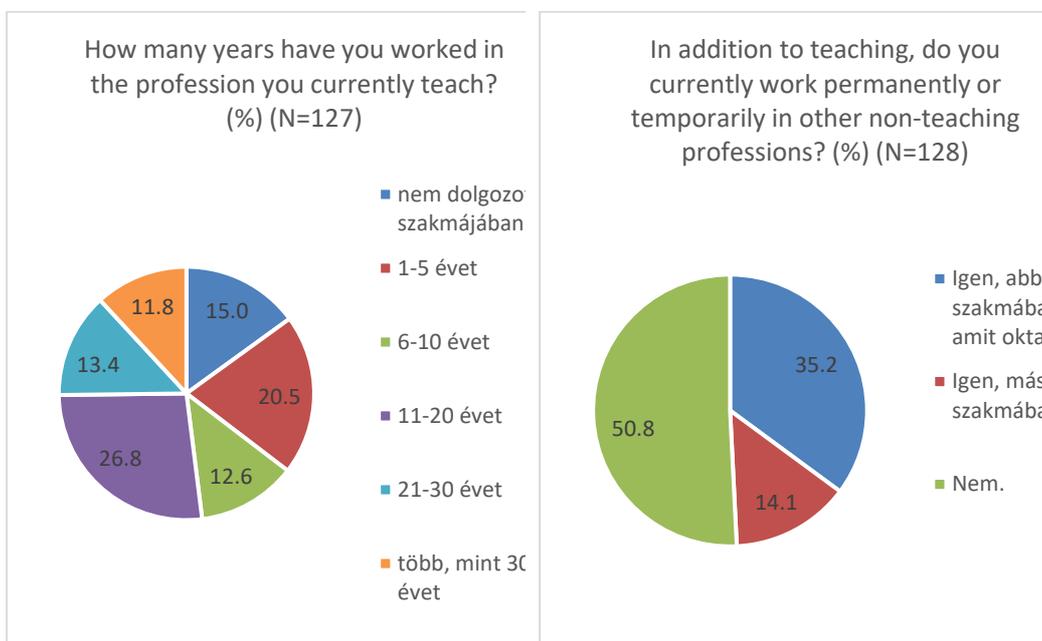
Középfokú végzettségű	Secondary school teacher
Szakoktató	Vocational trainer
Középfokú végzettségű	Secondary education
Általános iskolai tanár	Primary school teacher
Szakmai, nem pedagógus végzettségű	Professional, non-teacher qualification
Egyéb végzettségű	Other qualifications

Table 7. Percentage of teachers in each qualification group in vocational grammar schools (Hajdu, T., Hermann, Z., Horn, D., Varga, J. (2019), Figure B2.3.5, own editing)



Középiskolai tanár	Secondary school teacher
Szakoktató	Vocational trainer
Egyéb végzettségű	Secondary education
Általános iskolai tanár	Primary school teacher
Szakmai, nem pedagógus végzettségű	Professional, non-teacher qualification

Table 8. **Previous and current work experience of teachers of vocational theoretical subjects (Figure 14 of the abstract of Eszter Bükki's PhD dissertation, currently in progress)**



nem dolgozott a szakmájában	Never worked in their profession
1-5 év	1-5 years
6-10 év	6-10 years
11-20 év	11-20 years
21-30 év	21-30 years
több, mint 30 év	Over 30 years
Igen, abban a szakmában amit oktatok.	Yes, in the profession I teach
Igen, más szakmában.	Yes, in another profession
Nem.	No

## Annex 2. Background information

### A 2.1 Background on VET 4.0 Strategy with regards to human resources for teaching (see Introduction)

The *VET 4.0 Strategy* has identified five priority problem areas with regards to human resources for teaching. These are as follows:

- (a) The average age of teachers in Hungary is high, and more and more teachers reach retirement age every <sup>(41)</sup> year. The number of new teachers graduating from teacher training cannot make up for that <sup>(42)</sup>.
- (b) The 'brain drain' of the private sector is strong among well-qualified teachers teaching vocational subjects keeping pace with developments in their field. Some sectors offer salaries exceeding that of teachers by 50–

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<sup>(41)</sup> Between 2008 and 2018, the average age of teachers employed in the public education system gradually increased. The proportion of teachers under the age of 30 declined sharply (from 9 to 6 percent), as did the proportion of teachers in the age group 30–39 (from 27 to 18 percent). At the same time, the proportion of teachers in the age group 50–59 significantly increased (from 27 to 35 percent), with the proportion of teachers over 60 also showing an increasing trend (from 2 to over 9 percent). In 2018, vocational secondary schools had the lowest proportion of teachers under the age of 40 (20 percent), but their share in secondary grammar schools and vocational grammar schools also barely exceeded this level. L: Hajdu, T.; Hermann, Z.; Horn, D.; Varga, J.: *A közoktatás indikátorrendszere 2019* (2019 Public Education Indicator System), Centre for Economic and Regional Studies, Institute of Economics and Social Sciences, 2019.

<sup>(42)</sup> According to higher education statistics, the reintroduction of the one-tier teacher training programme in 2013 has improved the prestige of the teaching profession. However, teacher training still remains unappealing for young people, and is unable to meet the demand for teachers. While the number of applicants for teacher training has increased in recent years, the drop-out rate remains high, and less than half of graduate teachers actually enter the profession. The shortage of teachers is most acutely felt in disadvantaged areas, for science subjects and foreign languages, as well as in vocational education and training. L. *Education and Training Monitor 2020 Hungary* (<https://op.europa.eu/en/publication-detail/-/publication/63aabc75-2496-11eb-9d7e-01aa75ed71a1/language-en/format-PDF/source-171316678>)

100%<sup>(43)</sup>, resulting in half of all teachers teaching vocational subjects having left the profession in the last 10 years.

- (c) In case of many school teachers, the methodology used does not keep pace with developments in digitalisation. Considering the specific features of the motivation, learning and communication habits of Generation Z, VET teachers and trainers would require targeted further training to achieve better results and successes in teaching.
- (d) The level of cooperation and permeability between school teachers and business professionals is insufficient. Most IVET school teachers teaching vocational subjects do not have prior work experience in the public sector, and cannot keep pace with the technological advancements in their field. Similarly, most corporate professionals lack pedagogical and methodological skills. Corporate professionals do not play any role in school education, even for a short period.

The *VET 4.0 Strategy* proposed launching a complex human resource development programme, to ensure the long-term availability of an adequate number of dedicated teachers teaching vocational subjects with up-to-date professional expertise. In July 2020, VET teachers and trainers received an average pay increase of 30%, in line with the new change in their legal employment status. The government allocated HUF 35 billion from the state budget for this purpose. The pay increase affected around 32 000 teachers working in VET and adult education, and was based on the *teacher evaluation system*<sup>(44)</sup> introduced by the *VET Act*. Under the new *VET Act*, the head of the VET institution evaluates the performance of VET teachers and trainers every three years, in accordance with the methodology proposed by the Minister for Vocational Education and Training and implemented accordingly for the VET institution<sup>(45)</sup>.

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<sup>(43)</sup> In 2016, teachers' salaries were equivalent to only 70 percent of the salaries of other tertiary graduates working in different areas of employment. Specifically, the salaries of teachers with Bachelor's degrees were 81 percent of those with Bachelor's degrees working in different areas of employment, while teachers with Master's degrees earned only 63% of the salaries of those with Master's degrees in other occupations. L: Hajdu, T.; Hermann, Z.; Horn, D.; Varga, J.: A közoktatás indikátorrendszere 2019 (2019 Public Education Indicator System), Centre for Economic and Regional Studies, Institute of Economics and Social Sciences, 2019.

<sup>(44)</sup> The new set of evaluation criteria forming the basis of the teacher evaluation system have replaced the former teacher evaluation in vocational education and training. The Methodological Guide for the Performance Evaluation of VET teachers is available at: [https://api.ikk.hu/storage/uploads/files/oktatoi\\_ertekeles\\_utm\\_kt\\_0428pdf-1588174037729pdf-1589192549781.pdf](https://api.ikk.hu/storage/uploads/files/oktatoi_ertekeles_utm_kt_0428pdf-1588174037729pdf-1589192549781.pdf)

<sup>(45)</sup> VET Act, Section 50(2).

This is because vocational training places special demands on teachers of both vocational and general subjects. A key requirement for teachers and trainers of vocational subjects is that they must keep their knowledge up to date, keeping pace with the rapid technological advances in their field of expertise. The unique role played by general subject teachers in VET is primarily due to the typically higher proportion of disadvantaged students in VET. General subject teachers are primarily linked to the VET qualification system through the added pedagogical value and specific tasks related to supporting catch-up efforts. Both vocational and general subject teachers and trainers need to be able to keep pace with digitalisation, to adapt their methodology to the unique features of the Generation Z students undergoing increasingly rapid changes, and to have the necessary tools for supporting disadvantaged students <sup>(46)</sup>. The use of the set of evaluation criteria will allow for differentiation in the recognition of knowledge and performance, using an incentive payment system to ensure that the best qualified VET teachers and trainers do not leave the teaching profession, and to make teaching part-time or even full-time in secondary vocational education a realistic option for professionals working in the private sector.

## A 2.2 Background on types of VET institutions

Until 30 June 2015, most public education institutions (including primary and secondary schools) maintained by the state were managed by the national, county and district institutions of the Klebelsberg Institution Maintenance Centre. As of July 2015, the administration of most VET institutions was transferred to the Ministry for National Economy. As of 1 July 2016, the state-maintained institutions providing formal vocational education and training were grouped into VET Centres (with a maximum of three per county, but up to 10 in Budapest), based on the number of students, the vocational structure, as well as the labour market and the geographical criteria. VET was governed by the Ministry for National Economy up to 1 July 2018. Since then it has been governed by the *MIT* and *NOVETAL*, which is managed by the *MIT*. Within the *MIT*, the deputy secretary of state for vocational education is in charge of the operational governance of VET. There are currently 41 VET Centres maintained by the *MIT*, to which altogether 371 schools are affiliated (there are five additional VET Centres managed by the Ministry of Agriculture).

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<sup>(46)</sup> See the VET 4.0 Strategy for more information on the certification system guidelines for teachers and trainers.

- **VET institutions**

The *VET Act* entered into force on 1 January 2020 and created a new structure of VET institutions. As a result of the change in legislation, now two types of VET institutions exist:

- (a) Technicums,
- (b) VET schools.

The institutions formerly known as vocational grammar schools have been renamed **technicums**. However, there are also more substantial changes in content underpinning the change in name: the unified structure of the training programme, its duality, and its stronger link to higher education. The duration of training in technicums is five years (the former vocational grammar school prepared students for the vocational secondary school-leaving examination over 4 years, and with an additional year for the vocational examination necessary to obtain the vocational qualification in the sector covered by the final vocational examination). In technicums, general and vocational education run parallel. Students have to take a secondary school-leaving exam which consists of four compulsory general subjects (Mathematics, Hungarian Language and Literature, History, Foreign Language), and as a fifth matura examination subject – instead of a subject chosen mandatory by the students – they have to take a vocational final examination, equal to an advanced-level matura examination for the given vocational subject. Thus, after successfully passing the examination at the end of grade 13, students will obtain certificates attesting two qualifications: an EQF (HuQF) level 4 secondary school-leaving certificate and an EQF (HuQF) level 5 technician qualification. The technician qualification will facilitate to open the way for further studies in higher education in the same sectoral field, taking into account the results of the final vocational examination. In 2020, the conditions of a new training programme, called certified technician training were worked out. The programme will be launched in the school year 2021/22, in 27 member institutions affiliated to 16 VET Centres. After passing the basic sectoral examination, students will continue their studies in technicums, based on an advanced vocational training programme developed jointly by a technicum and a higher education institution. This will allow graduates of the programme to be admitted – depending on their academic results – to partner higher education institutions, and the length of their higher education studies may be also shortened.

With the adoption of the new VET Act, secondary vocational schools have been renamed to **VET schools**. VET schools provide a three-year study programme with both general and vocational education and training and offer an EQF (HuQF) level 4 vocational qualification (with the option of another two years of study leading to the acquisition of a secondary school-leaving certificate). During

the first year of study (grade 9), sectoral basic education is provided, while grades 10 and 11 focus on specialised vocational education. Specialised vocational education can be provided at a dual training site in the framework of an employment contract for VET students (or, in the absence of such a contract, in a VET school).

The changes introduced by the new VET Act will significantly enable the validation of prior knowledge, project-based learning and project-based examinations in both types of schools. The **dual training system** has also changed: apprenticeship contracts have been replaced by employment contracts for VET students, based on which students receive wages (that are higher than the allowances under the apprenticeship contracts). While under apprenticeship contracts students attend the dual site only for the period of practical lessons, under the employment contracts they can spend full workdays there. Another new development is that, from the school year 2020/21 on, all students in full-time IVET <sup>(47)</sup> studying to acquire their first vocational qualification will receive a general **scholarship**, regardless of the maintainer of the IVET institution.

In addition, starting from the school year 2021/22, disadvantaged students attaining good academic results can also apply for the Apáczai Scholarship, which promotes talent nurturing and reduces inequalities.

Beyond changing the institutional structure itself, the transformation of the vocational education and training system also resulted in the rationalisation and simplification of the National Qualifications Register (NQR). The National Qualifications Register (NQR) has been replaced by the **Register of Vocational Occupations** <sup>(48)</sup>. The occupations listed in the Register of Vocational Occupations can only be acquired through formal training, and there are fewer basic vocational occupations to choose from than before (175 basic vocational occupations in 25 sectors, compared to the previous 766 listed in the NQR) <sup>(49)</sup>.

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<sup>(47)</sup> The student's legal status, as such, forms the legal basis for the scholarship, and is valid until the final day of the school year in which the student reaches the age of 25.

<sup>(48)</sup> Annex 1 of Government Decree No. 12/2020 (II. 7.) on the implementation of the Act on Vocational Education and Training (VET Act).

<sup>(49)</sup> Adult training providers will no longer be able to teach basic vocational occupations, but within the framework of adult education and training, they will be able to provide partial vocational qualifications and vocational training for vocational qualifications. The relevant options can be found in the 'new Adult Education Act' and its implementing decree, which are linked to the VET Act (the changes to the rules of the adult education system are available from 1 January 2021 on the following website: [kormany.hu](http://kormany.hu)).

- **VET in public education institutions**

The PE Act remains applicable to special vocational schools for students with special educational needs and to vocational grammar schools.

**(a) special vocational schools**

As of 1 January 2020, special vocational school education is no longer regulated by the Vocational Education and Training Act. Special vocational schools continue to operate as public education institutions instead of VET institutions, and their operation is regulated by the *PE Act*. Special vocational schools continue to play an important role in preparing students who are unable to progress with others due to their special educational needs. Special vocational schools provide general education adapted to the nature of the special educational needs and vocational education and training, in accordance with the *VET Act*. The number of grades in special vocational schools depend on whether the student studies a basic vocational occupation listed in the Register of Vocational Occupations or a partial qualification, both based on training and outcome requirements (KKKs), or another qualification based on special framework curricula worked out in accordance with the programme requirements (programkövetelmények). Students may participate in vocational education or vocational training to prepare for vocational qualifications in special vocational schools or in a dual training site under the *VET Act*, with an employment contract for VET students.

**(b) vocational grammar schools**

From September 2020, the name vocational grammar school will be used for educational institutions that provide five years<sup>(50)</sup> of art, pedagogy or cultural education. Vocational grammar schools prepare students to obtain a secondary school-leaving certificate and a vocational qualification in accordance with the *VET Act*, to continue their studies in higher education in a specialised field, and to enter the labour market performing a specialised job.

The Minister of Education is in charge of the training courses that can be taught in vocational grammar schools and special vocational schools (determining the vocational qualifications, the partial qualifications, the framework curricula and the outcome requirements)<sup>(51)</sup>.

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<sup>(50)</sup> The first four years involve general education and vocational training according to the *VET Act*, while the fifth year is exclusively dedicated to vocational training according to the *VET Act*.

<sup>(51)</sup> PE Act, Section 77

## A 2.3 Background on Qualification and competence requirements of teaching and training professionals

The [legislation previously in force](#) <sup>(52)</sup> also allowed for an expert to be qualified to teach a theoretical vocational subject without a teacher degree, provided that they had a higher education degree corresponding to the specialisation as well as an appropriate vocational qualification, or alternately had a higher education degree and a vocational qualification corresponding to the specialisation. At the same time, the inclusion of those without a teacher degree in the career progression and salary system for teachers required specific rules. With the new *VET Act* entering into force, teachers of vocational theoretical subjects can teach without a teacher degree and have to comply with special provisions. Teachers and trainers in VET institutions (teaching either general or vocational subjects) will be subject to a separate teacher evaluation system from the one used by public education institutions. In accordance with the objective of the *VET 4.0 Strategy*, this change will facilitate and provide better opportunities for schools to employ professionals from the business sector, either full-time or as hybrid teachers and trainers.

As per the provisions of the new VET Act, the higher education and vocational qualification requirements for auxiliary educational and teaching staff in VET institutions are determined by the legislation on public education <sup>(53)</sup>. Each VET Centre may also provide developmental pedagogical care, health and pedagogical habilitation, rehabilitation activities, school psychologist and librarianship services, by procuring these services.

Regarding VET in public education institutions, i.e. for teachers in vocational grammar schools and special vocational schools, the regulation on the qualification of teachers is essentially in line with the requirements set out in the VET Act: for general subjects, the legislation requires a teacher degree, but for vocational teachers, a higher education degree corresponding to the specialisation is sufficient (while for practical trainers, upper-secondary education is sufficient).

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<sup>(52)</sup> See Sections 30 and 30/A of Act CLXXXVII of 2011 on Vocational Education and Training, in effect until 31 December 2019.

<sup>(53)</sup> Annex 6 of Government Decree No. 326/2013 (VIII. 30.) on the teacher promotion system and the implementation of Act XXXIII of 1992 on the Legal Status of Public Servants in public education institutions.

## A 2.4 Further issues regarding CPD

Rapidly changing skills needs, transforming jobs and the increasingly challenging task of motivating and educating students often with accumulated experiences of school failure and poor basic competences require us to rethink teaching and learning in VET. The Cedefop research study *Vocational pedagogies and benefits for learners: practices and challenges in Europe* (2015) examined the role played by learning outcomes approaches in pedagogical change in initial VET in 15 EU Member States, including three LS4VET<sup>(54)</sup> partner countries: Hungary, Malta and the Netherlands. It has found that though pedagogical change is often advocated, it has not or not successfully been implemented. To ensure effective, high quality VET, teachers/trainers need to continuously improve not only their vocation-specific competences, but also their pedagogical-methodological skills. Therefore, there is a strong need to introduce effective and sustainable forms of their continuous professional development also in this regard.

Increasing evidence shows that schools where teachers work collaboratively and develop a high level of “professional capital” outperform those where teachers work in isolation.

Teacher communities of practice are the natural and primary venue of teacher learning, however, they enhance teacher professional development most if they are based on deep professional collaboration. Teacher collaboration plays a vital role in various elements of teachers’ work and has been found to have a positive impact on teaching quality and student performance. An effective model of teacher professional development based on deep teacher collaboration and focusing on the improvement of student learning through improving teachers’ methodological skills is Lesson Study (LS). <https://ls4vet.itstudy.hu/results/io1-model-ls4vet>

## A 2.5 Background on cooperation between VET schools/centres and companies/enterprises

Forms of cooperation may be established depending on how training provision is shared:

### **a) Part of the learning area/curriculum belongs to the business organisation**

The teaching-learning process aimed to equip students for the learning outcomes can basically take place in two ways: subject-based teaching and project-based education. Both solutions allow certain curricular and subject units

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<sup>(54)</sup> <https://ls4vet.itstudy.hu/project>

to be delivered with the help of a dual partner under the full responsibility of the school.

**b) The full curriculum of the learning areas belongs to the dual trainer**

The primary aim of the new VET system is to ensure that specialised vocational education, which can meet the output requirements set out in the KKKs, is provided entirely by business organisations.

Pursuant to the relevant legal provisions, the organisations involved in specialised vocational education (VET institutions and dual trainers) must upload their training programmes into the KRÉTA system. The employment contracts concluded with VET students must also be uploaded, and records on the sessions must be kept.

- **Sectoral training centres**

In order for all parties to meet the requirements concerning dual training sites, the VET Act facilitates cooperation by allowing the establishment of sectoral training centres (ÁKKs), which may cooperate in the following combinations: as a non-profit company set up by at least four micro or small enterprises, or by at least two medium-sized or large enterprises, or with an ownership share of no more than 60% of the business organisation and the VET centre.

## A 2.6 Background on Digital skills and remote and blended teaching and learning

During further training, development of the digital competences of VET teachers and trainers is also emphasised:

A key area of the System for the Further Training of VET Teachers and Trainers (OTR), which includes further training available to VET teachers and trainers, is digital competence development (see e.g. the training courses ‘Digital competence development – The use of ICT tools in classes’, ‘Using new motivational tools to combat dropping out – Gamification in vocational education and training’, ‘Methodology for motivating generations Z and Alpha in practice’, ‘Digital skills development in VET’, and one of the main objectives of the training ‘Outsourced training for VET teachers and trainers by sector’ is to introduce state-of-the-art technologies).

Today, the greatest challenge education systems face is information and communication technology, and training must adapt to technological progress (Chapter 3 describes the training of VET teachers and trainers). In the framework of the pertaining legislation institutions determine the specific form of training provisions and the related content and methodological requirements at their own

discretion. In doing so, the integration of digital contents into the training is of critical importance <sup>(55)</sup>.

The projects launched with the support of the European Union in the field of VET:

- Narrowing the digital gap (project no. GINOP-6.1.2-15 VEKOP-8.5.4-17): VET teachers and trainers are one of the target groups of the project. Within the framework of the project, a pilot project will be carried out to apply the European framework for the interpretation and development of digital competences (DigComp 2.1) in VET, by developing the digital competences of VET teachers and trainers. Project's conclusion date: 2022.
- Reducing the number of students leaving VET without a formal qualification (project no. GINOP-6.2.2-VEKOP/15): activities to be implemented in the project include the development of digital teaching aids and resources that can be used in VET, creation of a digital measurement and evaluation system that helps to measure student progress, and compilation of a collection of good digital practices. Project conclusion date: 2022.
- Comprehensive development of the VET institution system (project no. GINOP-6.2.3-16 VEKOP-8.6.3-16): within the framework of the project, a so-called Digital Community Creative Workshop (DKA) was set up and operated for each VET centre in connection with the development of digital competences. The Digital Community Creative Workshop is a special educational space where project-based education, self-motivated experimentation, prototyping and education take place. Students can try the latest technologies in the DKA: electronics, 3D printing, robotics, laser cutting, CNC machining, sewing, woodworking and metalworking. Skill development exercises for VET teachers and trainers to support the creation of a digital teaching and learning environment are also part of the project in the form of further training. Project conclusion date: 2021.
- Improving the quality and content of 21st century VET and adult education (project no. GINOP-6.2.4-VEKOP-16 GINOP-6.2.5-VEKOP/18): under the project, a methodology of digital curriculum development will be devised for digital learning materials and further teacher training, and digital learning aids and e-learning materials will be introduced and tested in a pilot system. Project conclusion date: 2022.

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<sup>(55)</sup> See e.g. [Dr. Gy. Katona, Dr. G. Patyi, Dr. T. Kollarics: Kutatás, innováció és hatékonyságának vizsgálata a Soproni Egyetemen folyó szakmai tanárképzésben \(Research and innovation in the secondary vocational education degree programmes of the University of Sopron, and an assessment of their efficiency\)](#).