



Danube Transnational Programme Learning by Doing

“LEARNING BY DOING” PROJECT

**“Targeted capacity building of VET partnerships in
the Danube Region for the effective modernization of
VET systems”**

WP 6: Policy Engagement

OUTPUT: 6.2. Hungary - Policy Recommendations

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Date: February-May 2019

Introduction

Policy recommendations realized within the framework of the Learning by Doing project target the development of country specific work-based learning systems.

Via NOVETAL's professional contribution, policy recommendations were supported by representatives especially in the field of VET within the school system, mainly active managers/teachers/practical teachers of VET Centers and experts working with the Centers and VET schools as counsellors.

The recommendations were verified as being valid and implementable in the current legislative and institutional framework, and as being vital milestones for the constantly changing working environment.

Since legislative changes take time, for the sake of quick intervention recommendations are divided into two categories:

1. Recommendations not requiring legislative changes: mainly including HR development and organizational and co-operational interventions
2. Recommendations requiring legislative changes

While developing the recommendations, the experts focused on practical, everyday challenges in the system in order to make changes that are applicable and useful in the short and long run as well.

Policy recommendations

1. Recommendations for legislative changes that can be implemented by national actors

- 1.1. HR development: scholarship to students pursuing a specialisation (for teacher resupply purposes) and increased salaries for vocational teachers, school psychologists, developmental teachers, special education teachers in order to assist and supervise VET teachers, as well as to support the horizontal pedagogical tasks of schools: formulating start-of-year measurements, class and individual development plans, developing learning methodologies, mentoring State-funded further training courses for vocational teachers, vocational trainers and company-based mentors, company-based practice for vocational teachers and involvement of role models in the instruction process by part-time senior professionals
- 1.2. Proportionate establishment of the number of practical instruction leaders based on the staff number of the institution and of the partner companies in the respective sectors
- 1.3. Invitation of big companies to announce training contract possibilities in more distant counties (cost requirement of boarding schools, travelling) – higher scholarship payment (in case of training contracts concluded at more distant locations), account by the Chamber on places with no training contracts, statement on the number of boarding school places, communication towards the parents, presentation of companies by the development of the www.tanuloszerzodes.hu website and by organising personal meetings
- 1.4. Crediting of vocational subjects and vocational maturity examination subjects of vocational grammar schools in specialised higher education institutions

2. Recommendations requiring legislative changes

- 2.1. Intermediate practical examinations during the company-based practical training period of the pupils in each semester, jointly organised by the respective Chambers and Centres
- 2.2. Flexible interpretation of the framework curriculum at local level (possibilities for block-based and regrouped syllabuses within and across school years, establishment of teaching schedules agreed upon with the companies)

- 2.3. Closer cooperation between the schools and the companies within the framework of practical training: Establishment of sectoral training centres with the involvement of businesses for the purpose of distributing the practical training modules by further developing the legal model of the current “delivery agent”, development of local models of practical training implemented in several weeks’ cycles, joint curriculum development with local companies, planning based on learning outcomes in practical training
- 2.4. Provision of training to SME accountants for the involvement of SMEs in training contracts, simplification of the application process or the complete takeover of this work by the sectoral training centre
- 2.5. Establishment of county VET consortia in order to ensure the leading, regrouping and coordinating role of the career guidance activity: In cooperation with VET Centres, School Districts, Specialised Services, Government Offices and Chambers, the consortium develops an annual plan and supervises career guidance sessions and events in primary schools and grammar schools (career guidance days, apprentice workshop days, day-care camps, visits at companies, counselling to parents)
- 2.6. Creating the interest of companies and pupils in a successful vocational examination: the payment of a given percentage of the per capita practical training grant and of the scholarship meant for pupils should be linked to a successful exam
- 2.7. Development of adult training: development of company-specific B trainings with labour-intensive companies and adapting these to the training offer of the National Register of Vocational Qualifications as on-the-job further education opportunities for graduates in employment
- 2.8. Transformation of the examination system: establishment of independent examination centres in sectoral training centres
- 2.9. The provision of dual training, the conclusion of training contracts, the granting of financial allowances should also be made possible in the field of public administration
- 2.10. Financial reward granted for pursuing a mentoring activity (within the school and also in the course of company-based practice), its consideration in the mandatory number of classes, mandatory training of company-based mentors in the case of a specified number of annual training contracts
- 2.11. Providing the opportunity of organising trainings more flexibly in adult education
- 2.12. Simplification of payments to pupils: by analogy to higher education, provision of a cooperative scholarship (possibility provided in the last grade): the company pays the cost of the training plus a minimum wage-dependent further grant to the institution and the institution provides a tax-free scholarship to the student who is not entitled to switch to another company in the given semester. Within the framework of dual training, the company pays

the scholarship which is equal to or higher than the amount of the minimum wage, also paying an extra amount that is less than the cost reimbursement. In higher education, students get a scholarship from their institution for 12 months, but they only have to work 5 days a week during the examination period and outside the term-time; during the examination period students are entitled to have the examination day plus one day for preparation purposes (www.dualisdiploma.hu)