



**Leonardo da Vinci**

Description of vocational trainer

PL/05/B/F/PP/174021  
EMCET-2

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Hungarian National Observatory  
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## Leonardo da Vinci

Description of vocational trainer

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## O601 TYPES OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING

### The system of VET in Hungary

In Hungary, vocational education and training, including both IVET and CVET, may be provided either within or outside the formal school system (referred to as *“iskolai rendszerű”* and *“iskolarendszeren kívüli” szakképzés*) which forms are distinctly differentiated by current legislation (*Act LXXVI of 1993 on Vocational education and training* and the related decrees, most importantly, the *45/1999 (XII. 13.) decree of the Minister of Education on the conditions of providing VET*). The main difference between the two forms is that participants of VET provided within the school system are students (*tanuló, hallgató*) in respect of their legal status, while participants of adult training (who must have completed compulsory education) are not. In all of its forms (i.e. also in part-time programmes) VET within the school system is offered by state-recognized public or higher education institutions in which – due to the legal regulation of the education system – the appropriate qualification of teaching/training staff is guaranteed. Regulations concerning the formal qualifications of teachers/trainers working in adult training are, however, in general less strict, except for accredited adult training institutions.

In Hungary, the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) includes all state-recognized vocational qualifications (referred to as *szakképesítés*) at all (ISCED 2C, 3C, 4C, 5B) levels, most of which can be obtained also in training provided outside the school system. Education and training awarding a tertiary (ISCED 5A, 6) level degree (higher education graduation certificate and a qualification referred to as *szakképzettség*) may also be offered only within the school system, by higher education institutions, although Hungarian legislation does not categorize higher education as VET.

While higher education (*felsőoktatás*) is available for everyone subject to capabilities and performance, every citizen of Hungary can - and during their compulsory schooling, have to - participate in public education (*közoktatás*). Public education covers the system of the various types of institutions that provide general education at primary and secondary level and/or VET. Although the provision of public and higher education and the operation of their systems is the duty of the state, individual institutions may be maintained also by local governments, churches, foundations, individuals, etc., and higher education institutions enjoy wide-ranging autonomy concerning both administrative and pedagogical matters.

### *Initial vocational education and training*

IVET in Hungary is provided mainly within the school system by vocational training schools (*szakképző iskola*, comprising two types: vocational school, *szakiskola*, and secondary vocational school, *szakközépiskola*) at upper-secondary and the latter also at post-secondary level, and by higher education institutions (college, *főiskola*, and university, *egyetem*). One may, however, obtain her/his first state-recognized OKJ vocational qualification also outside the school system, within the framework of adult training.

Higher education institutions offer both degree and non-degree programmes. In the current dual system of higher education degree programmes provides participants a college or university level degree and a qualification in their chosen field of study (presently there are 214 college level and 199 university level programmes). College and university level education do not build directly on each other (completing the former is not a precondition of pursuing the latter, although college graduates may obtain a university-level degree by participating in “supplementary” undergraduate training, *kiegészítő alapképzés*) and in most cases the same programme can be pursued at both levels. The current system of higher education, however, is to be changed in 2006 when – as the



major outcome of the Bologna process – the first cycle of tertiary level education (102 bachelor programmes and also 6 so-called “undivided”, *osztatlan*, master programmes without a bachelor level) will be introduced pursuant to the *381/2004 (XII.28.) government decree on the regulations of introducing the multi-cycle structure of education*.

The non-degree programmes of higher education institutions include the so-called higher level vocational education and training (*felsőfokú szakképzés*), a relatively new form of VET offering ISCED 5B level vocational qualifications listed in the OKJ. Since 2003 higher level VET programmes can be organized only by higher educational institutions, although they may be provided also by secondary vocational schools based on an agreement of the institutions.

The operation of higher education institutions, including the state regulations concerning teaching/training in colleges and universities, is currently governed by the *Act LXXX of 1993 on Higher Education*, although a new higher education act has recently been accepted by the Parliament and awaits proclamation. Higher level VET offered by higher education institutions is subject also to the provisions of the Act on Vocational education and training and the related decrees.

Vocational training schools as part of the public education (*közoktatás*) system offer general education and vocational training awarding an OKJ vocational qualification. The major difference between the two types of schools is in the structure of their training programmes and the level of qualifications obtainable.

Secondary vocational schools offer 4 years of (primarily) general (ISCED 3A level), and another 1 or more years of vocational education and training to student aged 14-19, who may obtain ISCED 4C level qualifications after taking the maturity examination (*érettségi vizsga*, normally, at the age of 18), the prerequisite of higher education studies.

Vocational schools in their typical form offer 2 years of (primarily) general and (at least) 2 years of vocational education and training to students aged 14-18 who can attain only ISCED level 3C qualifications (or 2C in a special form called *speciális szakiskola*, special vocational schools).

Vocational training schools in Hungary may provide all three types of practical training within the same institution: school-based, alternance (based on a cooperation agreement, *együttműködési megállapodás*, between the school and the enterprise) and apprenticeship (based on a student contract, *tanulószerződés*, concluded between the student and the enterprise) training. The operation of vocational training schools, including regulations concerning teaching/training in these institutions, is regulated by the *Act LXXIX of 1993 on Public education*, while the provision of practical training is subject to the Act on Vocational education and training and the related decrees.

### *Continuing vocational education and training*

CVET in Hungary may also be provided either within or outside the school system. The former type includes adult education (*felntőttoktatás*) offering part-time (evening, *esti*, correspondence, *levelező*, and distance learning, *távoktatás*) courses provided by public and higher education institutions, and the various postgraduate programmes of colleges and universities (postgraduate specialization programmes, *szakirányú továbbképzés*, providing participants a new tertiary level qualification although not a higher level degree, and the doctoral degree programmes).



CVET provided outside the school system is regulated by the *Act CI of 2001 on Adult Training* and may be provided by:

- public and higher educational institutions and other budgetary or state supported institutions (regional training centres, *regionális képző központ*, pedagogical background institutions such as the National Institute of Vocational Education, *Nemzeti Szakképzési Intézet, NSZI*, etc.),
- training companies and other enterprises involved in adult training,
- non-profit organizations, professional associations, etc.
- enterprises offering in-company (internal) training (*belső képzés*) for their employees.

Adult training providers may provide general, language and vocational training programmes. The latter type includes trainings aimed at the acquisition of a vocational qualification listed in the OKJ, and also other vocational programmes which do not necessarily award state-recognized qualifications. The state-recognized OKJ vocational qualification can be obtained upon passing the state vocational examination (*szakmai vizsga*) which can be organized by (besides the vocational training schools and higher education institutions providing VET within the school system) institutions authorized by a decree of the minister under whose competence the given vocational qualification falls. Therefore, the adult training provider offering vocational training aimed at obtaining an OKJ qualification may be different from the organizer of the vocational examination awarding the qualification.

The provision of vocational training outside the school system is subject also to the regulations of the Act on Vocational education and training and the related decrees which regulate the preconditions of teaching/training in such programmes as well. Furthermore, the conditions of teaching/training at accredited institutions in all types of adult training programmes are regulated by the *24/2004. (VI. 22.) Minister of Employment and Labour decree on the detailed rules of the accreditation procedure and requirements*.

Finally, there is a special form of CVET organized by the chambers of economy (the Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara, MKIK*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) available in Hungary since 1996: pursuant to the Act on Vocational education and training, the chambers are assigned to develop and organize master examinations (*mestervizsga*) awarding a higher level qualification which is the precondition of practicing certain occupations (e.g. car mechanic or electrician). According to the Act on Vocational education and training, practitioners who have passed the master examination must be preferred when selecting the instructor of vocational practical training. The chambers may organize training to prepare applicants for this examination, although participation in such programmes is not a precondition of applying for the examination. According to the Master Examination Regulation (*Mestervizsga Szabályzat*) of the MKIK, preparation courses may be provided only by training providers authorized by the local chambers and such that possess the human resources and material preconditions of providing theoretical and practical training in the given vocation.

## Types of teachers/trainers in VET

Types of teachers/trainers in VET according to the type of training and workplace  
*See Table 0601 attached*

### *Higher education instructors*

At colleges and universities, there are two distinct groups of instructors differentiated by the Act on Higher education. One of these involves instructors who can be promoted based



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on their scientific achievement and are entitled to use the following "instructor titles" (*oktatói címek*):

- college/university professor (*főiskolai/egyetemi tanár*),
- college/university associate professor (*főiskolai/egyetemi docens*),
- college/university assistant professor (*főiskolai/egyetemi adjunktus*), and
- college/university teaching assistant (*főiskolai/egyetemi tanársegéd*).

The other group comprises instructors who are not promoted in this way and cannot use such titles and who usually teach universally mandatory subjects, for example:

- language teacher (*nyelvtanár*),
- physical education teacher (*testnevelőtanár*),
- artist teacher (*művész tanár*),
- information technology teacher (*informatika tanár*),
- leader of practical training (*gyakorlatvezető*), etc.

In addition, higher education institutions may employ scientific researchers who may also teach in a definite part of their working time, but there are no distinct learning facilitator occupations (e.g. mentor, tutor, etc.) in higher education.

### *Teachers and trainers working in vocational training schools*

Instructors of vocational training schools providing VET within the school system can be classified according to what they teach/train:

- general subjects: general subject teacher (*közismereti szakos tanár*),
- vocational theoretical subjects: vocational teacher (*szakmai tanár*), and
- vocational practice: vocational trainer (*szakoktató*) or, in case the practical part of the vocational programme is organized at a company workshop or at the workplace (within the framework of a cooperation agreement or apprenticeship), the practice trainer (*gyakorlati oktató*) employed by the enterprise.

In addition, special vocational schools providing IVET to students with special needs employ also special education teachers (*gyógypedagógus*), and schools may also create non-pedagogical positions to assist the pedagogical-teaching work whose practitioners may thus be classified as learning facilitators: school psychologists (*iskolapszichológus*), social pedagogues (*szociálpedagógus*), spare time organizers (*szabadidőszervező*), etc.

For instructors in CVET provided within the school system, the same terms are used as in IVET (since the same teaching/training staff is involved in both).

### *Teachers and trainers working in adult training*

In CVET provided outside the school system, in adult training, instructors may involve various types of practitioners (teacher, *tanár*; trainer, *tréner*; instructor, *instruktor*; tutor, mentor). Legislation regulating the conditions of teaching/training at accredited adult training institutions (24/2004. (VI. 22.) Minister of Employment and Labour decree) differentiates between:

- instructors of general training,
- instructors of language training,
- in case of vocational training: instructors of theoretical subjects and of practice, and
- in case of training offered to disadvantaged groups: instructors of theoretical subjects and of practice.

In adult training the qualification requirements of instructors are regulated only in the case of training programmes falling under the effect of the Act on Vocational education and



training and in accredited adult training institutions and programmes. In so far as having a teacher/trainer-specific qualification is a requirement – currently it is so only in the case of instructors providing training for disadvantaged adults in an accredited institution - the pre-service training of CVET teachers/trainers is provided in the same teacher/trainer training programmes in the same higher education institutions as in the training of IVET (vocational training school) instructors.

## 060101 DIFFERENCES BETWEEN TEACHERS AND TRAINERS

### 1. Instructors working in higher education (IVET and CVET)

*Act LXXX of 1993 on Higher education* and the related decrees do not require that the instructor of higher education possess a pedagogical qualification. The ultimate basis of differentiating between various instructor positions in higher education is scientific achievement, and defining the qualifications – including a pedagogical qualification – required in a certain position lies within the competency of the institution.

Pursuant to the Act on Higher Education, instructors may be grouped as follows:

- instructors who are employed within the framework of a gradual promotion structure based on scientific achievement and who are entitled to use “instructor titles” (*oktatói címek*; university/college teaching assistant, *tanársegéd*, associate professor, *adjunktus*, assistant professor, *docens*, and professor, *tanár*);
- other instructors (e.g. language teachers, physical education teacher, artist teacher, information technology teacher, leader of practical training, *gyakorlatvezető*).

Instructors of both groups may give lectures and seminars, lead practical trainings, offer consultations, organize and assess examinations, carry out scientific research, educate and train future instructors, and participate in the public life of the institution as part of their duties. The proportion of educational tasks and other responsibilities of each instructor position is determined by the higher education institute. The only difference between these two groups of instructors is that the employment of the second group is not based on scientific achievement. Furthermore, usually (but not necessarily) members of the first group instruct the theoretical and practical subjects of a given field of training, whereas the second group teaches the universally mandatory subjects (e.g. foreign languages, physical education, information technology).

### 2. Teachers and trainers working in VET within the school system (vocational training schools) (IVET and CVET)

Instructors of vocational training schools (*szakképző iskola*) can be grouped into the following types:

- teachers:
  - teachers of general subjects (*közismereti tanár*)
  - teachers of vocational theoretical subjects (*szakmai tanár*)
- trainers (of the practical element of vocational training):
  - vocational trainer (*szakoktató*) or
  - practical trainer (*gyakorlati oktató*, if employed by an enterprise providing practical training in alternance or apprenticeship training).

The main difference between them - besides the objective of their work: whether they provide theoretical (general or vocational) knowledge or practical skills – is in their qualifications prescribed by the *Act LXXIX of 1993 on Public education*.



All forms of pedagogical training are carried out in higher education where in teacher training the training of general subject teachers (*közismereti tanárképzés*) and of vocational teachers (*szakmai tanárképzés*) is separated. Pursuant to the 77/2002 (IV. 13.) so-called credit-decree (*government decree on the amendment of the qualification requirements of first cycle programmes of higher education adapted to the credit system of training*), teacher training preparing for art VET and the training of vocational trainers (*szakoktató-képzés*, different from teacher training in both structure and name) also belong to vocational teacher training as its sub-groups.

Someone having a pedagogical (teacher) qualification (*tanári képesítés*) in a specific subject is entitled to teach in grades 5-12 of public education and in the subsequent grades of vocational education and training (since education and training is subject-based, "*szakrendszerű*", in all these grades, i.e. the different subjects – or in VET the different subject-groups of a given vocation – are taught by teachers trained in different programmes):

- general subject teachers may teach in the lower and upper secondary phase of general school education the subjects relevant to their qualifications,
- vocational teachers may teach in the vocational education grades the (vocational) theoretical and those practical subjects which demand more theory (and also preparation for vocational studies, basic vocational education and career orientation in the preceding general grades, and – if there is such a subject - also general subjects relevant to their qualifications, e.g. an economist teacher may teach economics), while
- vocational trainers may teach practical subjects and instruct vocational practice in the school workshop in the vocational education grades.

Besides vocational trainers, the instructor of the practical training provided at a workshop maintained by an enterprise or at the workplace (within the framework of a cooperation agreement, *együttműködési megállapodás*, or a student contract, *tanulószerződés*) may be also a practitioner (referred to as practice trainer, *gyakorlati oktató*) who have only a vocational qualification in the given vocation and at least 5 (or in some cases 2) years of professional experience.

The main difference between vocational teachers and vocational trainers is that while vocational teachers teach vocational theoretical subjects, vocational trainers may instruct in the phase of VET preparing for the practice. Accordingly, they differ concerning the qualifications required from them and their pre-service training. Furthermore, there is a difference also in the circumstances of their work: while vocational teachers teach the theoretical subjects (or practical subjects demanding much theory) to different groups of students changing every one or two hours, according to a curriculum broken down by classes, instructors of the vocational practice (the vocational trainer or the practice trainer) instruct the practical training that is provided uninterrupted and located in places different from class education (in the school workshop or a workshop maintained by a contracted enterprise, or at the workplace). Since school instruction and practical training are provided in an alternating way, the practice instructor works alone 6-8 hours per day instructing the practical training of student groups or only of one student.

### 3. Teachers and trainers working in adult training institutions (CVET and partly IVET)

Vocational education and training outside the school system may be provided by the instructors of the above mentioned higher and public education institutions as part of their regular activities.

Pursuant to the 45/1999. (XII. 13.) decree of Minister of Education on the conditions of providing VET and the 24/2004. (VI. 22.) decree of Minister of Employment and Labour on



*the detailed rules of the accreditation procedure and requirements, defining the required qualifications of teachers and trainers in adult training, the differentiation of instructors working at other adult training providers is in general the same as in public education.*

Legislation concerning the conditions of teaching/training at accredited adult training institutions (24/2004. (VI. 22.) Minister of Employment and Labour decree) differentiates between:

- instructors of general training,
- instructors of language training,
- in case of vocational training: instructors of theoretical subjects and of practice, and
- in case of training offered to disadvantaged groups: instructors of theoretical subjects and of practice.

Teachers of general and of vocational theoretical subjects on the one hand, and trainers of vocational practical training on the other, are thus differentiated in CVET as well as in IVET. In addition, there exist various other learning facilitator positions in CVET organizing, planning, managing, assessing, animating and consulting adult training.

#### 060102 DEVELOPMENT OF POLICIES FOR VET TEACHERS, VET TRAINERS AND OTHER LEARNING FACILITATORS

##### 1. Higher education instructors

There is no specific training for the instructors (*oktatók*) of higher education. Earlier (between 1967 and 1980, in the organization of the Pedagogical Research Centre of Higher Education, *Felsőoktatási Pedagógiai Kutatóközpont*) there were some publications prepared and non-formal training courses provided by some higher education institutions for interested instructors without a pedagogical (teacher) qualification (*tanári képzés*). For several decades, there was also a Hungarian subcommittee of the international branch of UNESCO specialised in higher education (operating within the Education Research Institute, *Oktatóskutató Intézet*, and later within the framework of the Pedagogical Faculty of Eötvös Lóránd University, the largest university in Hungary). Such courses were also advocated by the Department of Higher Education of the Hungarian Pedagogical Society (*Magyar Pedagógiai Társaság*). However, so far these have remained only local initiatives of a sporadic nature.

The new Act on Higher education (*Act CXXXIX of 2005*) effective from 1 March 2006 ensures the right of those employed in the instructor position (entitled to use instructor titles) to further train themselves through participating in organized in-service training, pedagogical experiments and scientific researches.

The government – in addition to making some corrections to regulations regarding higher education instructors – has enacted also some other measures by decrees of the Ministry of Education concerning the wages of instructors (please refer to section 0602).

Regarding the institutional framework of higher education there was a major change in 2000: the so-called integration of public higher education institutes that aimed at the reorganization of the fragmented institutional network into larger units. As a result, the number of state-owned institutions was reduced to half. (This integration process did not concern ecclesiastical and private/foundational institutions, thus currently there are 36 public and a similar number of non-public institutions). After several years of preparation, the implementation of the process was regulated by a government decree that created new institutions by incorporating independent ones as a new faculty into a university/college located nearby or by uniting institutions into a new college made up of



several faculties. The organisational units and the administrative structure of the institutions have been regulated accordingly.

## 2. Teachers and trainers of VET provided within the school system (vocational training schools)

*For the history of vocational teacher (szakmai tanár, and vocational trainer, szakoktató) training, its present state, and the relevant bibliography, please refer to a book of studies called "Ami a magvetés a földnek, az a tudomány elhíntése az emberi szellemnek" (edited by Rakacziné dr. Tóth K. Gödöllő: Teacher Training Institute of the Szent István University (Szent István Egyetem), 2000.)*

### History of vocational teacher training (szakmai tanárképzés)

Vocational teacher training is of the same age as the teacher training of the universities of science (they had been developing together since the 1880s). Initially the training – in joint organization with the training of teachers of grammar schools – was carried out in the Secondary Teacher Training Institute (*Középiskolai Tanárképző Intézet*) of the university of science in Pest where the branch specialized in VET was based on economic, engineer and agricultural education. Later in the 1920's it became also organisationally separated from the training of teachers of grammar schools. After 1945 the training of vocational teachers of the former economic, agricultural and industrial apprenticeship schools (*szakmunkásképző iskola*) and of present-day secondary vocational schools (*szakközépiskola*) and vocational schools (*szakiskola*) was organized by the technological, agricultural and economic universities that became independent at that time. In the succeeding decades there have been many different types of programmes (*szak*), branches (*szakirány*), double programme training (*szakpáros képzés*) and other linked and separate forms of teacher training developed.

In addition to universities, in the middle of the last century, numerous specialized colleges were also founded which introduced the college level training of vocational teachers.

### *The development of artist and physical education teacher training*

The branch of teacher training that trains teachers of general subjects working in the general education grades of public education is called general subject teacher training (*közismereti tanárképzés*), while training teachers of VET (provided within or outside the school system) is called vocational teacher training (*szakmai tanárképzés*). Training of teachers working in the fields of art and physical education belongs partly to general subject teacher, partly to vocational teacher training.

University level training of teachers instructing skills developing subjects (*készségtárgyak*) started in the beginning of the 20<sup>th</sup> century in the independent academies of arts (fine art, art and design, music) and in the colleges of physical education which obtained the rank of a university in 1985. As a result of the integration of higher education institutions effective since 2000, art teacher training is currently provided also by universities of science where in the field of music also college-level trainings of artists and artist teachers of various instruments are offered. In addition, teacher training colleges (*tanárképző főiskolák*) - within the framework of college level general subject teacher training – offer training of teachers of music and drawing together with training in another subject in double programmes.

The training of dance-teachers (in the college level classical ballet, ballroom-dance and folkdance programmes) is offered since 1975 by the Hungarian Dance College (*Magyar*



*Táncművészeti Főiskola*) - providing also primary and secondary education - formed from the former Ballet Institute (*Balettintézet*).

An independent college was formed in 1925 to train teachers of physical education which was given a university rank in 1985. Teacher training colleges also train teachers of physical education – in double programme training together with training in another subject - since the end of the 1940's.

The present system of vocational teacher training (with minor modifications) is in function for approximately 35 years. This system has become stabilized by the *111/1999. (VI. 27.) government decree on the requirements of the pedagogical qualification* and the decrees on the qualification requirements of the various (agricultural, technological, economic, medical and art) group of programmes (please refer to Annex 5).

The training of vocational teachers (and of vocational trainers) had been provided by universities and colleges specialized in a given field (economics, technology, agriculture), currently, however, it is partly offered by faculties attached to universities of science, partly by the newly formed colleges of various programmes with several faculties, and also by the remaining specialized (technological, economic) colleges (please refer to Annex 4).

#### The development of vocational trainer training (*szakoktató-képzés*)

In the different fields of vocational trainer training – training trainers of the practical element of VET - higher level, then 30-35 years ago also college level programmes were gradually formed in various forms. Such vocational trainer training programmes have so far been offered only in correspondence courses (*levelező tagozat*) by both universities training vocational teachers and by colleges. From 2006, however, with the introduction of vocational trainer training as first-cycle (BA) programmes in the new multi-cycle education, full time programmes will also be available.

Training of vocational trainers is offered in the fields of technology, agriculture, commerce and catering, and medicine. Until 2004 – when the decree (*381/2004. (XII. 28.)*) specifying the first-cycle programmes of the new training structure replacing the former programmes was enacted – the qualification requirements of vocational trainer training programmes had not been regulated by a decree.

#### Policy development concerning the training of vocational teachers and vocational trainers

The most important educational policy developments of higher education – such as the development of the new *Act CXXXIX of 2005 on Higher education* effective from 1 March 2006 and parallel to that the introduction of the multi-cycle training structure from 1 September 2006 - are linked to the so-called programme of 'Joining to European Higher Education Area' (*Csatlakozás az Európai Felsőoktatási Térséghez, CSEFT*). This programme involves that of the "Bologna Process" (including, among other initiatives, the development of multi-cycle training structure in Hungary pursuant to the "Bologna declaration" signed by European countries).

In planning these developments, bodies authorized by the Act on Higher education (the Rectors' Conference, *Rektori Konferencia*, the Directors' Conference, *Főigazgatói Konferencia*, the Rector Council of the Universities of Art, *Művészeti Egyetemek Rektori Széke*, the Hungarian Accreditation Committee, *Magyar Akkreditációs Bizottság*, the Higher Education and Research Council, *Felsőoktatási és Tudományos Tanács*, the National Association of Student Municipals, *Hallgatói Önkormányzatok Országos Konferenciája*) had participated. Preparation of the introduction of the multi-cycle training structure is carried out - with the participation of the above mentioned parties – in the so-called National



Bologna Committee (*Nemzeti Bologna Bizottság, NBB*, and in its sub-committees set up in each field of training) created by the Minister of Education. In the field of teacher training, however – as it regards almost all training fields – the Minister has set up a separate sub-committee (Teacher Training Sub-Committee of the *NBB, Pedagógusképzési Albizottság*) whose members include representatives of the public education, vocational education and training and higher education state secretariats of the Ministry of Education.

The introduction of multi-cycle education has an impact on vocational teachers and trainers training like on every other field of higher education. Currently this reform – that provides better conditions also for quality improvement - is the most important concern of higher education development.

The governing principle of the quality improvement of teacher/trainer training in the past decades has been to adjust its development to the development needs of public education and VET while observing the general tendencies of higher education development as well. The Ministry of Education has prepared medium-term development strategies for the improvement of public education and vocational education and training which contain elements concerning the employment, promotion and professional services, etc. of teachers and trainers. A separate programme (the Development Programme of Vocational Schools, *Szakiskolai Fejlesztési Program*) has also been launched dedicated to the development of vocational schools including the further training of teachers and vocational trainers.

The demands of the improvement of public education underline the required modification of the education-centred practice of present-day education and pedagogy of the schools. Change is possible through introducing competencies-based education that requires competencies also from teachers/trainers for the efficient transmission of their knowledge and skills and for the development of students' competencies. These objectives can be achieved by (in addition to strengthening in-service training) the modification of the structure of teacher/trainer training: namely, while decreasing the dominance of training in the professional field, increasing emphasis on the pedagogical element and the role of practical training within that.

#### *Teacher training in the new multi-cycle system of higher education effective from 2006*

In the new multi-cycle training structure to be introduced from September 2006 vocational trainer - agricultural vocational trainer (*mezőgazdasági szakoktató*), technological vocational trainer (*műszaki szakoktató*) and economic vocational trainer (*gazdasági szakoktató*) - qualifications will be awarded in 7-term long BSc programmes including a continuous external professional and/or school practice. Teacher qualifications will be obtainable only in the MA/MSc cycle and they will as well include a compulsory 30-credit worth (one term) continuous external school practice. In this new system the present dual (college and university level) structure of teacher training – as well as the structure of general subject teacher and vocational teacher trainings - will be unified.

Pursuant to the most recent regulations (*289/2005. (XII. 22.) government decree on the first and master cycle training of higher education and the procedure of introducing a new training programme*, repealing the *111/1997. (VI.27.)* and *381/2004. (XII.28.)* government decrees), the training and output requirements of higher education training programmes (*képzési és kimeneti követelmények*, replacing the current qualification requirements, *képesítési követelmények*) are published by the Minister of Education in decrees. These requirements can be proposed by the professional committee of the given field set up by the conference of the heads of institutions in the case of BA/BSc programmes, and by higher education institutions in the case of MA/MSc programmes. Such proposals have to include the supportive opinion of the Hungarian Accreditation



Committee (*Magyar Akkreditációs Bizottság, MAB*), the social and labour market oriented justification of the new programme, and the opinion of professional associations, employers and ministries involved in the specific field.

As regards teacher training, the first cycle of higher education will provide training exclusively in the professional field of the given BA/BSc programme, although there will also be an optional, teacher training grounding, career-orientation module available (including pedagogical and psychological studies worth 10 credits in at least 2 terms). This module will provide for the quality improvement of teacher training as well as it is considered to serve as a "test of pedagogical motivation" aimed at ensuring that students with sufficient motivation would choose teacher training programmes in the subsequent cycle. Another optional module worth 50 credits will also be available in the first cycle to provide the foundation (professional studies) of the second specialization of teacher training programmes that in general will award double teacher qualifications.

To gain entry to Master level teacher training programmes (*tanári szak*), applicants must have a specific BA/BSc degree (ISCED 5A) that will be defined in their training and output requirements. In vocational and artist teacher training, however, participants can choose to obtain only one teacher qualification (thus reducing the duration of their training by 1-2 terms), and there will also be training programmes based on an MA/MSc degree and qualification available in these fields (after or parallel to training in the non-teacher master programme).

The 150-credit MA/MSc teacher training programmes will involve three modules:

1. training in the professional field primarily aimed at developing pedagogical/methodological competencies (worth 80 credits, 30 in the first and 50 in the second teacher qualification) and
2. theoretical and practical training in pedagogy and psychology (worth 40 credits), which will be followed by a
3. continuous professional practice in a public education or adult training institution (worth 30 credits).

The training and output requirements of the given programme will specify the conditions of choosing the 2<sup>nd</sup> teacher qualification whose training module can, for example, prepare for the foreign language instruction of the subject corresponding to the first qualification or for special pedagogical functions (curriculum development, pedagogical assessment and evaluation, etc.). In teacher training programmes based on an MA/MSc degree, participants will have to earn altogether 90 credits, at least 40 in the 2<sup>nd</sup> and 20 in the 3<sup>rd</sup> module.

The necessary financial sources for the curricula development of the first cycle programmes currently being introduced were provided through tenders in the field of higher education of the Human Resource Development Operative Programme within the framework of the first National Development Plan in 2004. In the field of teacher training, new tenders with 25% share of Hungarian and 75% share of EU financing are expected in relation to the plans of the Second National Development Plan.

Annex 1 presents the current and the new first-cycle training programmes (highlighting vocational teacher and trainer training programmes) side by side, grouped by the training field.

Teachers and trainers working in vocational education and training may participate in policy development aimed at the improvement of training only in an indirect way, as representatives of public education in the councils set up pursuant to the Act on Public



education. Higher education instructors providing vocational teacher training may express and advocate their particular point of views in the various Bologna sub-committees.

## 060103 ROLE OF VET TEACHERS AND TRAINERS IN THE VET SYSTEM

### 1. Higher Education

The type of (tertiary level or higher level "National Qualifications Register", *Országos Képzési Jegyzék, OKJ*, vocational) qualifications obtainable by the training provided by higher education institutions, and the major fields of study and forms of examination, assessment, etc. are regulated by decrees specifying the qualification requirements (*képesítési követelmények*) (or, in case of higher level VET, the professional and examination requirements, *szakmai és vizsgakövetelmények*) when establishing a new programme (*szak*). Curricula, subject programmes (*tantárgyi program*), the content of training, the mandatory reading list, pedagogical methods, etc. are, however, developed/chosen by the higher education instructors themselves and likewise they decide upon the methods of evaluation, e.g. the questions of the examination. The training programmes proposed by the departments are annually approved by the institutional council (*intézményi tanács*).

The applications for launching a new programme (*szakindítási kérelem*) at an institution are as well elaborated by the instructors who have to develop the curricula and the subject programmes of the proposed training programme. Higher education institutions together may also propose the establishment of a new programme (*szaklétesítési kérelem*) for which purpose they have to develop and ask for accreditation of their draft of the qualification requirements. In this way, instructors also participate – although here more indirectly - in the definition and improvement of future training content. The respected members of the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság, MAB*) also come from higher education, the autonomy of which regarding the planning of training content is therefore complete.

### 2. VET provided within the school system (vocational training schools)

Concerning the OKJ vocational qualifications (*szakképesítés*) obtainable in VET within the school system (the professional and examination requirements of which are defined in ministers' decrees), the vocational teachers/trainers may, at the request of the ministry, participate in the professional committees set up by the ministry in charge of the given qualification. The central programmes (framework curricula) - which are necessary for introducing training programmes in public education institutions, pursuant to the *45/1999. (XII. 13.) decree of the Minister of Education on the conditions of providing VET* – are also developed in cooperation with vocational teachers/trainers. The forms of examination are regulated by the above mentioned decrees, while the forms and methods of assessment are specified in the *Act LXXIX of 1993 on Public Education*.

In vocational training schools (*szakképző iskola*) the general rights and duties of teachers and trainers are regulated by the Act on Public Education and these are then further elaborated by the various internal regulations of the schools.

Defining the local curricula and curricula development is the task of the schools. In the general education grades, since 1996 with the introduction of the National Core Curriculum (*Nemzeti Alaptanterv, NAT*) schools are allowed to develop their own curricula in compliance with the frame regulations. The curricula of the vocational orientation, preparation for vocational studies and basic vocational education offered in these grades are based on the framework curricula developed by the National Institute for Vocational



Education (*Nemzeti Szakképzési Intézet, NSZI*) for the 21 groups of occupations (*szakmacsoport*).

The curricula of the vocational education grades (the vocational programmes, *szakmai program*) are also to be set up - observing the relevant frame regulations: the decrees on the professional and examination requirements of the given vocational qualification - by the schools in compliance with the standard curricula developed by the NSZI. Various tenders provide opportunities for curricula development and such development work is supported also by the professional associations of teachers/trainers that each school has to set up within the institution.

### 3. Adult training

Pursuant to the *Act CI of 2001 on Adult Training*, adult training can be provided only on the basis of a training programme (*képzési program*) that may developed freely by the institutions. This training programme has to specify the competencies that can be mastered, the admission requirements, the duration and methodology of the training, the modules of curriculum, the maximum number of participants, the methods of assessment, the preconditions of obtaining a qualification, and the means of ensuring the human resources and material conditions required.

In case the training aims at obtaining an OKJ (state recognized) vocational qualification, this autonomy of teachers/trainers is restricted only by the *45/1999. (XII. 13.) decree of the Minister of Education* which prescribes that the training programme shall observe the professional and examinational requirements defined by the minister in charge of the given qualification.

### **0602 TYPES OF TEACHERS AND TRAINERS IN IVET**

IVET in Hungary is provided mainly within the school system by vocational training schools (*szakképző iskola*, comprising two types: vocational school, *szakiskola*, and secondary vocational school, *szakközépiskola*) at upper-secondary and in secondary vocational schools also at post-secondary level, and by higher education institutions (college, *főiskola*, and university, *egyetem*). One may, however, obtain her/his first state-recognized OKJ ("National Qualifications Register", *Országos Képzési Jegyzék*) vocational qualification (*szakképesítés*) also outside the school system, within the framework of adult training (*felnőttképzés*).

The types and qualification requirements of teachers and trainers working in higher education, in the vocational training schools of public education and in adult training are regulated by different legal regulations in more or less differing ways.

#### **Types of Teachers and trainers in IVET**

*See Table 0602 attached.*

#### 1. Instructors working in higher education

##### Types

The *Act LXXX of 1993 on Higher Education* differentiates between two types of instructors (*oktató*).

1.1 Instructors who can be promoted based on their scientific achievement (starting from the lowest rank):  
college/university (*főiskolai/egyetemi*)



## Leonardo da Vinci

Description of vocational trainer

- teaching assistant (*tanársegéd*),
- assistant professor (*adjunktus*),
- associate professor (*docens*), and
- professor (*tanár*).

The distinction of college-university positions was justified by the fact that in the dual system (to be changed in 2006) university education was rather theory-, while college education was rather practice-oriented. Regarding professional expectations, the college professor position is comparable with that of a university assistant professor.

Employment in the above positions entitles practitioners to use these achievement-based "instructor titles" (*oktatói címek*). The requirements of instructor titles are regulated partly by the Act on Higher education and partly by the internal regulations of the higher education institute.

Teaching assistants and assistant professors are instructors employed for a definite term of maximum four years. Their contract may be renewed for another period of maximum four years, once in the case of teaching assistants and twice in the case of assistant professors. The introduction of limiting employment for a definite term in 1996 aimed at urging young instructors to meet the requirements of the so-called senior positions (associate professor and professor) as soon as possible.

The requirements of obtaining an associate professor title and position for an indefinite term through tendering include mentoring the school and scientific work of students and subordinate instructors and the ability to give lectures in a foreign language. Furthermore, university associate professors must also have a PhD or an equivalent degree.

The university/college professor position and title may be acquired for an indefinite term also through tendering. Its requirements include having a PhD or equivalent degree and recognition by the national and international scientific audience based on achievements. University professors also need to have accomplished the so-called "habilitation" process (*habilitációs eljárás*), through which also pedagogical skills are assessed (by performing a lecture in a foreign language) in addition to assessing scientific achievement and scientific organizational skills. (This is the only requirement regulated by law through which evaluating "teaching" skills do matter in higher education). As a part of quality assurance, the support of the Hungarian Accreditation Committee (*Magyar AKkreditációs Bizottság, MAB*) is also required for obtaining the university professor title.

The highlighted importance of higher education is demonstrated by the fact that - pursuant to the Hungarian Constitution - the appointment of a university professor is the right of the President of the Hungarian Republic, and of a college professor it is the right of the Prime Minister. Applications for instructor positions are evaluated and decided upon by the institutional council (*intézményi tanács*) of the higher education institution. Following appointment the rights of the employer are exercised by the head of the institution.

The accreditation of a given programme and of the institution (the most important tool of quality assurance) itself depends on the appropriate number and quality of scientific performance of the senior instructors employed in higher education. A precondition of the establishment and of the institutional accreditation of colleges and universities is that the appropriate number of assistant professors, and in universities of professors, be ensured in order to provide quality education in the given field of science.

1.2. Other instructors who are employed outside the above described promotion system based on scientific achievement, for example:

- language teacher (*nyelvtanár*),



## Leonardo da Vinci

Description of vocational trainer

- physical education teacher (*testnevelőtanár*),
- artist teacher (*művész tanár*),
- information technology teacher (*informatika tanár*),
- leader of practical training (*gyakorlatvezető*), etc.

who are employed - in respect of the required qualifications and their wages – under the same conditions as public employees of public education.

Besides the above mentioned two groups of instructors, higher education institutions may employ scientific researchers who may also teach in a definite part of their working time (*49/1993 government decree on the execution of Act XXXIII of 1992 on the legal status of public employees in central budgetary research and other institutes employing researchers*).

In higher education there are no distinct learning facilitator positions (e.g. mentor, tutor). Such functions may be performed by student counselling centres providing career guidance, psychological, legal, or learning supporting counselling services as background institutions that may be (but do not have to be) set up by the institutions. Legislation provides only for employing so-called coordinators in order to support the special needs of students living with disabilities, but this function is also often performed by the instructors besides their teaching work.

### Place of work, employment

Instructors of higher education work in colleges (*főiskola*) and universities (*egyetem*) that in respect of their maintainer may be public (*állami*), private/foundational (*magán/alapítványi*) or ecclesiastical (*egyházi*) institutions. The conditions of the employment of instructors differ according to the maintainer (since 1992, when ecclesiastical institutions were founded) in so far as employees of public (state-owned) higher education institutes are public employees (*közalkalmazott*), while instructors employed by non-public institutions are not (although there were central agreements made in order to harmonise the conditions of their work contract with those of public employees).

After the retirement age (62) the continuation of employment is determined by the head of the institute. Senior positions, however, cannot be filled above the age of 65 and instructors can only be employed by an assignment contract (*megbízási szerződés*) after the age of 70.

### Age distribution and gender balance

2004/2005	Employed full time			Employed part-time	Total	
	total	female			number	%
<25	70	35	50%	15	85	0,45%
25-34	3 389	1 531	45%	336	3 725	19,67%
35-44	4 033	1 620	40%	375	4 408	23,28%
45-54	4 568	1 908	42%	568	5 136	27,12%
55-64	4 158	1 341	32%	523	4 681	24,72%
>65	674	93	14%	229	903	4,77%
<b>Total</b>	<b>16 892</b>	<b>6 528</b>	<b>39%</b>	<b>2 046</b>	<b>18 938</b>	<b>100%</b>

Source: Statistics of the Ministry of Education (2004/2005)

For the number of instructors entitled to use "instructor titles" and of other instructors, employed full, part time or by assignment contract, please refer to Annex 7.



### Wages

The wages of instructors in the various positions defined in the Act on Higher education are regulated by observing the general provisions – concerning the promotion system based on qualifications and length of employment - of the Act on Public employees. Since 2000 the pay grades of public employees working as higher education instructors employed in positions providing an “instructor title” has been defined in a separate decree (33/2000 (XII.26.) decree of the Minister of Education on the execution of Act XXXIII of 1992 on the legal status of public employees in higher education) by setting up separate categories and rates for them. Wages of the other instructors are determined in the same way as of instructors of public education.

The minimum amount payable to public employees is determined by a 140-cell “pay-table” (*bértábla*) based on pay classes (*fizetési osztály*) dependent on qualifications, and pay grades (*fizetési fokozat*) dependent on the length of employment (please refer to Annex 2).

The system of payment of higher education instructors differs from that of other public employees in so far as there are 3 pay grades assigned to positions that require an “instructor title” according to the length of employment in that position. The starting point is the 1<sup>st</sup> pay grade of the university professor position to which the annual budget act assigns a definite guaranteed amount. This was 440,000 HUF (1617,6 EUR, 1 EUR=250 HUF) in 2005. Wages in other positions are determined by the given pay grade and a proportional number in respect of the guaranteed payment of the university professor position. Thus the base salary of a fresh teaching assistant is minimum 180,000 HUF (720 EUR), of a college/university assistant professor it is 200,000-220,000 HUF (800-880 EUR), of an associate professor it is 240,000-300,000 HUF (960-1200 EUR), and of a university/college professor it is 330,000-440,000 HUF (1320-1760 EUR). In higher (2<sup>nd</sup> and 3<sup>rd</sup>) pay classes the above mentioned amounts are increased by 3-6%, i.e. by 13,000-26,000 HUF (52-104 EUR).

The allowance system of instructors is linked primarily to senior assignments and to special knowledge, and they do not receive a territorial allowance (*területi pótlék*). Artist teachers, engineer-teachers, language teachers and technology-teachers employed as instructors are also entitled to receive allowances. Legislation specifies the exact amount of these. The “Professor Emeritus” title offers a special monthly income in the amount of a definite proportion of the guaranteed payment of the university professor.

This system of payment is supplemented by an instructor-researcher scholarship system introduced in 2001. It provides additional payment for a three-year period for the elite of the profession.

In the past decade higher education institutions received the budget source of the wages as a part of their per capita training support (*képzési normatíva*) calculated on the basis of the number of students. At the end of the 1990s the difference of the wages typical in the private and the public sector reached 30-40%, while regarding higher education it was 55%. The financing of higher education institutes playing a crucial role in the economic-social development of the country was quite disproportionate to the achievements accomplished by and expected from instructors and researchers. An overall solution was not possible for a long time, since the middle of the 1990s, however, several steps were taken to improve the situation:

- As the first step toward differentiated payment based on the quality of work, the Széchenyi professor scholarship was introduced in 1997 that provided distinguished support (in the amount of five times the national minimum wage, *minimálbér*) for



2000 instructors-researchers. Scholarships supporting the employment of foreign, internationally well-known instructors and researchers were also established later.

- Research support in addition to the per capita support of training was introduced, as well as programme-financing support obtainable through tenders aimed at encouraging scientific achievement. Furthermore, a wage compensation dependent on quality work, then the professional multiplier supplementing the public employee pay table were introduced in the professor and associate professor positions.
- The number of PhD students and their financial support was increasing gradually and assigning teaching tasks to them became possible by creating post-doctoral positions and introducing new scholarships.
- The major change was implemented by the 50% increase of payments on 1 September 2002 with the introduction of the above mentioned new pay table of higher education instructors.

## 2. Teachers and trainers in VET within the school system (vocational training schools)

### Types

Pursuant to the regulations of the *Act LXXIX of 1993 on Public Education* and the *Act LXXVI of 1993 on Vocational education and training*, the following types of practitioners may be distinguished among the teachers/trainers working in vocational training schools (*szakképző iskola*):

- teachers:
  - teachers of general subjects (*közismereti szakos tanár*)
  - teachers of vocational theory (vocational teacher, *szakmai tanár*)
- trainers: instructors of vocational practical training who may be vocational trainers (*szakoktató*) working usually in vocational training schools and practical trainers (*gyakorlati oktató*) employed by enterprises providing VET in workshops or at the workplace (in case of alternance and apprenticeship training).

General subject teachers may teach the subject relevant to their qualification in the general education grades of the lower and upper secondary phases of public education (in the current dual system of higher education, a college level teacher degree qualifies for teaching in the primary school, *általános iskola*, and in grades 9-10 of vocational schools, *szakiskola*, while a university degree is required for teaching in grades 9-12 of secondary vocational schools, *szakközépiskola*, and grammar schools, *gimnázium*). Presently, there are more than 100 undergraduate higher education programmes (*szak*, a quarter of the total number) available in general subject teacher training.

Vocational theoretical subjects are taught by the vocational teacher which is in fact a collective term. According to the qualifications obtainable in different teacher training programmes, one can distinguish between the following main groups which can be named after the field of study in higher education:

- engineer-teacher (*mérnök-tanár*, trained for providing VET in vocations in the technological occupational groups, *műszaki szakmacsoportok*, of the National Qualification Register, *Országos Képzési Jegyzék, OKJ*)
- agrarian (agricultural) engineer-teacher (*agrár/mezőgazdasági mérnök-tanár*, trained for providing VET in the agrarian occupational groups)
- economist-teacher (*közgazdász-tanár*, trained for providing VET in the business and economics occupational groups)
- medical-teacher (*egészségügyi tanár*, trained for providing VET in the medical occupational groups)
- artist-teacher (*művész-tanár*).



This latter group of artist-teachers is somewhat special inasmuch as artist-teachers having a college-level degree may teach only in basic art education (*alapfokú művészetoktatás*, in art - e.g. music - schools separated from the schools providing compulsory education but as well part of the public education system). (Students can voluntarily participate in basic art education from the age of 6 till adult age, in parallel to their compulsory schooling (after the mandatory school time), the 6 or more years of education provided here, however, does not award a certificate that would automatically ensure admission to enter art VET.) In addition, there are also art secondary vocational schools (operating in the same manner as other such schools) where art subjects can be taught only by artist teachers having earned a university level degree.

In addition, there are some practitioners who are normally not regarded as vocational teachers, they, however, may also partly be employed as vocational teachers:

- teachers of sports (a teacher who has earned a degree as a general subject - physical education – teacher, may also teach in sports VET);
- teachers trained to teach certain vocational subjects of the social and pedagogical vocations listed in the OKJ (e.g. teacher of special education, *gyógypedagógia-tanár*, teacher of cultural anthropology, teacher of sociology, teacher of psychology, teacher of pedagogy, who may also teach in the general education grades of public education if an institution offers such subjects; they may also perform general tasks, e.g. a teacher of psychology may be employed also as a school-psychologist)
- the categorization of the fields of information technology, environmental protection, etc. depends on whether these are taught as a general subject or a vocational subject, and accordingly, there are two distinct teacher training programmes preparing participants for teaching them.

The vocational trainer – also in fact a collective term - is clearly distinct from the various teacher types discussed above and thus belongs to the category of trainers. Currently, a vocational trainer qualification can be earned in four programmes:

- agricultural vocational trainer (*mezőgazdasági szakoktató*),
- technological vocational trainer (*műszaki szakoktató*),
- economic (commerce and catering) vocational trainer (*gazdasági – kereskedelmi és vendéglátási – szakoktató*),
- medical vocational trainer (*egészségügyi szakoktató*, which, however, is not listed among the first-cycle programmes of the Bologna type, therefore this kind of training will no longer be offered).

§17 of the Act on Public education permits also the employment of practitioners having a tertiary level (ISCED 5A) degree and qualification adequate for the given professional field to instruct vocational theoretical and practical subjects, and those having an ISCED 4C or 5B OKJ qualification and at least 5 years of professional experience can also be employed (for a definite period), in case there is no teacher/trainer training programme preparing for teaching/training a theoretical or practical subject of VET,. Vocational training schools employ such teachers/trainers teaching without a pedagogical qualification in great numbers even for subjects that do have adequate teacher/trainer training programmes (primarily because due to the consecutive nature of their training, vocational teachers may also be employed in the economic sphere where salaries are usually higher than those available for public employees).

The category of trainers includes also another type of practitioner: the practice trainer often having a master title (*mestercím*; or even a vocational trainer qualification) who may participate in VET provided by an enterprise within the framework of a cooperation agreement (*együttműködési megállapodás*) or apprenticeship training (*tanulószerződés*, student contract). Pursuant to the Act on Vocational education and training practice trainers have to possess a relevant vocational qualification and have at least 5 (or in the



case of individual workplace training 2) years of professional experience (and a clean criminal record), but when selecting these trainers, people having a master examination (*mestervizsga*) certificate or a vocational trainer qualification must be preferred.

The table below presents the highest qualifications possessed by teachers (of general and of vocational theoretical subjects) and vocational trainers in school year 2004/2005.

Teachers/trainers employed full time in pedagogical positions, according to pedagogical qualification and occupation (number/%)		Teachers (of general and vocational subjects)*		Trainers (of vocational practical training)	
Pedagogical qualification	Teacher (general and vocational)	33479	79%	474	12%
	Special education teacher ( <i>gyógypedagógus</i> )	750	2%	22	1%
	Vocational trainer ( <i>szakoktató</i> )	666	2%	1695	43%
	Practitioner having a pedagogical qualification but her/his degree is from a different field	4649	11%	486	12%
Practitioner not having a pedagogical qualification and her/his degree is from a different field		1137	3%	285	7%
Practitioner not having a pedagogical qualification but trained in the appropriate vocational subject		888	2%	334	8%
Practitioner with an upper secondary graduation certificate and not having a pedagogical qualification		634	2%	638	16%
<b>Total</b>		<b>42203</b>	<b>100%</b>	<b>3934</b>	<b>100%</b>

Source: Statistics of the Ministry of Education (2004/2005)

\* statistics include artist teachers (differentiated by the musical instruments) working in basic art education institutions (*alapfokú művészetoktatás*) in this category

In addition, special vocational schools providing IVET to students with special needs employ also special education teachers (*gyógypedagógus*), and schools may also create non-pedagogical positions to assist the pedagogical-teaching work whose practitioners thus may be classified as learning facilitators: *iskolapszichológus* (school psychologists), social pedagogue (*szociálpedagógus*), *szabadidőszervező* (spare time organizer), etc.

#### Place of work, employment

Educational institutions providing VET within the school system:

- vocational school (*szakiskola*)
- secondary vocational school (*szakközépiskola*)
- special vocational school (*speciális szakiskola*)

that are public education institutions as defined in the Act on Public education.

The vocational teacher and vocational trainer qualifications entitle people to fulfil a pedagogical position in public education institutions. The maintainer of such institutions



can be the state, private organizations (including foundations) or a church which makes a difference in the conditions of teachers'/trainers' employment. Employees of state-owned public education institutions are public employees, while those employed by private or ecclesiastical public education institutions do not hold this status (although there were central agreements made in order to harmonise the conditions of their work contract with those of public employees).

When employing a teacher/trainer, the employer (the director of the school) has the right to determine which qualification is adequate for teaching a given subject. 17.§ of the Act on Public education specifies only the level of qualifications required for the various (primary, lower and upper secondary) levels and in the different types of institutions of public education, and it makes only general statements regarding the adequacy of qualifications (it requires a teacher qualification, *tanári képesítés*, adequate for the subjects or the professional field of the vocation). This section of the Act distinguishes only between the theoretical and practical subjects taught in the VET grades of vocational schools and secondary vocational schools: concerning teachers'/trainers' qualifications, it mentions only the teacher degree as adequate for teaching both theoretical and practical subjects, thus allowing teachers having only a college-level degree to teach also in secondary vocational schools.

Distribution according to age and gender

Number of teachers/trainers employed full time in a pedagogical position, by age, gender and educational level	In special vocational schools ( <i>speciális szakiskola</i> )		In grades 9-12 of grammar school ( <i>gimnázium</i> ), of secondary vocational school ( <i>szakközépiskola</i> ) and in vocational schools ( <i>szakiskolában</i> )		In the vocational education grades of secondary vocational school	In higher level VET ( <i>felsőfokú szakképzés</i> )	In basic art education ( <i>alapfokú művészetoktatás</i> )	Total	
	general	vocational	general	vocational					
	subjects		subjects						
Age group 25	14	13	852	202	78	11	776	1946	3%
female	13	8	657	104	45	7	500	1334	
25-34	123	82	9923	1526	1011	146	2869	15680	44%
female	90	48	7291	846	583	103	1931	10892	
35-44	182	105	8401	1774	1029	136	2491	14118	25%
female	132	76	5956	960	538	81	1674	9417	
45-54	244	160	7750	3150	1352	169	1917	14742	26%
female	184	86	5621	1478	676	120	1251	9416	
55-64	108	69	4119	2235	886	84	1055	8556	15%



female	72	23	2608	612	349	49	656	4369	
>64	10	3	390	114	87	6	227	837	1%
female	6	2	185	28	38	2	128	389	
<b>Total</b>	<b>681</b>	<b>432</b>	<b>31435</b>	<b>9001</b>	<b>4443</b>	<b>552</b>	<b>9335</b>	<b>55879</b>	<b>100%</b>
female	497	243	22318	4028	2229	362	6140	35817	
	73%	56%	71%	45%	50%	66%	66%	64%	

Source: Statistics of the Ministry of Education (2004/2005)

The national statistical data collection covers also the public education school types, although such data do not differentiate between general subjects/vocational teachers and trainers.

Type of school	Full-time employees in a teacher/trainer position	
	Total	Female
Vocational school	8421	4215
Special vocational school	878	572
Secondary vocational school	19960	12477
<b>Total</b>	<b>29259</b>	<b>17264</b>

Source: Ministry of Education, Educational Statistics (2004/2005)

Since in vocational training schools VET starts only after the general education grades (in the 11<sup>th</sup> grade in vocational schools and the 13<sup>th</sup> in secondary vocational schools, and vocational preparation may take up at most 25% of general education in the preceding grades), the number of vocational teachers/trainers (14428, not counting basic art education) is much lower than that of general subject teachers (32116) teaching in secondary and vocational schools.

### Wages

The wages of teachers and trainers employed as public employees are determined in accordance with the pay-table specified for public education employees in a decree of the Minister of Education (please refer to Annex 2). The legal status of public employees provides a guaranteed promotional and payment system according to which teachers/trainers are automatically advanced to a higher pay grade (*fizetési fokozat*) every three years.

In the pay-table whose minimum amounts are defined in acts by the Parliament, positions that require a higher education degree are classified as belonging to pay classes D and higher. The pay-rise in 2002 increased the guaranteed minimum amounts by 50%. As a result, a fresh university graduate teacher receives a base salary of 108,000 HUF (432 EUR), and teachers in the highest pay grade after being employed for a long time receive about its double, a base salary of 200,000-240,000 HUF (800-960 EUR).



Teacher (trainer) payment has always consisted of at least two parts: wage defined according to the above described classification system and the various allowances. Current regulation distinguishes between compulsory and optional allowances. Overtime payment and some allowances are mandatory and their minimum amount is specified in decrees (e.g. the director's allowance is 47,000 HUF, 188 EUR, the vice director's is its half, and allowances linked to other tasks are between 4,000-6,000 HUF, 16-24 EUR)

### 3. Teachers working in adult training

Vocational education and training provided within the framework of adult training ( *felnőttképzés*) may be regarded as IVET in so far as some of its participants may be grammar school graduates who have completed their compulsory schooling by studying general subjects and will obtain their first OKJ vocational qualification in VET provided outside the school system. In this case legislation (in addition to the  *Act CI of 2001 on Adult Training* and the related decrees) concerning the human resources and material conditions of this kind of training is the same (Act on Vocational education and training and 45/1999 (XII. 13.) decree of the Minister of Education on the conditions of providing VET) as in the case of VET provided within the formal school system.

For more information about instructors working in adult training, please refer to section 0603.

#### Recruitment of teachers/trainers

There are no means of attracting people to the pedagogical – and thus to the vocational teacher or trainer - profession. There is not a country-wide uniform structure or technique of recruiting IVET teachers/trainers either. Higher education institutions announce their job openings of instructor positions in the Educational Bulletin ( *Oktatási Közlöny*). The job announcements of public education institutions are published also (since in their case only public announcement is prescribed) in other periodicals or journals (primarily in "Public Education",  *Köznevelés*, the pedagogical journal read by the most people) as drafted and paid by the employer. Pedagogical job openings may also be published through the Internet. Instructors of adult training are recruited by the same techniques as usual in the economic sphere.

#### **060201 PRE-SERVICE TRAINING FOR IVET TEACHERS**

It is a fundamental requirement in both higher and public education (for an explanation of the distinction of these sectors, please refer to section 0601) that teachers and trainers possess a qualification of the same field (and of a level at least equal to what they teach) as they provide training for. Furthermore, in theory, a qualification of having been trained for the pedagogical profession (in local terminology: a teacher qualification,  *tanári képesítés*) is also necessary for being allowed to teach/train.

In the case of higher education instructors legislation does not prescribe that they have a qualification in the same field as they instruct, institutions, however, do consider this when recruiting them. Nor is a teacher qualification a requirement in higher education (and usually institutions do not consider it as an asset either). The  *Act LXXX of 1993 on Higher Education* requires only that instructors have a university level degree (or in some exceptional cases – e.g. in some branch of art where previously there was only college level education - even a college level degree may be enough).

In the case of teachers of VET provided within the school system ( *iskolarendszerű szakképzés*; in vocational training schools,  *szakképző iskola*), however, the programmes of



teacher training (*tanárszakok*) – as well as of trainer training (*szakoktatói szakok*) preparing participants for providing the practical element of VET – fulfil both the above requirements: they include both training in the given professional field awarding various qualifications and training for the pedagogical work.

In adult training, programmes aimed at obtaining a National Qualification Register (*Országos Képzési Jegyzék, OKJ*) vocational qualification may in certain cases be considered as providing IVET, the pre-service training of teachers and trainers working in this field is, however, provided in the same form and institutions as will be discussed below (they do not have separate training).

## 1. Pre-service training of higher education instructors

There is no such training: they may be employed with a university degree and they do not receive training designed specifically to prepare them for the instructor role.

## 2. Pre-service training of teachers working in VET within the school system (vocational training schools)

The pre-service training of teachers of VET within the school system – just as of (almost) everyone employed in a pedagogical position - is provided in higher education.

The various programmes of teacher training have been defined together with the non-teacher programmes of the given group of programmes (*szakcsoport*) by the government decrees defining the qualification requirements (*képesítési követelmények*, please refer to Annex 5). Therefore, the (general subjects and vocational) teacher (and trainer) programmes are all listed among the other, non-teacher programmes of a given higher education group of programmes (called field of training, *képzési terület*, in the new higher education system) corresponding to the various fields of study (please refer to Annex 1). A separate decree (*the 111/1997 (VI. 27.) government decree on the requirements of the teacher qualification, tanári képesítés*) defined the common training element of all teacher training programmes that had to be taken into account – while observing the differing training structures determined by the group of programmes - when defining the qualification requirements of a group of programmes.

The 77/2002 (IV. 13.) so-called credit decree has grouped the teacher training programmes of the 8 relevant groups of programmes (humanities, natural science, physical education, arts, agrarian, technological, economic, medical, the latter 5 including the vocational teacher training programmes):

- according to whether they train general subject teachers or vocational teachers;
- classified the vocational trainer training programmes as also belonging to the group of vocational teacher training;
- according to training structure (i.e. whether their professional and pedagogical training elements follow the concurrent or the consecutive model, calling the latter as teacher training programmes awarding double degrees, *kettős oklevelet adó tanárszakok*);
- harmonized the decrees of different groups of programmes (in order to ensure the equal observation of the common requirements of the teacher qualification that was necessary because the nine decrees on qualification requirements, including the one on the teacher qualification, were not created at the same time);
- defined the total credit value of the requirements of the teacher qualification (50 in general subjects double teacher programmes, *kétszakos közismereti tanárszak*, and 60 in vocational teacher training); and



- defined also the minimum mandatory credit values of the content modules of the teacher qualification.

Currently, vocational teacher training is provided in the following institutions (please refer to Annexes 3 and 4):

- **Technological:** college level training is provided by 4 technical (or multi-disciplinary) colleges (one of these became a university in 2002) and the technological college faculties of three universities; university level engineer-teacher (*mérnök-tanár*) training is carried out in one technological university and one regional (previously agrarian) university. Universities and colleges also provide supplementary teacher and trainer training opportunities for those having an engineer degree to obtain the teacher qualification.
- **Economic:** college level teacher (and vocational trainer) trainings are provided in one field, at a college specialized in commerce and catering, currently a faculty of Budapest Business School (*Budapesti Gazdasági Főiskola*). This institute (and also two previously teacher training colleges) provide training also in the newly established home-economics/lifestyle teacher (*háztartásökönómia-életvitel tanár*) training programme regarded as a general subject teacher training programme. University level economist-teacher (*közgazdász-tanár*) training is carried out at one specialized university. Both institutions provide also supplementary training opportunities aimed at obtaining the teacher qualification.
- **Agrarian:** college level training is provided at a college faculty of one university, university level training is carried out at four previously agrarian universities, currently faculties. Two of these also provide teacher and vocational trainer training based on college-level programmes. Supplementary training aimed at obtaining the teacher qualification based on an agricultural-engineer degree is carried out at all institutions.
- **Medical:** the medical vocational teacher (*egészségügyi szakmai tanár*) programme exists only since 2002 and only at university level, and it does not provide double degrees. This and the college level vocational trainer training are carried out at the medical college faculty of a medical university (the latter, however, will be terminated with the introduction of the multi-cycle training structure, primarily due to having the teacher training programme established).

As it is described in detail in section 0602, §17 of the *Act LXXIX of 1993 on Public Education* regulating the conditions of employing vocational teachers/trainers in VET within the school system defines only the level of the necessary qualifications according to the level of education and the types of public education institutions, and it makes only general statements concerning the adequacy of qualification (prescribing a teacher qualification adequate for the subject or the field of the vocation to be taught). Conditions of employment in the various school types do not change according to the level of qualifications (college or university) either. The subjects to be taught by a teacher/trainer are determined by the equivalence of the field of the given occupational group (*szakmacsoport*) and the qualification earned in a teacher training programme, which is assessed by the head of the school.

There is no special counselling for those applying to vocational teacher training, although a general career guidance system is available for everyone. On the one hand, there is career guidance available for all students of secondary education; the operation of such services is the task of one type of the pedagogical professional services (*pedagógiai szakszolgálatok*) prescribed by the Act on Public education and its provision is the duty of the counties (*megyék*). On the other hand, the National Admission Office (*Országos Felvételi Iroda, OFI*) offers internet based guidance (<http://felvi.hu>) for all fields of higher education through providing selected information to inquirers about the programmes and



training providers listed in the Higher education admission information bulletin (*Felsőoktatási felvételi tájékoztató*).

### 3. Pre-service training of teachers working in adult training

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore their training corresponds to what is discussed in this and the following sections.

For more information specific to adult training (concerning admission requirements and quality monitoring in adult training) please refer to sections 0603, 06030101 and 06030104.

#### 06020101 ADMISSION REQUIREMENTS

It is a fundamental requirement in both higher and public education that teachers and trainers possess a qualification of the same field (and of a level at least equal to what they teach) as they provide training for.

In case of higher education instructors legislation does not prescribe that they have a qualification in the same field as they instruct, institutions, however, do consider this when recruiting them. Nor is a pedagogical qualification a requirement in higher education (and usually institutions do not consider it as an asset either). The *Act LXXX of 1993 on Higher Education* requires only that instructors have a university level degree (or in some exceptional cases – e.g. in some branch of art where previously there was only college level education - even a college-level degree may be enough).

In VET provided within the school system (*iskolarendszerű szakképzés*; in vocational training schools, *szakképző iskola*) the necessary qualifications of teachers (degree and qualification) are regulated by the *Act LXXIX of 1993 on Public Education*. Pursuant to current legislation:

- in the 9<sup>th</sup>-10<sup>th</sup> grades of vocational schools (*szakiskola*) general subjects can be taught by teachers having an appropriate - adequate for the subject - (college or university level) teacher qualification (*tanári képesítés*, ISCED 5A);
- in the 9<sup>th</sup>-12<sup>th</sup> grades of secondary vocational schools (*szakközépiskola*) general subjects can be taught by teachers having an appropriate university level teacher qualification (ISCED 5A), or, in the case of arts, physical education and technical (practical) subjects, also by teachers having a college level teacher qualification (ISCED 5A);
- in vocational training schools (*szakképző iskola*, covering both former types) vocational theoretical subjects, vocational foundational/preparatory and career orientation studies can be taught by teachers having an appropriate - adequate for the field of training - (college or university level) teacher qualification or a higher education degree and qualification appropriate for the given field (ISCED 5A).

There are no special regulations concerning admission to teacher training. The precondition of applying to any programme (*szak*) of higher education is the maturity examination (*érettségi vizsga*, obtainable in grammar schools, *gimnázium*, and in secondary vocational schools). Other requirements (e.g. a language examination certificate) may be specified only in certain cases (e.g. when applying to training provided in a foreign language). There is no opportunity to assess and validate non-formal/informal learning in the process of admission to a teacher training (or any) programme in higher education; there is, however, an opportunity to validate informal learning, i.e. professional experience when recruiting teachers. Pursuant to the *Act LXXIX of 1993 on Public*



*education*, practitioners having only a relevant ISCED 4C or 5B level vocational qualification of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) can be employed (for a definite time) as teachers of vocational theoretical and preparatory subjects in case there is no relevant higher education training programme and they have at least 5 years of professional experience.

The higher education application system changed two years ago. Previously, determining the admission requirements - observing the framework regulations of the 269/2000. (XII. 26.) government decree on the procedure of admission - was within the power of the institutions. Currently, however, there is no entrance exam and application scores are calculated exclusively on the basis of the results achieved in secondary education (extra scores can be obtained for extra achievements such as taking a language examination or the higher level, *emelt szintű*, maturity examination). The new regulations prescribe also an aptitude test only in the case of programmes assuming certain special skills (e.g. arts, physical education) that is organized and evaluated by the higher education institution.

The result of the application appears on a 120-score scale (and the extra scores may add up to this). One may collect a total of 60 scores calculated from the average results of the maturity examination and two-two final marks obtained in five subjects in secondary schools. The remaining 60 scores is to be calculated from the results of two subjects – selected from among those predefined for the chosen programme - of maturity examination.

The admission score limits for each programme and training location (according to full and part time training forms and state financed and fee-charging forms) are determined by the institutions – in cooperation with the Ministry of Education (*Oktatási Minisztérium, OM*) and the National Admission Office (*Országos Felvételi Iroda, OFI*) - based on the achieved application scores and the maximum number of students that can be admitted. When the applicant does not achieve the required scores, s/he is diverted to the next institution listed in her/his application form or - if her/his scores are not enough for admission even to the last institution listed - s/he is declined.

In teacher training applicants usually apply first to university-level non-teacher training programmes, then teacher training programmes (*tanárszak*) or college-level popular programmes, and they choose only at the last place college-level teacher training programmes (less frequently in natural sciences), which is the result of the low prestige of the pedagogical carrier. In addition, counter-selection effects have been reinforced by the dual training structure and that teacher and non-teacher training programmes were clearly separated. One expected positive effect of the introduction of the new higher education training structure will be that institutions will be able to select students who can be admitted to teacher training programmes in the master cycle from among applicants already having completed the first cycle based on their results achieved in it.

06020102 TRAINING MODEL AND PROCESS

### Training models

The training structure of teacher training (and vocational trainer training) programmes (*tanárszak*) has been determined by the given group of programmes (*szakcsoport*). As a result – as the table below presenting the structure of all pedagogical training shows - most vocational teacher training programmes (*szakmai tanárszak*) belong to the category of programmes awarding double degrees (*kettős oklevelet adó szakok*, consecutive model), while the majority of art, medical vocational (*egészségügyi szakmai tanár*) and general subjects teacher (*közismereti tanár*, except for university level teacher training in



the humanities) training programmes (as well as vocational trainer, *szakoktató*, training programmes) belong to the concurrent model.

The difference between the two models is that in programmes awarding double degrees (called programmes "capable of" teacher training, *tanárképes szak*) training in the given professional field provides an independent degree and qualification and the teacher qualification (*tanári képesítés*) may be earned (but it is optional) in a supplementary training, while in the concurrent model (in teacher training programmes, *tanárszak*) training of the two elements can be provided only concurrently, thus it awards only one degree which specifies the qualification as teacher of a given subject (*szakos tanár*). The "pure" form of the consecutive structure is the so-called supplementary (undergraduate) teacher training (*tanári kiegészítő alapképzés*) that is provided to graduates already having earned a degree; this kind of training has been offered only in correspondence and fee-charging forms so far. Besides, state-financed training preparing for the teacher qualification can be provided also in parallel to the training aimed at obtaining the first degree – in one or two terms longer form in college level programmes.

In the concurrent model, the proportion of training in the professional field and the teacher training element is 3:1 (in college level teacher training), 4:1 (in both college and university level training), or 5:1 (in the case of university level programmes awarding double degrees), depending on the duration of training, structure and level of the programme. The element of training for the teacher qualification (taken together with the school practice) comprises at least 600 study hours in all teacher training programmes regardless of the level of education, which may be exceeded by 20% (adding up to 720 study hours) in certain vocational teacher groups of programmes (technological, agrarian).

The table below summarizes the characteristics of all groups of programmes preparing for the pedagogical profession, thus also of teacher training groups of programmes.

### The Structure of Pedagogical Training



Group of programmes	Government decree on qualification requirements	Level of education, duration of training (years)		Mandatory double programmes		Structure of the programme		Number of programmes	Other characteristics
		college	university	not mandatory.	mandatory	one degree	double degrees		
Kindergarten and primary school teachers	158/1994. (XI. 17.)	3 and 4		x		x		5 (2 *ethnic: in 6-6 languages)	
Common element of teacher training	111/1997. (VI. 27.)	No level, minimum 600 study hours in each programme, at least 6 terms in parallel to training in the professional field, 4 terms in supplementary training in programmes awarding double degrees							
Teacher of the humanities	129/2001. (VII. 13.)	4			x	x		20	general subjects
			5		x		x	28	general subjects
Teacher of natural sciences	166/1997. (X. 3.)	4			x	x		9	general subjects
			5		x	x		8	general subjects
Teacher of physical education	44/2002. (III. 21.)	4			x	x		3	general subjects
			4 or 5	x	x	x		3	general subjects
Art teacher	105/1998. (V. 23.)	4		x	in 2 programmes	x		15*	2 general subjects. + 13 artistic vocational
			5	x	in 1 programme	x	in 2 programmes	12*	2 general subjects. + 10 artistic vocational
Agrarian (engineer teacher)	146/1998. (IX. 9.)	4		x			x	1*	vocational
			5	x			x	1*	vocational
Technological (engineer-teacher)	157/1996. (X. 22.)	4		x			x	1*	vocational
			5	x			x	1*	vocational
Economic (teacher)	4/1996. (I. 18.)	4		x	in 2 programmes	in 2 programmes	x	5	3 vocational+ 2 general subjects
			5	x			x	2	vocational
Medical (teacher)	3/2003. (I. 8.)		5	x		x	may also be x	1	vocational
Vocational trainer	-	3		x		x		5	vocational
Special education	168/2000.(IX. 29.)	4			x	x		7	special
Social (social pedagogy)	6/1996. (I. 18.)	4			x	x		1+2	special + pedagogy
Total: 13 groups of majors								130	

\* the number of programmes may be larger: according to the instruments in musical art teacher training programmes, and in the agrarian and technological fields where the engineer-teacher (*mérnök-tanár*) qualification may be based on all agrarian and engineer programmes at both levels.

According to this, the majority of vocational teacher training programmes issue double degrees except for the field of art where music and dance belong to the concurrent model, while the arts and crafts and final arts - and similarly the medical field – have developed a special mixed-type model based on each programme. Among the vocational teacher training programmes, in the fields of technology and agriculture the teacher degree may be earned based on (having trained in) any university and college level programme, while in the economic group of programmes it can be obtained based only on two university level and three college level programmes.



Therefore, training models do not differ according to whether they offer college or university level training, neither on the basis of what level of vocational training graduate teachers may be employed.

### Organization of the teaching/learning process

The organization of the teaching/learning process is the task of the higher education institution. Training in the professional field is carried out in the faculty relevant to the group of programmes and usually participants are taught by the same instructors as students in non-teacher training programmes. Pursuant to the 111/1997 (VI. 27.) decree, the organization of training preparing for the teacher qualification lies within the competence of colleges and universities. Normally, such training is carried out by the departments of pedagogy and teacher training within the same faculty.

The qualification requirements (*képesítési követelmények*) of teacher training specify the educational content and the proportion of practice and theory in the three large modules (pedagogy-psychology, professional methodology and school practice, for their content please refer to section 06020103). The third element, school practice may start after the accomplishment of the methodological element, therefore it is carried out in the last term of education. This practical training involves class observation (called "*hospitálás*") in groups and an individual teaching phase under the supervision of a mentor teacher (*vezetőtanár*) in a training-school (*gyakorlóiskola*) maintained by the higher education institution or one contracted by it. These are followed by a 4-week long continuous individual external school practice under the supervision of mentor teachers who provide mentoring for students through handing over part of their work upon the request of the institution.

#### 06020103 TRAINING CONTENT AND CURRICULA

Pursuant to the Act LXXX of 1993 on Higher Education, curricula, including the specific form and special content and methodological requirements of training, are developed – observing some framework regulations - by the institutions themselves authorized to offer a given programme. The curricula have to be based on the qualification requirements (*képesítési követelmények*, please refer to Annex 5) of the given programme (*szak*) defined in a government decree. Comparing curricula and qualification requirements is an ultimate aspect also of accreditation and quality monitoring.

Decrees on qualification requirements contain:

- the name of the programme
- the aim of the training
- duration
- the level of degree
- the qualification specified in the degree
- the main fields of training
- the proportion of theoretical and practical training
- the main requirements of assessment and evaluation (everywhere defined in credits since 2002)

In teacher training the qualification requirements of a teacher training programme have to observe also the provisions of the decree on the requirements of the teacher qualification (*tanári képzés*). Pursuant to the 111/1997 (VI. 27.) government decree, the common element of all teacher training programmes preparing for the pedagogical work is of minimum 600 study hours to which the amending decree (77/2002 (IV.13.)) specifying the qualification requirements in credits has assigned – effective since 2002 - two types of credit values depending on the training structure of the programme.



In teacher training programmes (*tanárszak*) belonging to the concurrent model (usually in general subjects, *közismereti*, and medical and artist vocational teacher, *egészségügyi szakmai tanár és művész-tanár*, training) training in the professional field and for the teacher qualification may be provided only in parallel awarding one degree, the total credit value therefore contains the teacher training element (the total credit value here depends on the duration of training counting 30 credits for each term). The amending decree assigned a minimum of 40 credits to the teacher training element in these programmes, and an additional 10 credits in double programmes (*szakpáros képzés*) and in training in another teacher training programme. In the case of programmes awarding double degrees (*kettős oklevelet adó szakok*), the amending decree has defined 60 credit scores for the teacher training element (including the 10 credits assigned to writing a separate thesis required for obtaining the teacher qualification).

The decree on the requirements of the teacher qualification has specified a minimum of 6 terms of education in case training in the professional field and teacher training are provided in parallel, and a minimum of 4 terms in supplementary training aimed at obtaining the teacher qualification.

Regarding content, these requirements of the teacher qualification can be classified as belonging to three larger training modules:

1. General psychological and pedagogical theoretical and practical training (e.g. personality and skills development) provided in 300 study hours to which the amending decree has assigned a minimum of 23 credits in all programmes regardless the training structure;
2. Professional methodological theoretical and practical training, with at least 120 study hours in teacher training programmes, and at least 150 study hours in programmes awarding double degrees, issuing 7 and at least 10 credits;
3. School teaching and education exercises in a minimum of 150 study hours that award 10 or 12 credits. 90 study hours of this must be spent in a training-school for general and vocational practice (in 50-50%) under the supervision of a mentor teacher (*vezetőtanár*), including individual teaching in at least 15 study hours. This phase is followed by a final teaching (*zárótanítás*) in which performance is evaluated by the instructor of the teacher training provider.

Students already having a teacher qualification must fulfil only the professional methodological requirements and from among the school exercises accomplish the teaching practice related to the given programme, in order to obtain another teacher degree.

### Bodies involved in defining the curricula

The above suggests that public education IVET teacher organisations do not participate in defining the content (developing the curricula) of higher education, thus neither of teacher training. Higher education instructors (*oktató*) working in vocational teacher training did, however, participate in the work of committees set up by the Ministry of Education (*Oktatási Minisztérium, OM*) to assist in defining the qualification requirements.

There is no special body in charge of the administration of pedagogical training with decision-making, advisory or initiative rights. In the field of in-service training of teachers/trainers, however – pursuant to the 1996 amendment of the *Act LXXIX of 1993 on Public education* – the Minister of Education has established such a body as a sub-committee of the National Public Education Council (*Országos Köznevelési Tanács, OKNT*): the In-service Teacher Training Accreditation Board (*Pedagógus-továbbképzési Akkreditációs Testület*), and this amendment has also authorized the OKNT to set up other



sub-committees. Upon this authorization the OKNT operates also a Teacher Training Sub-committee (*Pedagógusképzési Albizottság*) since 2000, although the law has not assigned decision-making powers to the OKNT. The members of the teacher training and the in-service training sub-committees are instructors of teacher training institutions who thus may express recommendations concerning the development of training.

A professional body discussing general questions of teacher/trainer training is the Pedagogical Training Subcommittee of the Pedagogical Committee of the Hungarian Academy of Sciences (*Magyar Tudományos Akadémia Pedagógiai Bizottságának Pedagógusképzési Albizottsága*). Further professional organizations include the Association of Teacher Training Providers (*Tanárképzők Szövetsége*) set up by instructors (usually teaching pedagogy and professional methodology) of higher education institutions providing teacher training, and the pedagogical subcommittee of the Hungarian Vocational Training and Education Association (*Magyar Szakképzési Társaság, MSZT*) dedicated to the development of vocational teacher and trainer training, involving also VET (not higher education) teachers. All three organisations were established a decade ago, after the change of the political regime, these bodies, however, can influence decision-makers or training institutions only through making recommendations.

The negotiating forum of the directors of colleges providing pedagogical training is the Directorial College of Teacher Training Colleges and College-level Faculties (*Tanárképző Főiskolák, Főiskolai Karok Főigazgatói Kollégiuma*). Within the Ministry of Education there is not a separate organizational unit for pedagogical training, neither is there a national institute dedicated exclusively to the research and development of pedagogical training.

In the school practice of candidate teachers, vocational teachers and trainers of secondary vocational schools (*szakközépiskola*) and vocational schools (*szakiskola*) are the mentor teachers (*vezetőtanár*) who provide mentoring upon the request and under the supervision of the training institution. In this way, teachers and trainers working in VET may also have an influence on the development of the school practice element of teacher/trainer training.

It is worth noting that a postgraduate mentor teacher training specialization programme was established in 2004, having such a qualification, however, is not a precondition of getting a mentor teacher assignment (for more information about postgraduate specialization programmes, *szakirányú továbbképzés*, please refer to section 060202). According to the *Act LXXIX of 1993 on Public Education*, teachers may become mentors in case they have 5 years of school teaching experience and have passed the pedagogical professional examination (*pedagógus szakvizsga*, obtainable also within the framework of specialized further training, while obtaining a mentor teacher qualification qualifies as having completed the requirements of the pedagogical professional examination).

## The pedagogical training content of teacher training

Concerning training content the *111/1997 (VI. 27.) decree* on training aimed at obtaining the teacher qualification has specified multiple objectives. Training preparing for the pedagogical work includes preparation for:

- getting to know and providing individualized development training for students,
- developing the pedagogical programme of schools,
- performing tasks related to school mental hygiene, healthy lifestyle, environmental education,
- recognizing special education needs and problems,
- performing tasks of talent development and catching-up education,
- developing and applying media and other education technical tools,
- in the field of skills development, relations and conflict management, group dynamics, educational attitudes and communication development,



- pedagogical decision-making, management and organization.

It is also an objective to prepare students for different VET learning environments but the emphasis on this varies according to the training objective: while teachers are prepared for providing classroom and laboratory classes, vocational trainers are trained to supervise practical training in workshops or at a real workplace.

Preparing IVET teachers to fulfil different roles (e.g. mentor, learning and career counsellor, youth protection, mental-hygiene) is, however, provided rather in the postgraduate specialization programmes discussed in more detail in section 060202. In their pre-service training students rather just get to know the nature and importance of such school activities.

Being able to use the new technologies (ICT) is a requirement of IVET teachers, for providing training in their application in the teaching/learning process there is, however, more possibility in in-service training. For example, there is an on-going international 3-year long project started in 2003 with the coordination of the Engineer Pedagogical Institute of the Budapest Polytechnic (*Budapesti Műszaki Főiskola*) that aims at the further training of vocational teachers and instructors of vocational teacher training through developing training materials for the development of the competences of technological teachers in the application of virtual learning environments (Virtual Electronic Learning in Vocational Initial Teacher Training, VELVITT, cf. Tóth, 2005).

Preparation for managing mixed groups of students, including migrants and students with special needs, is not an objective of teacher training, only preparing for the recognition of the need and of the possibility of cooperation with colleges having the appropriate qualifications (e.g. special education teacher, *gyógypedagógus*, psychologist, professionals working in the educational counselling service, *nevelési tanácsadó*, or in the fields of family and child protection). Studies related to the special needs of disadvantaged (including Roma) students are, however, mandatory in all pedagogical programmes in a subject worth 2 credits.

In their pre-service training IVET teachers get only an introduction to the tasks of school-management. This subject is included in the curriculum of the pedagogical professional examination (further training), and the public education manager (*közoktatási vezető*) postgraduate specialization programme was established with the aim to provide training precisely in this field.

06020104 ASSESSMENT AND QUALITY MONITORING

#### Assessment of trainings/qualifications

The assessment and accreditation of all trainings is regulated by the *Act LXXX of 1993 on Higher Education*. Pursuant to this, the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság, MAB*) – as an independent professional body of the Ministry of Education (*Oktatási Minisztérium, OM*) - was established in 1993. The conditions of its operation are laid down in a separate decree. Legislation furthermore prescribes also the establishment of a quality assurance body in each higher education institution.

The MAB gives opinions on the documentation submitted to the Ministry of Education related to the requests for establishing (*szakalapítás*) and launching (*szakindítás*) a new programme, including draft qualification requirements (*képesítési követelmények*) and the related curricula, and in case of launching a new programme also the reports on the suggested instructors and material conditions prepared in accordance with the legal



regulations. The MAB consists of subcommittees of the relevant groups of programmes and fields of science that also employ external experts.

Legislation also provides for mandatory quality monitoring once in every 8 years in each institution. The institutional accreditation procedure involves monitoring of all training and organizational, human resources and material conditions, covering all programmes and training forms (full time, *nappali*, evening, *esti*, correspondence, *levelező*, distance learning, *távoktatás*, external training, *székhelyen kívüli képzés*). If the conditions of training in a programme do not meet the requirements, the MAB makes its recommendation to the Minister of Education for the termination or the suspension of training.

Teacher organizations do not participate in this procedure of accreditation as the Hungarian Accreditation Committee functions as a quality assurance body independent from both the Ministry of Education and the institutions.

### Evaluation and the criteria of awarding qualifications

The forms of evaluation and the criteria of awarding formal qualifications are regulated by the Act on Higher Education as well as by the qualification requirements.

The general forms of evaluation are specified in the Act on Higher Education according to which assessment of performance at the various examination forms (examination, *kollokvium*, comprehensive examination, *szigorlat*, and the final examination, *záróvizsga*) and in practical training may be provided by giving marks from 1 to 5 (where 1 means 'failed' and 5 'outstanding'), by a three-level evaluation (outstanding, passed, did not pass) or even without any evaluation of meeting the requirements (by obtaining the instructor's signature). The minimum number of mandatory examinations in the main fields of study, other forms of evaluation and the criteria of taking the final examination and the parts and evaluation of the latter are all determined by the qualification requirements of the given programme. Based on these, training institutions themselves develop the curricula (including also the forms of evaluation assigned to each subject and their credit values) in line also with the study and examination rules (*tanulmányi és vizsgaszabályzat*) of the institution.

The 111/1997 (VI. 27.) decree on the requirements of the teacher qualification (*tanári képesítés*, on the common training module of each teacher training programme, *tanárszak*) prescribes, in addition to obtaining marks for practical subjects, at least 6 examinations, one mandatory complex comprehensive examination in pedagogy and psychology, the final evaluation of school-practice, and an examination of the teacher qualification (*tanári képesítővizsga*) at the end of the training.

The examination of the teacher qualification and the final examination must be taken in front of an examination board of at least three members. The precondition of taking the final examination is the fulfilment of the requirements of the curriculum of the institution and having a thesis (*szakdolgozat*) approved by a review that has to be defended at the final examination. In some (e.g. in arts) programmes the final examination may also have a practical part (e.g. giving a concert). The method of evaluation is also defined by the qualification requirements. In teacher training programmes the final examination includes the examination of the teacher qualification (in the concurrent model it is part of the final examination of the training in the professional field, in the consecutive model these are, of course, separated). The awarded degree is a public document authenticated by the signatures of the president of the final examination board and the head of the institution.

### The assessment of teachers



The assessment of higher education instructors (*oktató*) is prescribed in the Act on Higher Education, defining its forms, however – with one exception: the performance of public employees has to be evaluated once in every 5 years according to predefined aspects - lies in the authority of the institutions.

There are no mandatory assessment procedures developed for monitoring and evaluating the performance of teachers/trainers employed in vocational training schools (*szakképző iskola*). Neither is there a system or regulations for supporting the adaptation and work of fresh graduate teachers.

The evaluation of the teaching staff - and possibly also the local organisation of support for fresh graduate teachers – is the task of the director of the school; in public education, however, there is no such mandatory assessment as in higher education. In public education institutions regulations concerning the evaluation of individual performance are - if the teaching staff gives its assent - approved and incorporated into the school regulations by the director and thus such evaluation may have various forms. Pursuant to other legal regulations (e.g. concerning public employees, *közalkalmazott*, or local self-governments as school maintainers) the director may award quality and other allowances (*pótlék*) and bonuses (*jutalom*), but s/he cannot change the prescribed pay grade (*fizetési fokozat*) of public employees. In case of outstanding performance, however, the director may reduce with one year the normal period of three years before an automatic advancement in pay grade (or may also extend it as a penalty in case the teacher/trainer has not accomplished the compulsory in-service training once in every 7 years due to her/his own fault).

The methods of evaluation apply to all employees of the school, thus no special distinction is made regarding vocational teachers (*szakmai tanár*) and vocational trainers (*szakoktató*).

The process of quality monitoring and the evaluation of schools (as well as the development of school curricula) may be assisted – upon the request of the school – by an external professional counselling, expert network. The preconditions of fulfilling the position of a pedagogical expert (*pedagógiai szakértő*; having the pedagogical professional examination passed and 10 years of pedagogical experience) are regulated by a decree based on the Act on Public education. It regulates also the conditions of getting into the list of experts through tendering from which list the schools can choose the expert most suitable for them. The maintainer of the school may also hire such an expert. National examination/evaluation is the right of the National Centre for Assessment and Examination in Public Education (*Országos Közoktatási Értékelési és Vizsgaközpontot, OKÉV*) that also employs experts for monitoring curricula and the performance of other school tasks.

## 060202 IN-SERVICE, CONTINUING TRAINING AND DEVELOPMENT FOR IVET TEACHERS

### 1. In-service training of higher education instructors

In higher education – unlike in public education - there has not been a system of compulsory continuing training (CVET) of instructors (*oktató*) evolved. It is solely the PhD training whose outcome, the doctoral degree, is a precondition of obtaining the title of a senior instructor (i.e. fulfilling the positions of university/college associate professor, *docens*, or university/college professor, *tanár*) in case of instructors who can be promoted based on their scientific achievement. Instructors further train themselves through individual self-training: preparation, scientific work, professional development activities, for which college and university professors and associate professors can also take a



sabbatical leave (maximum one year period in every seven year for which time instructors are also entitled to receive so-called absentee pay, *távolléti díj*) .

## 2. In-service training of teachers working in VET within the school system (vocational training schools)

The continuing training of teachers (and trainers) working in public education (for an explanation of this term please refer to section 0601) had also been only occasional for decades: it involved only various local initiatives and actors, and it was confined to small-scale state subvention regulated only in certain subfields. The major educational policy decision aimed at the quality development of teachers/trainers' work was the setting up of a system of in-service teacher training – in 1996, with an amendment of the *Act LXXIX of 1993 on Public Education* – and its gradual introduction and complete extension since 1998 on the basis of the *277/1997. (XII. 22.) government decree on the in-service training of teachers, the pedagogical professional examination (pedagógus szakvizsga)* and the allowances and benefits of the participants.

The Act on Public education has made in-service teacher training mandatory in 120 hours that each teacher, including vocational teachers (and trainers), has to participate in once in every 7 years. Subsequent decrees have regulated the conditions of the accreditation and organisation of training offered in courses, the publication of programmes and training providers, etc., and have created the necessary national administrative and research organisations (the system of accreditation committees and its agencies: the In-service Teacher Training Accreditation Body, *Pedagógus-továbbképzési Akkreditációs Testületet, PAT*, and its secretariat, and an institution involved also in research and evaluation activities as a non-profit company currently called Sulinova Agency for Educational Development and In-service Teacher Training, *Sulinova Közoktatásfejlesztési és Pedagógus-továbbképzési Kht.*).

Participation in in-service training is thus mandatory, but as a benefit its successful completion reduces with one year the period before an automatic advancement in pay grade, and conversely, failure to complete successfully this obligation through the teacher's own fault may extend this period with one year. The State covers 80 percent of the training costs from the amount ensured for this purpose in the Act on the Central Budget or even 100 percent upon the fulfilment of certain conditions.

Pursuant to the *277/1999 government decree* the obligation of the seven-yearly compulsory in-service training, in addition to participating in a 120-hour further training programme, can be fulfilled in various forms: by obtaining

- a certificate of the pedagogical professional examination (*pedagógus szakvizsga*) or an equivalent examination,
- a second or further degree in college or university level undergraduate studies, supplementary (undergraduate) studies (*kiegészítő alapképzés*) or postgraduate specialized programmes (*szakirányú továbbképzés*) in case of possessing the higher education degree and qualification required in the given position,
- the first pedagogical degree in case of possessing a relevant degree and qualification (in the given field) in the case of teachers (trainers) teaching vocational theoretical subjects, preparatory and foundational vocational studies, career and vocational orientation or basic vocational studies in a given occupational group (*szakmacsoport*; or instructing practical training),
- the higher education degree and qualification specified in §17 of the Act on Public education in case of having only the degrees and qualifications listed in §127 and §128 of the same act,



## Leonardo da Vinci

Description of vocational trainer

- an advanced (*emelt szintű*) or a higher level vocational qualification (*felsőfokú szakképesítés*) listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) that would improve the pedagogical and teaching work, and participation in various international in-service teacher training programmes (study visits) may also be counted in the completion of the obligation.

The in-service training of teachers/trainers thus may be categorized according to whether their CVET provides a further qualification (*szakképzettség or szakképesítés*, of the same or higher level) or not (the latter serves for deepening the knowledge and skills acquired in pre-service training and this too may have various levels). An example of the first type is a postgraduate specialization programme awarding a new qualification that builds on the qualification obtained with the pedagogical degree and is dedicated to a special pedagogical sub-field of that (e.g. museum pedagogy that can be built on each teacher training programme). The second type includes the accredited further training courses which – being much shorter – cannot provide exhaustive training and thus neither a qualification (not even in studies so distant from the original programme as drug prevention), only a certificate proving the successful completion of the course.

*In-service training forms that award a degree: the pedagogical professional examination and specialized further trainings*

Simultaneously with the decree on in-service teacher training (pursuant to the regulations of the *Act LXXX of 1993 on Higher Education*) there was a significant change also concerning the training system of higher education: the various continuing training programmes that had been administered by various ministries and awarded partially recognised qualifications became a uniformly administered part of tertiary level education. The name of the new system (thereby naming the preceding forms of training as undergraduate programmes): postgraduate specialization programme (*szakirányú továbbképzés*). Such training is also provided in programmes (*szak*) established by publishing their qualification requirements (*képesítési követelmények*) in government decrees and these programmes - built on the qualification defined in the degree obtained in undergraduate (university or college level) studies - award an additional degree specifying a new, specialized qualification. The duration of training is usually four terms with 120 credits. The form of training is generally correspondence (*levelező*) or evening (*esti*), consequently, it cannot be state-financed. Since 1997 there have been almost fifty pedagogy-related –built on a pedagogical degree - specialized further training programmes established (see Annex 6).

The pedagogical professional examination, whose qualification requirements were published in the *41/1999. (X.13.) decree of the Minister of Education*, can also be obtained within the framework of specialized further training, thus exclusively in higher education.

According to this regulation, training preparing for the pedagogical professional examination has to main parts:

- The mandatory part includes legal and economical studies related to the management of public education institutions, studies in the systems of measurement and evaluation, knowledge and skills connected to the pedagogical profession, and managing groups of students with special pedagogical and/or psychological needs.
- The other part consists of various subjects from among which students can choose: renewal of the knowledge and skills acquired with the original qualification, studies in various expert activities, or subjects aimed at deepening pedagogical/psychological knowledge and skills or of the mandatory training elements.



Among the postgraduate specialized programmes (the majority of which had been established prior to this decree) there are some (currently 8 programmes) that contain the compulsory part in its entirety - or even more deeply -, thus students earning a degree in them have as well completed the requirements of the professional examination. Another part (29 programmes) provides partly the mandatory element of the professional examination. The latter – which programmes exactly were defined in an amendment of the decree on the professional examination in 2002 – can be supplemented by one term of additional training, thus in addition to the qualification of the given programme also the note “has fulfilled the requirements of the professional examination” is entered into the student’s certificate.

The pedagogical professional examination has created a new system of promotion as well. The hierarchy of the pedagogical profession has evolved with teachers/trainers having successfully passed the professional examination occupying the higher grade. The Act on Public education prescribes having a certificate of this examination in the positions of experts and senior teachers, and it counts most when selecting school directors. Teachers having passed the pedagogical professional examination have to be advanced to a higher pay grade too. Acquiring an academic title or a doctorate in a professional field related to the degree and qualification required in the given position are regarded as equivalents to the professional examination.

It is not mandatory neither to take the pedagogical professional examination nor to participate in a postgraduate specialized programme.

#### *The compulsory (seven-yearly, 120-hour) continuing training programmes*

According to current regulations, the accreditation of in-service teacher training courses is carried out by the In-service Teacher Training Accreditation Body (*Pedagógus-továbbképzési Akkreditációs Testületet, PAT*) operating as a permanent committee of the National Public Education Council (*Országos Köznevelési Tanács, OKT*). In order to ensure effective operation of the system, in the spring of 1998 the Minister of Education established a new institution called the Methodological and Information Centre of In-service Teacher Training (*Pedagógus-továbbképzési Módszertani és Információs Központ, presently called Sulinova Agency for Educational Development and In-service Teacher Training, Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht.*). This institution functions also as the secretariat of PAT.

The government decree on the in-service training of teachers ensures the financial sources covering the costs of the compulsory 120-hour continuing training in the form of per capita support which – according to the number of teachers/trainers – schools receive directly. The amount of the yearly per capita support is determined by the Parliament each year in the Budget Act, therefore in years with budget deficit it has not grown adequately (it is about 15,000 HUF, 60 EUR/capita/year for several years). This continuing training is a typical form of adult training since training programmes can be freely created and provided in compliance with the rules of accreditation. Most of the programmes (above 2000) were accredited between 2000 and 2002, but the demand was much more modest than this number suggests. Therefore, according to recent regulation, those eligible for launching a training programme have to renew their so-called institution-accreditation as well once in every two years. This way – since the programmes and data concerning the training providers have to be centrally published every six months – it is possible to filter out those accredited programmes that actually have not been provided for years.

In principle, anyone may accredit and launch a training programme if it meets the criteria of accreditation (the instructor’s qualification has to be of tertiary level). Such in-service teacher training programmes can be created and have accredited by all types of



educational institutions, as well as by training enterprises, entrepreneurs, economic and non-profit vocational organisations – as these were defined later by the regulations of the *Act CI of 2001 on Adult Training* and the above cited decrees. The decrees on in-service teacher training and adult training have also been amended recently so that programmes accredited as in-service teacher trainings would become recognized as adult training programmes in a simplified way.

Initially, in-service teacher training programmes were primarily (almost half of the programmes) provided by the pedagogical training faculties of higher education institutions. However, due to the decrease of demand and the prevalence of the pedagogical professional examination, currently higher education hosts only about one quarter of the programmes. Parallel to this, the proportion of the county pedagogical and the public education institutions among training providers has increased.

More than half of the accredited in-service teacher training programmes are 30-40 hours long. As regards the distribution of accredited programmes by duration and training provider, the proportion of 30-59-hour trainings is the lowest (40.7%) and that of 120-hour or longer trainings is the highest (30.0%) among the training programmes offered by higher education institutions as opposed to other providers' programmes.

As the table below presenting an analysis of content shows, training programmes accredited in the field of VET make up less than 5% of all the programmes for several years.

**Distribution of continuing teacher training programmes by content (2000-2003)**

content field	2000/2001	%	2001/2002	%	2002/2003	%
subject (general or vocational)/professional methodology	803	42,6	657	37,9	576	33,0
kindergarten education	71	3,8	92	5,3	94	5,4
vocational education and training	90	4,8	92	5,3	92	5,3
computer, information technology	275	14,6	242	13,9	266	15,3
pedagogical profession	252	13,4	264	15,2	282	16,2
preparation for other educational/training tasks	213	11,3	201	11,6	214	12,3
school development	140	7,4	154	8,9	182	10,4
other	41	2,2	33	1,9	38	2,2
<b>Total:</b>	<b>1885</b>	<b>100,0</b>	<b>1735</b>	<b>100,0</b>	<b>1744</b>	<b>100,0</b>

Source: Polinszky Márta (2002)

**Distribution of in-service teacher training programmes by type of training provider and the content of the programme (1998-2002)**



	subject		kinderga rten		vocation al training		informati on technolo gy		pedagogi cal methods		other educatio nal		school- develop ment		other		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
higher education institutions	457	56,1	18	2,2	25	3,1	67	8,2	114	14,0	68	8,4	43	5,3	22	2,7	811	100
public education institutions	28	20,3	5	3,6	14	10,1	48	34,8	16	11,6	19	13,8	7	5,1	1	0,7	138	100
pedagogical services	156	31,3	31	6,2	41	8,2	33	6,6	111	22,2	75	15,0	42	8,4	10	2,0	497	100
other organizations	63	40,1	2	1,3	4	2,5	14	8,9	26	16,6	31	19,7	13	8,3	4	2,5	140	100
enterprises	90	25,6	9	2,6	11	3,1	65	18,5	60	17,1	39	11,1	71	20,2	6	1,7	322	100
NGOs	102	32,6	16	5,1	7	2,2	20	6,4	87	27,8	55	17,6	15	4,8	11	3,5	309	100
individuals	11	18,6	7	11,9	1	1,7	3	5,1	25	42,4	6	10,2	4	6,8	2	3,4	58	100
<b>Total</b>	<b>907</b>	<b>38,9</b>	<b>88</b>	<b>3,8</b>	<b>103</b>	<b>4,4</b>	<b>250</b>	<b>10,7</b>	<b>439</b>	<b>18,8</b>	<b>293</b>	<b>12,6</b>	<b>195</b>	<b>8,4</b>	<b>56</b>	<b>2,4</b>	<b>2275</b>	<b>100</b>

Source: Polinszky Márta (2002)

Teachers of Hungarian higher, public and adult education and training participate also in various EU in-service teacher training programmes - most importantly in study visits organized within the framework of the mobility projects of the Erasmus, Leonardo da Vinci and Grundtvig community programmes - which provide teachers further education opportunities through the exchange of experiences.

### 3. Teachers in adult training

There is no compulsory in-service training system of adult training instructors prescribed by legislation, about the practice please refer to section 060302.

## **060203 PRE-SERVICE TRAINING FOR IVET TRAINERS AND OTHER LEARNING FACILITATORS**

### 1. Pre-service training of higher education instructors

There is no such training: no real teacher-trainer differentiation is possible among higher education instructors (*oktató*; please refer to section 060101) who may be employed if having a university level degree, and they are not trained for the instructor positions.

### 2. Pre-service training of trainers and other learning facilitators working in VET within the school system (vocational training schools)

In vocational education and training provided within the school system (*iskolarendszerű szakképzés*), the trainer of practical training is either a vocational trainer (*szakoktató*) having a (college level) degree or – in case of training at a workshop maintained by an enterprise or at the workplace, within the framework of a cooperation agreement (*együttműködési megállapodás*) or apprenticeship (student contract, *tanulószerződés*) training – a practice trainer (*gyakorlati oktató*) having a qualification in the given vocation and at least five years of professional experience (and a clean criminal record). When selecting the latter, pursuant to the *Act LXXVI of 1993 on Vocational education and training*, individuals having earned the master title (*mestercím*) or a vocational trainer degree must be favoured.



The vocational trainer qualification may be obtained in higher, college level education. Regarding the pre-service training of vocational trainers (as well as their continuing training) - since it has since the beginning been linked to vocational teacher training (*szakmai tanárképzés*) - the same training regulations, general conditions and characteristics are effective and typical as what had been discussed in relation to vocational teacher training in section 060201. Therefore, in the following sections only the peculiarities of vocational trainer training (*szakoktató képzés*) different from that are presented.

One of the main differences between the vocational trainer and vocational teacher qualifications is that vocational trainer training programmes (*szakoktatói szak*) cover a wider vocational field and within that there are certain branches (*szakirány*) preparing for instructing practical training in a particular occupational group (*szakmacsoport*) from among which students have to choose. In addition, these programmes have only college-level versions in which training in the professional field and the pedagogical element are linked to award one qualification (following the concurrent model), while in vocational teacher training the teacher qualification may be earned after having acquired an individual qualification in the professional field.

Vocational trainer training programmes - until 2006 when vocational trainer training will be provided in accredited BA programmes within the multi-cycle structure of education – are currently offered only in correspondence (*levelező*) courses. There is no full-time training because of the admission requirements: since (please refer to section 06020301) in addition to the certificate of the maturity examination (*érettségi bizonyítvány*), a vocational qualification in the field is also required, and some colleges may even demand professional work experience. Vocational trainer training is offered in the fields of technology, agriculture, commerce and catering, and medicine.

Pursuant to the Act on Vocational training and education, instructors (trainers) of practical training provided by an enterprise must only have a National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) vocational qualification in the specific field and five (or in case of individual training at a workplace, 2) years of professional experience, although those having a vocational trainer qualification or the certificate of the master examination (*mestervizsga*) are to be preferred.

The master certificate (*mesterlevél*) awarded at the master examination gives not a new vocational qualification but a master title (*mestercím*) built on a vocational qualification (of any level) and is obtainable only after gaining some professional experience. In accordance with the Act on Vocational education and training, the requirements of the master examination are developed by the chambers of economy (the Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara, MKIK*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) – in cooperation with the national economic interests organizations – and are issued in decrees by the minister in charge of the given qualification. So far decrees on the requirements of the master examination have been developed in 82 vocations of the currently existing almost 800 vocational qualifications.

Training courses preparing for the master examination can be organized by the local branches of the chambers authorized by the law to organize master examinations, although participation in such training is not a precondition of applying to the examination. Training preparing for the master examination is a special type of adult training since the examination can be taken neither in higher education nor in vocational education and training provided within the formal school system. The right of organizing master examinations and awarding master titles is assigned exclusively to the chambers and thus



the authorization of training providers and examiners, issuing and keeping a national record of certificates awarding the master title are all regulated by the internal regulations of the chambers. This system of training is still in a development phase; no universally valid information on training content and results is therefore currently available.

Public education institutions may also establish non-pedagogical positions (e.g. school psychologists, *iskolapszichológus*, social pedagogues, *szociálpedagógus*, spare time organizers, *szabadidőszervező*, etc.) to assist the pedagogical-teaching work whose practitioners may be employed with a tertiary level relevant qualification adequate to the given position.

### 3. Pre-service training of trainers and other learning facilitators working in adult training

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of trainers working in VET provided within the school system (vocational training schools), therefore their training corresponds to what is discussed in this and the following sections.

For more information specific to adult training (concerning admission requirements and quality monitoring) please refer to sections 0603, 06030301 and 06030104.

#### 06020301 ADMISSION REQUIREMENTS

In VET provided within the school system the necessary qualifications of trainers (degree and qualification) are regulated by the *Act LXXIX of 1993 on Public Education* as well as by the *Act LXXVI of 1993 on Vocational education and training*. Pursuant to the former, vocational trainers instructing practical training in vocational training schools (*szakképző iskola*) must have a pedagogical (such as a college level vocational trainer, *szakoktató*) or a tertiary (ISCED 5A) level degree and qualification adequate for the field of training. The law, however, permits also the employment (for a definite term) in practical training of practitioners having only an adequate ISCED 4C or 5B level vocational qualification of the National Qualification Register (*Országos Képzési Jegyzék, OKJ*) but also at least 5 years of professional experience, in case there is no relevant higher education programme or the school is unable to employ a qualified vocational trainer. Vocational schools may employ instructors having the maturity certificate (*érettségi bizonyítvány*) and passed the master examination (*mestervizsga*) even for an indefinite time.

Pursuant to the Act on Vocational education and training, instructors of practical training provided in a workshop maintained by an enterprise or at the workplace within the framework of a cooperation agreement (*együttműködési megállapodás*) or apprenticeship training (student contract, *tanulószerződés*) must have an, OKJ vocational qualification in the given vocation and at least 5 (or in case of individual training at the workplace, 2) years of professional experience (and a clean record). In the latter case, the law orders those having passed the master examination or possessing a vocational trainer qualification to be preferred when selecting practice trainers (*gyakorlati oktató*).

As in all programmes of higher education, the maturity examination is an admission requirement also in vocational trainer training programmes. Other requirements (e.g. a language examination certificate) may be specified only in certain cases (e.g. when applying to training provided in a foreign language). However, there is also a special requirement in vocational trainer programmes (agrarian vocational trainer, *mezőgazdasági szakoktató*, technological vocational trainer, *műszaki szakoktató*, economic vocational trainer, *gazdasági szakoktató*, medical vocational trainer, *egészségügyi szakoktató*, programmes): applicants must have obtained also an OKJ vocational qualification.



For a long time institutions had also required 3 years of relevant work experience in the given vocation and therefore there were no full-time training programmes on offer. Recently, practical skills have also been assessed at the entrance examination. According to the change of regulation concerning the admission procedure enacted 2 years ago, however, institutions can no longer organize entrance examinations. Professional experience and practical skills are not specified as admission requirements in the training and output requirements (*képzési és kimeneti követelmények*) either effective from 2006 in the new training structure of higher education.

For more information about the general features of the admission system of higher education, please refer to section 06020101.

Training courses preparing for the master examination – pursuant to the Act on Vocational training and education – are organized by the local branches of the chambers of economy (Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara, MKIK*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*). In their regulations they specify not a level of graduation, but an OKJ vocational qualification and relevant professional experience as admission requirements.

## 06020302 TRAINING MODELS AND PROCESS

The general features of vocational teacher/trainer (*szakmai tanár/szakoktató*) training are discussed in section 06020102. In this section only the special characteristics of vocational trainer training are discussed.

### *Training Models*

The requirements of the teacher qualification defined in the *111/1997 (VI. 27.) government decree* do not apply to vocational trainer training programmes (*szakoktatói szak*). At the same time, however, the *77/2002 (IV. 13.) credit decree* issued as an amendment has classified the vocational trainer training as a special subcategory of vocational teacher training (*szakmai tanárképzés*).

In vocational trainer training the professional and the pedagogical element together award the qualification (this is the so-called concurrent model) and the degree issued is one specifying the qualification as vocational trainer of a particular field (*szakos szakoktató*). Thus vocational trainers do not earn an engineer or economist degree, though these programmes are also listed among the programmes of a given field of training.

In the vocational trainer training programmes the proportion of the professional and the pedagogical element is about 4:1, i.e. the professional field of the given programme dominates. Vocational trainer training is offered only at college-level but training models do not differ in respect of what level of VET graduates may then be employed.

Vocational trainer qualifications differ from those of vocational teachers also in that vocational trainer training programmes cover a wider vocational field and within that there are certain branches (*szakirány*) preparing for instructing practical training in a particular occupational group (*szakmacsoport*) from among which students have to choose. (Branches correspond to the vocational teacher training programmes, therefore studies in the professional field are less comprehensive.)

Presently vocational trainer qualification can be obtained in four college level programmes (for training providers please refer to Annex 4):

- agrarian vocational trainer (*mezőgazdasági szakoktató*),



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Description of vocational trainer

- technological vocational trainer (*műszaki szakoktató*),
- economic (commerce and catering) vocational trainer (*gazdasági – kereskedelmi és vendéglátói – szakoktató*),
- medical vocational trainer (*egészségügyi szakoktató*).

In the new training structure of higher education the former vocational trainer training programmes - except for that of the medical vocational trainer which the training institute does no longer wish to offer - are listed among the programmes of the first cycle. Their training and output requirements (*képzési és kimeneti követelmények*) and the training providers were accredited in the beginning of 2005, thus training will be offered in the newly reformed programmes from September 2006.

### *Organization of the training process*

The organization of the teaching/learning process is the task of the higher education institution. Training in the professional field is provided by the faculty relevant to the group of programmes (*szakcsoport*) and usually participants are taught by the same instructors as students in non-teacher training programmes. Normally, training preparing for the teacher qualification (*tanári képesítés*) is carried out by the departments of pedagogy and teacher training within the same faculty.

The training of vocational trainers includes also a mandatory external professional practice (*külső szakmai gyakorlat*) primarily aimed at obtaining professional experience in the given vocation.

### 06020303 TRAINING CONTENT AND CURRICULA

The content of vocational trainer training (*szakoktató képzés*) and the process of curricula development are the same as in vocational teacher training (*szakmai tanárképzés*; please refer to section 06020103) with the following peculiarities.

All vocational trainer training programmes (*szakoktató szak*) have a common pedagogical element, its structure, quantity and orientation, however, show specific features different from the requirements of the teacher qualification (*tanári képesítés*).

One such difference is that both the professional and the pedagogical elements aim exclusively at preparing for instructing vocational training, therefore the borderlines between the two elements are not so clear. The pedagogical element is less in volume but it has the same objectives and study fields as those described in section 06020103 discussing the requirements of the teacher qualification, although it is more specific in content. Here rather the methodology of practical training dominates, and the training content is orientated more towards vocational and adult training. In the current vocational trainer training programmes demanding a total of 180 credits, the credit value of the pedagogy-psychology, methodology and school practice elements taken together was about 30-35.

This training element is of a similar size also in the newly elaborated training and output requirements (*képzési és kimeneti követelmények*) of the multi-cycle training structure to be introduced in 2006. Because of the continuous external professional practice, the duration of training has been extended to 7 terms, therefore also the total credit value increased to 210 credits. Thus the proportion of the professional and the pedagogical elements has changed to the benefit of the former (and the vocational practice worth 30 credits itself rather aims at gaining experience in the given professional field, and only a part of it targets obtaining trainer practical experience).



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Description of vocational trainer

In accordance with the Act on Vocational education and training, the requirements of the master examination (*mestervizsga*) are developed by the chambers of the economy (the Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara, MKIK*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) – in cooperation with the national economic interests organizations – and are issued in decrees by the minister in charge of the given qualification. So far decrees on the requirements of the master examination have been developed in 82 vocations of the currently existing almost 800 vocational qualifications.

The most significant element of the requirements of the master examination is the higher level mastering of the given vocational qualification that gives a guarantee that students in VET will be instructed in the actual practice of the vocation by those having the best professional skills. There is only one element of the requirements of the master examination that is common to all vocations: entrepreneurial and pedagogical basic skills. The amount of entrepreneurial and pedagogical training is, however, defined together, therefore, in practice, pedagogical training – needed for the trainer's role – is usually assigned a minor part and may not be too deep either, because of the very short (in some cases only 10-hour) time dedicated to such training.

### 06020304 ASSESSMENT AND QUALITY MONITORING

The assessment of vocational trainer (*szakoktató*) training, the requirements of awarding a vocational trainer qualification, and the monitoring of the performance of vocational trainers working in VET provided within the school system (*iskolarendszerű szakképzés*) is the same as in the case of vocational teachers (*szakmai tanárok*, please refer to section 06020104).

In the case of practice trainers (*gyakorlati oktatók*) having passed the master examination (*mestervizsga*), the assessment and the quality assurance of trainings preparing for the master examination lies in the competence of the chambers of economy authorized to organize master examinations.

The master title (*mestercím*) is awarded at the master examination which consists of:

- Part 1: entrepreneurial and pedagogical studies
- Part 2 : vocational theory
- Part 3: vocational practice

There is an oral examination of the pedagogical and entrepreneurial studies. The vocational master examination has theoretical and practical components. The vocational theoretical examination consists of a written and an oral part. In the practical exam, the candidate must prove her/his vocational practical skills and working-culture and prepare an examination work (*vizsgamunka*).

The master examination is implemented in parts by the master examination board (the general order of the examination parts is: practical, written and oral part). The final result of the examination is evaluated by making the statement "passed" or "did not pass". The conditions of organizing the practical exam are ensured by the chamber organizing the examination.

Pursuant to the *Act LXXVI of 1993 on Vocational education and training*, monitoring of practical training provided by enterprises and checking compliance with relevant regulations is the duty and right of the relevant local branches of the chambers of economy in cooperation with – in case conditions are ensured - the vocational training schools.



**060204 IN-SERVICE, CONTINUING TRAINING AND DEVELOPMENT FOR IVET TRAINERS AND OTHER LEARNING FACILITATORS**

**1. In-service training of higher education instructors**

There is no clear teacher-trainer differentiation possible among higher education instructors (*oktató*; please refer to section 060101), otherwise there is no organized further training system of higher education instructors (please refer to section 060202).

**2. In-service training of trainers working in VET within the school system (vocational training schools)**

The mandatory in-service training system of vocational trainers (*szakoktató, gyakorlati oktató*) working in VET provided within the school system is the same as that of vocational (*szakmai tanár*; and general subjects, *közismereti tanár*) teachers (please refer to 060203). There is no data available on the exact number of accredited in-service teacher/trainer training programmes (*akkreditált pedagógus-továbbképzési program*) specifically targeting vocational trainers, but since even the training programmes developed for teachers/trainers of VET has less than 5% share among all the programmes, this number cannot be very significant. Among the subjects of the pedagogical professional examination (*pedagógus szakvizsga*) that participants can choose freely (180 hours) there are some programmes offered by some institutions which aim at the renewal of the vocational trainer programmes (*szakoktatói szak*).

Those vocational trainers who have been employed in VET for a long time without a higher education degree and a pedagogical qualification, may, in accordance with the decree about the pedagogical professional examination, apply for this examination and they may also choose pedagogy taught in undergraduate teacher/trainer training as their optional subject. (We do not have data about the number of vocational trainers without a tertiary level degree and of vocational teachers with a degree but without a teacher qualification participating in these training programmes.)

**3. In-service training of adult training trainers**

There is no mandatory in-service training system of trainers working in adult training, for more information about the practice, please refer to section 060302.

**060205 ISSUES OF INTEREST**

A major change concerning higher education instructors (*oktató*) is expected soon in relation with the enactment of the new Act on Higher education. This new piece of legislation will prescribe the planning of the pedagogical training of instructors, though this will remain within the competence of the institutions and will be organized as non-formal trainings.

Regarding the training of vocational teachers (*szakmai tanár*), there has been a debate about the development of the teacher MA level programmes (*szak*) as part of introducing the multi-cycle training system. All fields of training (and especially the fields of technology and of art) – alluding to the peculiarities of VET in their own field - wanted a structure different from that of the teacher MA programme described in sections 060102 and 060201 so that it would have more elements of the given professional field and less pedagogical elements and school practice. There have also been debates about the structure of programmes since it had to be decided whether it should follow the occupational group (*szakmacsoport*)-vocation structure of VET (*szakképzés*) or the structure of programmes (*szak*) of higher education (in Hungary, higher education is not



considered as part of "szakképzés", please refer to section 0601). Since, however, there is currently a restructuring of vocations and a modernisation process on-going in VET (the number of the original 900 National Qualifications Register, *Országos Képzési Jegyzék, OKJ*, vocational qualifications has been reduced to 600 in three years, and the final goal is an even more radical reduction), the structure of the programmes of vocational teacher training was decided to follow the new structure of the programmes of higher education.

There have been debates about the training of vocational trainers (*szakoktató*) too, primarily because the regulations concerning the practical part of VET have been changed. Training provided at state-owned companies and at company workshops where these trainers had been employed before the change of the political regime disappeared due to privatization. The new system of workshops is still only developing and the number of apprentices (training based on a student contract, *tanulószerződés*) is still rather low. Training preparing for the master examination (*mesterképzés*) is a new phenomenon just like the monitoring of practical training provided by the chambers of the economy (and not by the assessment bodies of public education). Due to a lack of experiences the assessment of vocational trainers and "masters" is not yet uncontroversial.

For the development of vocational schools (*szakiskola*) the Ministry of Education launched an intensive programme in 2003 in order to solve currently experienced problems of VET which also includes further training opportunities for vocational teachers and trainers (the programme was originally planned for the period 2003-2006, but is now being extended for 2006-2011). One common element of all the first three components of the development programme – General education and vocational grounding/preparation, VET Methodology and Reintegration of disadvantaged students – is human resources development offering further training, study tours and training support for teachers, trainers and managers of vocational schools (more information available in Hungarian on the website of the programme: <http://www.szakma.hu>).

## 0603 TYPES OF TEACHERS AND TRAINERS IN CVET

CVET in Hungary may be provided either within or outside the school system. The former type includes adult education (*felnőttoktatás*) offering part-time (evening, *esti*, correspondence, *levelező*) and distance learning (*távoktatás*) courses provided by public and higher education institutions, and the various postgraduate programmes of colleges and universities (postgraduate specialized programmes, *szakirányú továbbképzési szakok*, providing participants a new tertiary level qualification although not a higher level degree, and the doctoral degree programmes).

VET provided outside the school system (*iskolarendszeren kívüli szakképzés*) is subject to the *Act CI of 2001 on Adult Training* pursuant to which it may be provided by:

- public and higher educational institutions and other budgetary or state-supported institutions (regional training centres, *regionális képző központ*, pedagogical background institutions such as the National Institute of Vocational Education, *Nemzeti Szakképzési Intézet, NSZI*, etc.),
- training companies and other enterprises involved in adult training,
- non-profit organizations, professional associations, etc.
- enterprises offering in-company (internal) training (*belső képzés*) for their employees.

Adult training providers may offer general, language and vocational training programmes. The latter type includes trainings aimed at the acquisition of a vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*; most of the qualifications listed in the OKJ can be obtained outside the school system) and also other vocational programmes which do not necessarily award state-recognized qualifications.



## 1. CVET within the school system

For instructors in CVET within the school system, the same terms are used as in IVET since the same teaching/training staff is involved in both. The conditions of teaching/training and the pre-service and further training structures of instructors working in these public and higher education institutions are regulated by the *Act LXXIX of 1993 on Public Education* and the *Act LXXX of 1993 on Higher Education*, respectively, and correspond to those described in section 0602.

For more information, please refer to section 0602.

## 2. CVET outside the school system (adult training)

### Types

In CVET provided outside the school system, in adult training, instructors may involve various types of practitioners (teacher, *tanár*; trainer, *tréner*; instructor, *instruktor*; tutor, mentor). Legislation concerning the conditions of teaching/training at accredited adult training institutions (*24/2004. (VI. 22.) decree of Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements*) differentiates between:

- instructors of general training,
- instructors of language training,
- in case of vocational training: instructors of theoretical subjects and of practice, and
- in case of training offered to disadvantaged groups: instructors of theoretical subjects and of practice.

Teachers of general and of vocational theoretical subjects on the one hand, and trainers of vocational practical training on the other, are thus differentiated in CVET as well as in IVET. In addition, there exist various other learning facilitator positions in CVET organizing, planning, managing, assessing, animating and consulting adult training.

The provision of vocational training provided outside the school system is subject to the *Act LXXVI of 1993 on Vocational education and training* and the related decrees which include regulations concerning teaching/training in such programmes. Furthermore, the conditions of teaching/training in accredited adult training institutions are also regulated for all types of trainings by the *24/2004. (VI. 22.) decree of the Minister of Employment and Labour*.

According to the *45/1999 (XII. 13.) decree of the Minister of Education*, instructors of VET provided outside the formal school system have to possess:

- a certificate of upper secondary education graduation and a vocational qualification adequate for the level of the given qualification to be obtained by the training; moreover, at least three years of professional experience in the specific field, or
- a university or college level degree and professional experience in the specific field.

The *24/2004. (VI. 22.) decree of the Minister of Employment and Labour* prescribes the following qualifications for the instructors of accredited adult training institutions:

- general education: a tertiary level degree in the specific field;
- foreign language education:
  - general foreign language education: a tertiary (college or university) level degree, a language teacher qualification (in any languages) and high level of



- language proficiency (native speaker or, Common European Framework, Proficient User, Master level, CEF C2);
- o professional language education: relevant higher education degree and high level of proficiency (native speaker or CEF C2 level);
- vocational education and training:
  - o vocational theory:
    - a tertiary level degree in the specific field and a pedagogical qualification, or
    - § a tertiary level degree in the specific field and 5 years of trainer experience
  - o practical training:
    - § a tertiary level degree and at least 1 year of professional experience in the specific field, or
    - § an upper secondary graduation certificate and at least 3 years of professional experience in the specific field.

In case of trainings offered to disadvantaged groups:

- theoretical education:
  - o a tertiary level degree in pedagogy or in andragogy and a vocational qualification, or
  - o a vocational pedagogical or psychological degree;
- practical training:
  - o a tertiary level degree in pedagogy or in andragogy and a professional qualification, and at least 5 years of professional/adult training experience, or
  - o a vocational pedagogical or psychological degree and at least 5 years of professional/adult training experience.

In the institution accreditation procedure the Adult Training Accreditation Body (*Felnőttképzési Akkreditációs Testület, FAT*) checks compliance with the above requirements, while in training programme accreditation it examines the adequacy of the instructors' qualifications for the given programme. Thus the regulations concerning the human resource conditions of accredited institutions are stricter than in the case of non-accredited institutions, the qualifications of instructors required in both the theoretical and practical part of vocational training, however, do not ultimately differ from those required from instructors working in VET within the formal school system (*iskolarendszerű szakképzés*). Rather, they may even be regarded as stricter as they require trainer experience in lack of a pedagogical qualification.

The pre-service training of instructors of adult training offering CVET prescribed by these regulations does not, on the whole, differ from those prescribed for the instructors of IVET (offered mainly by public and higher education institutions). That is, the training of CVET teachers/trainers who do receive pedagogical training - since often it is not a precondition of teaching/training in adult training to have a teacher/trainers qualification - is provided in the same teacher/trainer training programmes in the same higher education institutions as for IVET instructors.

Pursuant to the Act on Adult training, adult training can be provided only by institutions registered at the county/capital labour centres (*megyei munkaügyi központ*). Legislation prescribes that these adult training providers prepare a report about their activities every 4 (earlier 2) years, on the basis of which adult training statistics include data on human resource conditions. According to reports prepared in 2002, almost 90% of the instructors working in institutions offering VET outside the school system (registered in 2000) possessed a tertiary (52.6% university, 36.2% college) level degree, the rest had an upper secondary graduation certificate, and only 30% had a pedagogical qualification.



According to a research carried out in 2001 (Fehérvári, 2001), high level professional skills and professional experience are the fundamental requirements towards instructors working in adult training offered outside the school system. In regional training centres and training companies employers consider several aspects when selecting instructors:

- relevant school education,
- professional experience, and
- experience obtained at enterprises.

In addition, institutions may consider other aspects too (e.g. at some institutions teacher/trainer experience and younger instructors are preferred). The less significant condition is the pedagogical qualification; employers usually do not require it.

The situation is different in secondary schools (secondary vocational schools, *szakközépiskola*, and vocational schools, *szakiskola*) since there the instructors of school education participate also in training offered outside the school system (more precisely, those who volunteer for it). Similarly in higher education, university instructors participate in this type of training, although external lecturers working in the economic sphere may also often be employed. In certain vocations it is typical that university instructors also have practical professional experience and some instructors may be employed as consultants by enterprises due to their high level theoretical knowledge.

#### Place of work, employment

Various kinds of institutions may be authorized to provide adult training:

- public and higher educational institutions, and other budgetary or state-supported institutions (regional training centres, *regionális képző központ*; pedagogical background institutions, e.g. the National Institute of Vocational Education, *Nemzeti Szakképzési Intézet, NSZI*; pedagogical professional service providers; or public companies such as the Agency for Educational Development and In-service Teacher Training, *Sulinova Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht*; etc.),
- training companies and other enterprises involved in adult training,
- non-profit organizations, professional associations, chambers of economy, etc.,
- enterprises providing in-company training for their employees.

Instructors working in adult training outside the formal school system do not fall under the effect of the *Act XXXIII of 1992 on the legal status of public employees*. The conditions of their employment is regulated by the Labour Code (*Act XXII of 1992*). They may be employees, contracted entrepreneurs or self-employed. The wages, working hours and tasks of employees and contracted entrepreneurs are defined in a work contract concluded between the employer and the employee.

According the 2002 adult training statistics (source: Ministry of Employment and Labour), only 8% of the instructors working in institutions providing VET outside the school system were employed full time (see table below). Among them, 38.7% of the instructors had a pedagogical qualification and the proportion of secondary school graduates was twice as much (20%) as among instructors having other types of legal relation with the employer (e.g. part time employment, assignment contract, etc.), while in the latter category 29.2% of the instructors had a pedagogical qualification and the majority (54%) had a university degree.

#### **Distribution of adult training instructors by type of employment and qualifications**



	Number of instructors	Qualifications						Proportion instructors pedagogic qualifications number
		university degree (ISCED 5A)		college degree (ISCED 5A)		maturity certificate (ISCED 3A)		
		number	%	number	%	number	%	
instructors employed full time	1937	800	41.30	752	38.82	385	19.88	749
other instructors	22347	11982	53.62	8029	35.93	2336	10.45	6527

### Age distribution and gender balance

Altogether 24,284 instructors were employed by the 1,034 institutions providing VET outside the school system that were registered in 2000. Among them, the proportion of women was 41.1%. On the basis of the available adult training statistics we cannot provide data on the age distribution of these instructors.

### Wages

Since 2005 the minimum wage of a fresh graduate has been defined as not less than 100,000 HUF (400 EUR, 1 EUR=250 HUF) and this applies also for adult training instructors. Salaries or incomes, however, may vary on a much wider scale here than in the case of public education instructors – and previous to the 50% raise of the wages two years ago, a significant number of public employees left for private adult training just because of the better salaries available there.

### Recruitment

Job announcements of adult training instructors are published in the same way as it is usual in the economic sphere. However, according to the results of the research mentioned above, several institutions employ instructors they know directly or indirectly. If someone unknown applies for a job, employers usually demand references and employ them only after a probationary period.

The situation is different in secondary schools, there are no admission requirements since the instructors of school education participate also in training offered outside the school system (more precisely, those who volunteer for it). Similarly in higher education, university instructors participate in this type of training, although external lecturers working in the economic sphere may also often be employed.

According to the 24/2004. (VI. 22.) decree of the Minister of Employment and Labour, accredited adult training institutions have to prepare a human resources plan that includes the regulations concerning the selection, employment and further training of instructors.

## **060301 PRE-SERVICE TRAINING FOR CVET TEACHERS**

### 1. Pre-service training of teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to that described in section 060201.

For more information, please refer to section 060201.



## 2. Pre-service training of teachers in CVET outside the school system (adult training)

In VET provided outside the school system only instructors of accredited adult training institutions offering training for disadvantaged groups are expected to have a pedagogical qualification. In non-accredited institutions and in other training programmes legislation (45/1999 (XII. 13.) decree of the Minister of Education and 24/2004 (VI. 22.) decree of the Minister of Employment and Labour) allows the employment of instructors possessing only a relevant tertiary level degree or even an upper secondary graduation certificate and an OKJ vocational qualification of the same level as that of the training in case the instructor has gained a given duration of professional experience (please refer to sections 0603 and 06030101). In fact, as also the outcome of a research carried out in 2001 (Fehérvári, 2001) shows, high level professional skills and professional experience are the fundamental requirements towards instructors in adult training provided outside the school system.

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore their training corresponds to what was discussed in section 060201.

For more information please refer to 060201.

### 06030101 ADMISSION REQUIREMENTS

#### 1. Teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to that described in section 060201.

For more information, please refer to section 06020101.

#### 2. Teachers in CVET outside the school system (adult training)

According to the 45/1999 (XII. 13.) decree of the Minister of Education on the conditions of providing VET, instructors of VET provided outside the formal school system have to possess:

- a certificate of upper secondary education graduation and a vocational qualification adequate for the level of the given qualification to be obtained by the training; moreover, at least three years of professional experience in the specific field, or
- a university or college degree and professional experience in the specific field.

The 24/2004. (VI. 22.) decree of the Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements prescribes the following qualifications for the instructors of accredited adult training institutions:

- general education: a tertiary level degree in the specific field;
- foreign language education:
  - general foreign language education: a tertiary (college or university) level degree, a language teacher qualification (in any languages) and high level of language proficiency (native speaker or Common European Framework, Proficient User, Master level, CEF C2);
  - professional language education: relevant higher education degree and high level of proficiency (native speaker or CEF C2 level);
- vocational theory:



- a tertiary level degree in the specific field and a pedagogical qualification, or
- a tertiary level degree in the specific field and 5 years of trainer experience
- in case of trainings offered to disadvantaged groups in vocational theory:
  - a tertiary level degree in pedagogy or in andragogy and a vocational qualification, or
  - a vocational pedagogical or psychological degree;

In VET provided outside the school system thus only instructors of accredited adult training institutions offering training for disadvantaged groups are expected to have a pedagogical qualification. In non-accredited institutions and in other training programmes legislation (45/1999 (XII.13.) decree of the Minister of Education and 24/2004 (VI. 22.) decree of the Minister of Employment and Labour) allows the employment of instructors possessing only a relevant tertiary level degree or even an upper secondary certificate and a National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) vocational qualification of the same level as of the training, in case the instructor has gained a given duration of professional experience (please refer to sections 0603 and 06030101). In fact, as also the outcome of a research carried out in 2001 (Fehérvári, 2001) shows, high level professional skills and professional experience are the fundamental requirements towards instructors in adult training provided outside the school system.

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore also the admission requirements of their training correspond to what was discussed in section 06020101.

For more information please refer to 06020101.

#### 06030102 TRAINING MODELS AND PROCESSES

##### 1. Teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060201.

For more information, please refer to section 06020102.

##### 2. Teachers in CVET outside the school system (adult training)

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore also training model and processes of their training correspond to what was discussed in section 06020102.

For more information please refer to 06020102.

#### 06030103 TRAINING CONTENT AND CURRICULA

##### 1. Teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training structure of instructors working in public and higher education institutions correspond to those described in section 060201.



For more information, please refer to section 06020103.

## 2. Teachers in CVET outside the school system (adult training)

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore also the training content and curricula of their training correspond to what was discussed in section 06020103.

For more information please refer to 06020103.

### 06030104 ASSESSMENT AND QUALITY MONITORING

#### 1. Teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training structure of instructors working in public and higher education institutions corresponds to those described in section 060201.

For more information, please refer to section 06020104.

#### 2. Teachers in CVET outside the school system (adult training)

In so far as teachers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) teachers, therefore also the assessment of their training/qualification and the requirements of obtaining their qualification correspond to what was discussed in section 06020104.

For more information please refer to 06020104.

Pursuant to the *Act CI of 2001 on Adult Training*, adult training providers are inspected by the local county labour centres (*megyei munkaügyi központ*) which may check

- whether the adult training institution is registered in their registry, and
- whether its activities comply with the legal regulations.

The performance of adult training instructors is, however, assessed on a regular basis primarily due to market competition. As it is confirmed by a research carried out in 2001 (Fehérvári, 2001), training institutions expect the feedback of their students and use it for making the decision whether to continue employing an instructor or not. At some places there is even a formal procedure for this purpose: at the end of the training course students are asked to fill out an assessment sheet about the subjects taught and the instructors.

The Association of Adult Training Providers (*Felnőttképzők Szövetsége*), currently the largest Hungarian professional interest organization with 218 enterprises, schools, universities and non-profit organizations as members, has also developed its own ethical codex and a voluntary qualification system in order to ensure the continuous improvement of the professional standard of adult training and to support quality insurance and consumer protection initiatives.

The quality monitoring of the performance of instructors working in accredited institutions carried out by an external organization is also limited to checking compliance with the legal regulations, which is performed by the Adult Training Accreditation Body



(*Felnőttképzési Akkreditációs Testület, FAT*). Accredited adult training institutions, however, also have to prepare a self-assessment report every year prior to the approval of their annual training plans, based on their self-assessment system specifying the fields and methods to be applied which had been approved by their professional consulting bodies. The self-assessment report has to include the presentation of the participants' assessment, including the assessment of the instructors. This self-assessment is part of the quality management system of the accredited institutions in so far as institutions have to define their quality targets based on the experiences of the assessment of the year before.

## 060302 IN-SERVICE, CONTINUING TRAINING AND DEVELOPMENT FOR CVET TEACHERS

### 1. In-service training of teachers in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the in-service training of instructors working in public and higher education institutions corresponds to those described in section 060202.

For more information, please refer to section 060202.

### 2. In-service training of teachers in CVET outside the school system (adult training)

Legislation does not prescribe the further training of adult training instructors except for accredited institutions in so far as the *24/2004. (VI. 22.) decree of the Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements* states that accredited adult training institution, in order to plan their training activities, shall possess a human resource-plan including the regulations concerning the in-service training of instructors.

As also the survey of a research carried out in 2001 (Fehérvári, 2001) shows, the further training of teachers (and trainers) employed in VET provided outside the school system is rather varied. Secondary school (secondary vocational school *szakközépiskola*, vocational school, *szakiskola*) teachers as working (also) in public education has to participate in in-service training as regulated by the Act on Public education; among training enterprises, however, there are significant differences in this respect:

- enterprises having an ISO certification develop internal training plans, i.e. their (full time) employees participate in either internal further training or one offered by another enterprise;
- there are some enterprises that do not have an internal training plan, they, however, do offer further training for their (full time) employees occasionally;
- some institution offer professional consultation or send their instructors to professional conferences;
- even at enterprises not organizing further training, (both full time and other) instructors are usually expected to further train themselves.

Instructors of higher education as well do not participate in regular organized further training, this group of instructors, however, has the highest level qualifications and self-training also is a requirement in their full time position.

Regional training centres (budgetary institutions) do regularly offer organized in-service training based on an internal training plan. At the time of establishing these centres, several of their instructors participated in study visits and various trainings abroad. At some training centres there also exists a system of benefits, promotion based on the training plan in order to encourage better performance of instructors. External (not full time) instructors may also participate in these trainings, although it is not compulsory for



them, although training centres organize one training course every year specifically for them. The survey, however, showed also that the in-service training system of the regional training centres resulted in the problem that instructors making use of the further training opportunities may look for jobs providing better wages or establish their own enterprise.

Among the postgraduate specialization programmes (*szakirányú továbbképzési szakok*) provided by higher education institutions mentioned in section 060204, there is one, the programme of adult education expert (*felntőttoktatási szakértő*), that trains participants having a pedagogical qualification or a tertiary level degree and qualification in the humanities, social or natural sciences for planning, organizing, managing and assessing adult education processes. The training is offered in evening (*esti*) or correspondence (*levelező*) and distance learning (*távoktatás*) and lasts for 4 terms, 10% of which is dedicated to external professional practical training.

With the coordination of the National Institute for Adult Education (*Nemzeti Felntőttképzési Intézet, NFI*), the development of a model of an in-service training system of teachers and other practitioners working in adult training began in 2005. For further information about this project, please refer to section 060305.

#### 060303 PRE-SERVICE TRAINING FOR CVET TRAINERS AND OTHER LEARNING FACILITATORS

##### 1. Pre-service training of trainers and other learning facilitators in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060203.

For more information, please refer to section 060203.

##### 2. Pre-service training of trainers and other learning facilitators in CVET outside the school system (adult training)

In VET provided outside the school system only instructors of accredited adult training institutions offering training for disadvantaged groups are expected to have a pedagogical qualification. In other institutions and other training programmes legislation (*45/1999 (XII.13.) decree of the Minister of Education on the conditions of providing VET and the 24/2004 (VI.22.) decree of the Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements*) allows the employment of instructors possessing only a relevant tertiary level degree or even an upper secondary graduation certificate and a National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) vocational qualification of the same level as of the training, in case the instructor has gained a given duration of professional experience (please refer to sections 0603 and 06030301). In fact, as also the outcome of a research carried out in 2001 (Fehérvári, 2001) shows, high level professional skills and professional experience are the fundamental requirements towards instructors in adult training provided outside the school system.

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) trainers, therefore their training corresponds to what was discussed in section 060203.



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For more information please refer to 060203.

In addition to teachers of general and of vocational theoretical subjects, and trainers of vocational practical training, in CVET there exist various other learning facilitator positions organizing, planning, managing, assessing, animating and consulting adult training. The training of practitioners working in such positions is usually offered in higher education (colleges and/or universities):

- in the current dual structure of higher education in the programmes of (college level) human resources manager (*humánerőforrás-menedzser*), human organizer (*humánszervező*), labour consultant (*munkaügyi tanácsadó*), employment consultant (*munkavállalási tanácsadó*), educational (and adult training) manager (*művelődési - és felnőttképzési - menedzser*), educational organizer (*művelődésszervező*), and human resources organizer (*személyügyi szervező*);
- in the new multi-cycle higher education to be enacted in 2006 the training of human resources manager (*humánerőforrás-menedzser*) will start in a BA programme called human resources, and there will be a separate andragogy BA programme with 4 possible branches (human organizer, *humánszervező*; educational organizer, *művelődésszervező*; human resources organizer, *személyügyi szervező*; and employment consultant, *munkavállalási tanácsadó*) offered by 16 institutions.

In the autumn of 2006 andragogy training will be provided by the following higher education institutions:

- Berzsényi Dániel Főiskola
- Debreceni Egyetem
- Dunaújvárosi Főiskola
- Eötvös József Főiskola
- Eötvös Loránd Tudományegyetem
- Eszterházy Károly Főiskola
- Kaposvári Egyetem
- Kodolányi János Főiskola
- Nyíregyházi Főiskola
- Nyugat-Magyarországi Egyetem
- Pécsi Tudományegyetem
- Szegedi Tudományegyetem
- Szent István Egyetem
- Tessedik Sámuel Főiskola
- Vitéz János R. Katolikus Tanítóképző Főiskola
- Zsigmond Király Főiskola

There is also one higher level OKJ vocational qualification (ISCED 5B) preparing participants for organizational tasks related to adult training and partly for assisting in practical vocational training: the training of professional training assistants (*képzési szakasszisztens*). This qualification may be obtained in 2 years in a higher education institution or in a secondary vocational school based on an agreement between the institutions.

### 06030301 ADMISSION REQUIREMENTS

#### 1. Trainers and other learning facilitators in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060203.



For more information, please refer to section 06020301.

## 2. Trainers and other learning facilitators in CVET outside the school system (adult training)

According to the *45/1999 (XII.13.) decree of the Ministry of Education on the conditions of providing VET*, instructors of VET provided outside the formal school system have to possess:

- a certificate of upper secondary education graduation and a vocational qualification adequate for the level of the given qualification to be obtained by the training; moreover, at least three years of professional experience in the specific field, or
- a university or college degree and professional experience in the specific field.

The *24/2004. (VI. 22.) decree of the Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements* prescribes the following qualifications for the instructors of accredited adult training institutions:

- practical vocational training:
  - a tertiary level degree and at least 1 year of professional experience in the specific field, or
  - an upper secondary graduation certificate and at least 3 years of professional experience in the specific field.
- in practical training in case of trainings offered to disadvantaged groups:
  - a tertiary level degree in pedagogy or in andragogy and a professional qualification, and at least 5 years of professional/adult training experience, or
  - a vocational pedagogical or psychological degree and at least 5 years of professional/adult training experience.

In VET provided outside the school system thus only instructors of accredited adult training institutions offering training for disadvantaged groups are expected to have a pedagogical qualification. In non-accredited institutions and in other training programmes legislation (*45/1999 (XII.13.) decree of the Minister of Education* and *24/2004 (VI.22.) decree of the Minister of Employment and Labour*) allows the employment of instructors possessing only a relevant tertiary level degree or even an upper secondary graduation certificate and a National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) vocational qualification of the same level as of the training, in case the instructor has gained a given duration of professional experience. In fact, as also the outcome of a research carried out in 2001 (Fehérvári, 2001) shows, high level professional skills and professional experience are the fundamental requirements towards instructors in adult training provided outside the school system.

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) trainers, therefore also the admission requirements of their training correspond to what was discussed in section 06020301.

For more information please refer to 06020301.

06030302 TRAINING MODELS AND PROCESSES

## 1. Trainers and other learning facilitators in CVET within the school system



Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060203.

For more information, please refer to section 06020302.

## 2. Trainers and other learning facilitators in CVET outside the school system (adult training)

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) trainers, therefore also the training model and processes of their training correspond to what was discussed in section 06020302.

For more information please refer to 06020302.

### 06030303 TRAINING CONTENT AND CURRICULA

#### 1. Trainers and other learning facilitators in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060203.

For more information, please refer to section 06020303.

#### 2. Trainers and other learning facilitators in CVET outside the school system (adult training)

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) trainers, therefore also the training content and curricula of their training correspond to what was discussed in section 06020303.

For more information please refer to 06020303.

### 06030304 ASSESSMENT AND QUALITY MONITORING

#### 1. Trainers and other learning facilitators in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the pre-service training of instructors working in public and higher education institutions corresponds to those described in section 060203.

For more information, please refer to section 06020304.

#### 2. Trainers and other learning facilitators in CVET outside the school system (adult training)

In so far as trainers of adult training possess a pedagogical qualification, their pre-service training is provided in the same form and in the same higher education institutions as of IVET (vocational training school) trainers, therefore also the assessment of their training/qualification and the requirements of obtaining their qualification correspond to what was discussed in section 06020304.



For more information please refer to 06020304.

As regards the external monitoring of adult training institutions (performed by the county labour centres, *megyei munkaügyi központok*), and the external (performed by the Adult Training Accreditation Body, *Felnőttképzési Akkreditált Testület, FAT*) and internal assessment of accredited institutions, as well as the voluntary qualification system of the Association of Adult Training Providers (*Felnőttképzők Szövetsége*), please refer to section 06030104.

#### **060304 IN-SERVICE, CONTINUING TRAINING AND DEVELOPMENT FOR CVET TRAINERS AND LEARNING FACILITATORS**

##### 1. Trainers and other learning facilitators in CVET within the school system

Since the same teaching/training staff is involved in these kinds of training programmes as in IVET, the in-service training of instructors working in public and higher education institutions corresponds to those described in section 060204.

For more information, please refer to section 060204.

##### 2. Trainers and other learning facilitators in CVET outside the school system

Legislation does not prescribe the further training of adult training instructors, except for accredited institutions in so far as the *24/2004. (VI. 22.) decree of the Minister of Employment and Labour on the detailed rules of the accreditation procedure and requirements* states that accredited adult training institution in order to plan their training activities shall possess a human resource-plan including the regulations concerning the in-service training of instructors.

For more information regarding the in-service training offered to or expected from trainers of institutions providing VET outside the school system, please refer to section 060302.

#### **060305 ISSUES OF INTEREST**

As it was mentioned in section 060302, there is no mandatory in-service training system of practitioners working in adult training prescribed by the law. At the same time, however, the *Act CI of 2001 on Adult Training* and the related decrees, and especially regulations concerning the accreditation of adult training institutions and programmes do define special andragogical and methodological requirements of adult training instructors and practitioners.

From September 2006 andragogical training will be provided in 16 higher education institutions in a first-cycle (BA) major with four possible branches (*szakirány*), and currently there is also a postgraduate specialization programme (*szakirányú továbbképzési szak*) available training adult education experts (*felnőttoktatási szakértő*). With the coordination of the ministerial background institution in charge of the professional development of adult training in Hungary, the National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*), and with the financial support of the EU, in 2005 the development of a model of an organized further training system of adult training instructors and practitioners has begun as a sub-programme of the 3.5.1. central measure ("Developing and applying up-to-date adult training methods") of the Human Resources Operational Programme of the National Development Plan.

The sub-programme "Training the trainers" set up three ultimate goals:



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- to develop the further training system of adult training teachers and practitioners, including the development and piloting of basic and supplementary programmes and learning materials,
- to disseminate the development products (basic and supplementary programmes and an integrated adult training and methodological database) of the whole project (central measure 3.5.1.) among the various adult training providers,
- to prepare members of the consortium (implementing central measure 3.5.1.) and especially the regional training centres for applying the development products of the whole project.

In line with these three goals, there will be three modular training programmes (so that each programme will be made up of several so-called "lessons") and their learning materials developed tailored to the needs of the three target groups with the financial support of the project:

- managers and organizers of adult training institutions;
- teachers and practitioners of the regional training centres and of the other members of the consortium (Employment Office, *Foglalkoztatási Hivatal, FH*; NFI); and
- teachers and practitioners of adult training institutions.

The training content of the further training programmes and learning materials of instructors will be developed tailored to the target groups in five topics:

- 1<sup>st</sup> topic: "Adult training in the European Union"
- 2<sup>nd</sup> topic: "Adult training in Hungary"
- 3<sup>rd</sup> topic: "Up-to-date methods of adult training"
- 4<sup>th</sup> topic: "Results of Hungarian research and development activities related adult training"
- 5<sup>th</sup> topic: "The products of the HR OP 3.5.1. project – for everyone"

The five topics will include altogether 20 lessons in a modular way so that these lessons will be the elements of the three further training programmes of the target groups to be developed in the sub-programme, but they also may be used later to compile other programmes as needed. The ending date of the project is 31 July 2007 and the implementation of the dissemination further training programmes will start in the first quarter of 2006.

### 0604 UNIONS/ASSOCIATIONS AND RESOURCES

For a list of public, ecclesiastical and private/foundational higher education institutions providing general subject and vocational teacher and vocational trainer training please refer to Annex 5. The list of programmes available and the training providers in higher education and thus in teacher training are published annually in the Higher education admission information bulletin (*Felsőoktatási felvételi tájékoztató*, published on 15 December each year) and also on a website (<http://www.felvi.hu>) maintained by the National Admission Office (*Országos Felvételi Iroda, OFI*).

Further training offered to instructors of public education is organized by the Sulinova Agency for Educational Development and In-service Teacher Training (*Sulinova Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht.*), an agency of the Ministry of Education. The list of accredited in-service teacher/trainer training courses is published twice a year (on 31 July and 31 December) in the Educational Bulletin (*Oktatási Közlöny*, the official journal of the Ministry of Education). The programmes of undergraduate study, pedagogical professional examination (*pedagógus szakvizsga*) and postgraduate specialized programmes (*szakirányú továbbképzés*) available are published in the Higher education admission information bulletin. The list of trainings awarding a National



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Qualification Register (*Országos Képzési Jegyzék, OKJ*) qualification is published by the National Institute of Vocational Education (*Nemzeti Szakképzési Intézet, NSZI*) (available on its homepage: [www.nive.hu](http://www.nive.hu) /szakképzési adatbázis)

The National Institute of Vocational Education (NSZI), a background institution of the Ministry of Education (*Oktatási Minisztérium, OM*) in charge of the development of VET, also offers further training for teachers/trainers and managers working in VET provided either within or outside the school system.

The National Institute of Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*), the background institution of the Ministry of Employment and Labour (*Foglalkoztatáspolitikai és Munkaügyi Minisztérium, FMM*) in charge of the development of adult training, is the coordinator of a project launched in 2005 which aims at the development of a model of organized further training of adult training instructors (please refer to section 060305).

One of the most significant public companies and foundations maintained by the Ministry of Education or by the government is the Tempus Public Foundation (*Tempus Közalapítvány*) managing – among others - the Leonardo da Vinci and Socrates international cooperation programmes.

A professional body discussing general questions of teacher/trainer training is the Pedagogical Training Subcommittee of the Pedagogical Committee of the Hungarian Academy of Sciences (*Magyar Tudományos Akadémia Pedagógiai Bizottságának Pedagógusképzési Albizottsága*). Further professional organizations include the Association of Teacher Training Providers (*Tanárképzők Szövetsége*) and the pedagogical subcommittee of the Hungarian Vocational Training and Education Association (*Magyar Szakképzési Társaság, MSZT*) dedicated the development of vocational teacher and trainer training. These are organisations of higher education instructors (usually teaching pedagogy or professional methodology), but also teachers/trainers working in VET participate in the work of the pedagogical sub-committee of the MSZT. All these bodies were founded a decade ago, after the change of the political regime. However, such professional organizations may influence decision-makers and training institutions only through making recommendations.

The negotiating forum of the directors of colleges providing pedagogical training is the Directorial College of Teacher Training Colleges and College-level Faculties (*Tanárképző Főiskolák, Főiskolai Karok Főigazgatói Kollégiuma*). Within the Ministry of Education there is no separate organizational unit for pedagogical training, neither is there a national institute dedicated exclusively to the research and development of pedagogical training.



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## RELEVANT LEGISLATION

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Act LXXX of 1993 on Higher Education

Act LXXIX of 1993 on Public Education

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Act XXII of 1992 on the Labour Code

Act XXXIII of 1992 on The legal status of public employees

49/1993 (III. 26.) government decree on The execution of Act XXXIII of 1992 on the legal status of public employees in central budgetary research and institutes employing researchers

111/1997 (VI. 27.) government decree on The requirements of the pedagogical qualification

277/1997. (XII. 22.) government decree on The in-service training of teachers, the professional pedagogical examination (pedagógus-szakvizsga) and the allowances and benefits of the participants

269/2000. (XII. 26.) government decree on The general regulations concerning the procedure of admission

77/2002 (IV. 13.) government decree on the amendment of the qualification requirements of first cycle programmes of higher education adapted to the credit system of training

381/2004 (XII.28.) government decree on The various regulations of introducing the multi-cycle training structure of higher education

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37/2003. (XII. 27.) decree of the Ministry of Education on the National Qualifications Register (Országos Képzési Jegyzék)  
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