



POSITION PAPER OF MGYOSZ-BUSINESSHUNGARY

on

*a Renewed Strategy on Vocational Education and Training in
Hungary*

1. Introduction of a preparatory year optionally in primary school education



Consideration should be given to the introduction of the preparatory year in primary school between the kindergarten and the primary school 1st class (parent's decision) to extend the foundation, with further positive results expected.

2. Introduction of a basic competence test at the end of the primary school training phase



Completion of primary school is conditional on participation in a nationally uniform basic competence test to assess the level of basic literacy, reading, comprehension and numeral skills. The purpose of the basic competence test is to ensure that vocational, vocational and secondary education is only available to those who are not functionally illiterate and have met the minimum requirements laid down.

It also measures and evaluates the performance of teachers and schools, thereby providing important information on the effectiveness of their work. The first important milestone in measuring and evaluating nationally uniform core skills and competences should be at the end of the 4th grade of primary school. In the light of the results, each school should draw up a development plan to further compensate for the inequalities and disadvantages between pupils, using the full range of development pedagogy.



3. Organisation of bridging programmes for vocational training

Those who do not pass the basic competence test are not allowed to enter the vocational training phase and should be provided with 1-2 years bridging programmes for vocational training. The aim is to acquire basic skills so that they can pass the re-examination, as well as to start career guidance vocational foundation training and to gain social skills for work and prepare for the start of vocational training.

The task of the preparatory training for one-year vocational group vocational training is to enable students to obtain part-vocational qualifications, in parallel with the consolidation and catch-up of basic skills. After that, they can enter the dual vocational secondary school or vocational secondary school. At the professional foundation training stage, it should be possible to use the new cooperative model. As a result, as many people as possible can join work-based learning at company training sites.

The main aim of the programmes for the 2-year vocational training is to raise the motivation of pupils with multiple disadvantages and/or mild disabilities and to process school failure experiences. Ensuring that life-social competences and basic skills are developed to the level of being removed from functionally illiterate status, and then preparing them for vocational education and training in the framework of group foundation training, or for admission to a vocational school or vocational secondary school.



4. Raising the age of compulsory education to 18

With the possibility of foundation training after kindergarten and the introduction of the 3-year vocational secondary school training, the time of completion of secondary education will be pushed back to the age of 18. This is not about restoring the age-limit, it is about adapting to the new school structure changes.

5. The role of career guidance, career consultation, professional and career competency and role of profession marketing



Among the good practices, it is recommended that the national application of the career guidance software package of Szekesfehervar be introduced. For applicants to vocational schools, vocational secondary schools, we propose the introduction of a professional and career qualification test, which takes into account the results of the basic competence test before the completion of primary school, as well as the expectations and requirements laid down in the professional and examination requirements.



6. Possibility of admission from vocational secondary school to a higher education institution

It is of the utmost importance that the knowledge acquired in vocational secondary schools enables graduates to be admitted to higher education institutions at least in proportion to that of a normal secondary school. The aim is to restore the expansion of vocational education based on baccalaureate, to restore the motivation for higher education, to offset pre-acquired knowledge in credits, and to strengthen the attractiveness of vocational training and the transition to the world of work. It is necessary to ensure that vocational secondary schools return the chances of further education to young people by providing a full baccalaureate.

7. The state scholarship programme



An important new element is the current minimum wage-adjusted scholarship and apprenticeship allowance, which is provided jointly by the state and employers.

The essence of the state scholarship programme is that the amount of the average monthly scholarship fund for the student should be a subjective state scholarship equal to 40% of the current net minimum wage for vocational school and 60% for vocational school pupils.

8. The apprenticeship allowance



The apprenticeship allowance should be increased to at least 60% of the current minimum wage for vocational secondary school pupils and at least 40% for vocational school pupils. This amount would be covered by employers' own resources in such a way that this expenditure would constitute an allowance not bearing tax or contribution burden.



9. The employment status of the students

Defining the status of employees, for apprenticeships, for apprentices in vocational schools and vocational secondary schools.

The employee status of apprentices should be strengthened among vocational schools. Pupils can only be admitted to vocational training institutions after signing of apprenticeship agreement.

10. Liability of entities



It is proposed to change the motivation of the companies participating in the programme in apprenticeships so that they can finance the salaries of trainees, the statutory allowances and the necessary means from the VET contribution. The average salary of teachers should be three times the minimum wage. Funding for teaching salaries is already recommended for companies with at least 5 pupils, and we recommend supporting additional trainers in line with the number of groups provided for by law.

11. Establishment of high-tech centres



The creation of high-tech centers has become inevitable due to rapid technological advances, with the availability of the latest technology, expensive or unique machines and equipment limited in a growing number of professions. These centres would be entitled to validate, issue and offset non-formal and informal knowledge in competence portfolios, part vocational qualifications and professional qualifications.



12. Establishment of independent examination and competence centres

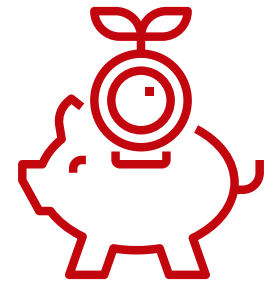
Output, performance regulation, evaluation and measurement of exam performances require that the final professional examination boards operate on the basis of criteria independent of the trainers! The main objective is to have a real value on the skilled worker certificate. It seems appropriate that the technology and knowledge equalizing centres above the plants should also function as regional and regional examination centres, which should also play a major role in the nationally uniform master's trainings and examinations.

13. Development of dual Training Councils

Dual Training Councils and Offices should be set up to manage, control and ensure the quality of vocational training tasks related to apprenticeships in the company-factory.



14. Introduction of a performance-based funding system for vocational training centres



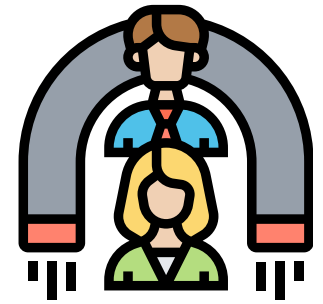
There are currently 44 Vocational Training Centres, with capacity utilisation at 50-60% due to known demographic changes and loss of interest in vocational training. Vocational schools should be developed into training centres with complex tasks, such as the German example.



15. Establishment of vocational training Research Institute for Development and Adult Education

Its task would be analysing, adapting and conducting model experiments on scientific research and good international practices in relation to vocational training, so that government decisions and changes in legislation relating to vocational training are based on facts and evidence. Its priority would be to carry out empirical research on the basis of which the competence needs required in the labour market can be monitored. The results can be used to outline trends in the development and fundamental changes in the training and schooling structure, as well as to measure corporate satisfaction with young skilled workers. In addition to international research, it would be important to prepare for international professional competitions and to organize and conduct the National Professional and Educational Competition and Professional Excellency Competition in a uniform framework.

16. Attracting teachers



Teachers who have completed vocational theoretical and practical training in schools should be given one month's work experience training (quasi-teacher summer related practice) on an annual basis. In plants representing state-of-the-art technology, they would participate in accredited training embedded in the work processes, which would be part of the mandatory teacher training courses, calculated in credits. This type of participation in training courses should be weighted in the assessment and qualification system of teachers due every 5 years.

In teacher training, it is recommended to introduce a career aptitude test for admission.



The extension of the existing system is not suitable for addressing new challenges, so we are recommending a complex solution based on the positive motivation of families, employers and those working in educational institutions.

The renewed system of German dual vocational training until 2030 is considered to be the guiding principle. Our aim is to include young people in vocational training who meet the growing expectations of companies, where employee status is decisive in employment and apprenticeships.