

Роль дуального образования в системе среднего профессионального образования Венгрии

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Аннотация. Цель статьи — представить особенности дуальной системы в профессиональном образовании Венгрии, основываясь на опыте работы Торгово-промышленной палаты Венгрии в этом направлении за последние три года (2019–2021). Предпринята попытка систематизировать управленческие решения по внедрению дуальной системы обучения в профессиональное образование страны на принципах государственно-частного партнерств. Теоретическая значимость заключается в описании современной модели профессионального образования Венгрии (принципы формирования дуальных образовательных программ в двух типах образовательных организаций, механизмов партнерства предприятий и образовательных организаций при координирующей роли торгово-промышленной палаты). Практическая значимость — в описании нормативных правовых решений, обеспечивающих жизнеспособность дуальной модели обучения в стране.

Ключевые слова: дуальное образование, профессиональное образование, среднее профессиональное образование в Венгрии, Торгово-промышленная палата Венгрии

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Role of the dual VET in the secondary vocational education in Hungary

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Abstract. The purpose of the article is to characterize the features of the dual system in vocational education in Hungary based on the experience of the Hungarian Chamber of Commerce and Industry over the past three years (2019–2021). The author attempts to systematize management decisions on the introduction of a dual training system in the country's vocational education based on the principles of public-private partnerships. The theoretical significance lies in the description of the modern model of professional education in Hungary (the principles of the dual educational programmes formation in two types of educational organizations, partnership mechanisms of enterprises and educational organizations with the Chamber of Commerce and Industry having the coordinating role). The practical significance lies in the description of regulatory legal solutions that ensure the viability of the dual model of education in the country.

Key words: dual system, vocational education and training, Hungarian VET system, Hungarian Chamber of Commerce and Industry

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Introduction

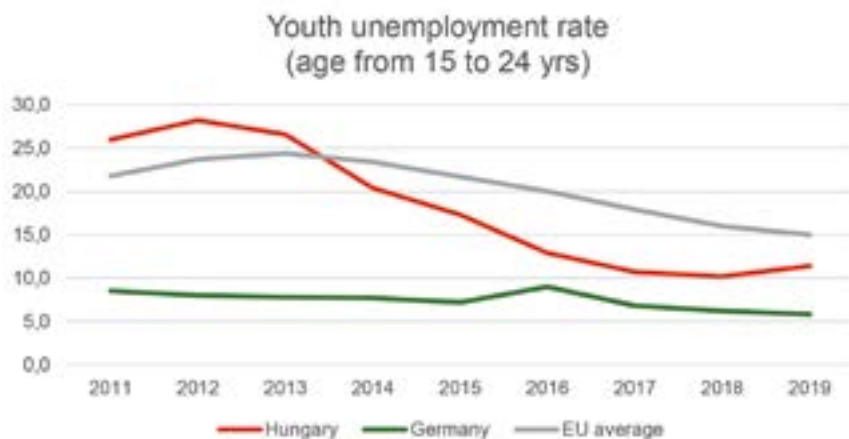
The rapid technical development and the continuous changes in the labour market demands triggered the need to renew the Hungarian VET system. The reform process affecting all areas of VET was launched in January 2020. The aim was to prepare young professionals having apart from basic competence, a competence to lay the foundation for prosperity in the changing business environment and for life-long learning.

The new VET system is based on the VET 4.0 Strategy adopted in 2019, and one of its priorities is strengthening the dual character of education. This type of training has significant benefits on macroeconomical and microeconomical levels as well as on the level of individuals.

Benefits of the dual training

The dual training improves labour market prospects. Thus it is an effective tool for tackling youth unemployment. For instance, the relevant reform measures taken in 2012 contributed to significant improvement of the situation. Hungary was leading among European countries in the reduction of unemployment of youngsters for the period from 2011 to 2019 and had the rate above the EU average in 2019.

Students acquire up-to-date professional knowledge in the real working environment, and that is another benefit of dual training. This knowledge meets the labour market demands, which makes students prepared for an effective further specialisation of their skills. Besides long-term prospects, dual training also provides short-term benefits: apprentices get a monthly payment and social insurance. In many families, monthly payment is a significant part of the household budget and thus can strongly motivate the youngsters to participate



Source: Eurostat

in the training. It is especially the case in the new VET system, where the sum is 4–6 times higher compared to the payment in the previous system (circa 300–400 EUR).

Nowadays, the main motivation for businesses to host apprentices is ensuring the availability of a skilled workforce. During the training, students get familiar with the workflows, technology, staff, goals and objectives, the working climate of the company. Within a short period of time, after they complete their studies, they are able to perform full-value work. One of the key motivation factors is the state subsidy provided for apprenticeship hosting companies. In many cases, however, trainers' level of commitment and dedication to dual education is already strong enough motivation.

Dual training in the new institutional system

The new VET has brought a new institutional structure. According to the VET 4.0 Strategy, the change is due to the principle that the main task of the school system is to provide a broad sectoral vocational foundation and competencies the business community requires. After acquiring the necessary sectoral vocational knowledge, students continue their studies in dual training. Young professionals leaving IVET enter the labour market with a solid foundation and ability to learn.

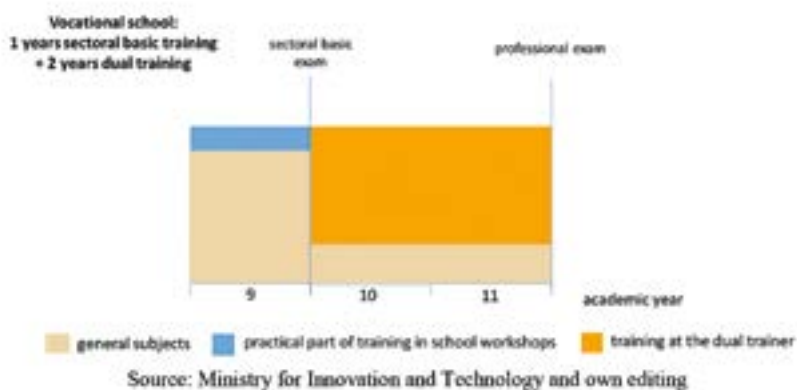
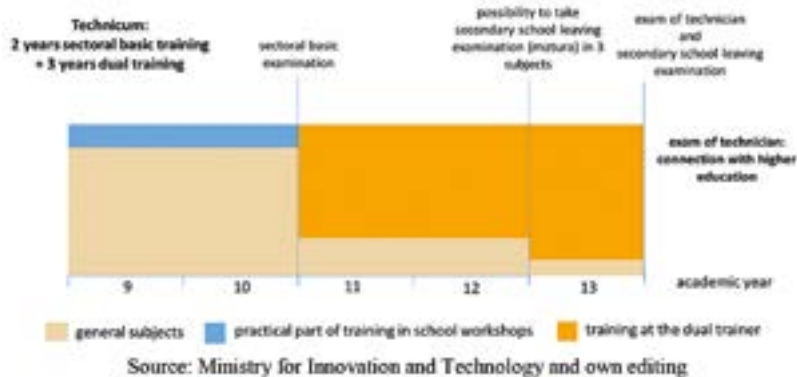
There are two school types in the new institutional system: technikum school and vocational school.

Technikum

The technician programme lasts for five years. The first two years provide sectoral knowledge. After passing the basic sectoral examination, students continue their studies in their specialization for three years. If a good hosting company is available, this second stage is the dual part of the education, and dual training is provided within the framework of the new type of apprenticeship contract, named vocational employment contract. Students take the secondary school final examination consisting of four general subjects; the fifth one is the final vocational exam. The technikum provides two certificates when the studies are complete: the secondary school leaving certificate and the technician

diploma. For those performing well in technical school, there is a possibility to continue their studies in higher education in the same economic sector.

In technikum, the more complex vocational programmes such as a nurse, mechanical technician are available.



Vocational school

Vocational programmes last for three years with the division of 2+1 years. The first year is the part of the training providing sectoral knowledge; the following two years are devoted to dual training within the framework of the vocational employment contract. Motivated students can continue their studies and acquire a secondary school leaving certificate or technician diploma.

The schools are interconnected: a student from one school can transfer to the other without the need to take exams or provide 9 grade results. The basic sectoral foundation is finished by a basic sectoral exam providing students with a possibility to work at simple jobs. In technikum, there are 2-year post-secondary VET programmes for those having secondary school leaving certificate (for example those completed secondary grammar school).

Content of the dual training: role of the training programme

The dual training is organised according to the training programme (TP) of the apprenticeship hosting company. TPs are elaborated on the basis of the two-level VET content regulation. In this structure, Programme and outcome

requirements (POR) represent the highest level. It is published by the Minister in charge of the VET, thus ensuring quick and effective adaptation according to changing demands of the economy. PORs define learning outcomes of vocations as well as the control, measurement and assessment system. In this document, actual requirements reflecting the content of the training are aligned into groups by a set of descriptors: skills, knowledge, behaviour and attitudes, autonomy and responsibility.

The second level of VET regulation is the programme curriculum (PC) issued by the Minister in charge of the VET. PC defines the scope of vocational subjects and topics for each grade, number of their classes.

TPs cover the whole period of the dual training and are preferably elaborated, relying on the method of learning outcomes. It clearly states the objectives of the training, contains detailed information on requirements, content and number of classes of training units, competencies to be developed (such as skills, knowledge, digital competencies, etc.). Description of the assessment system is also part of the document.

The properly worked out TP proves that dual training is a process that affects the students' personality and is implemented in a planned way. While providing proper professional knowledge demanded by the labour market, the training facilitates workplace socialisation as well as generates desire and skills for individual learning after completing academic studies, thus fulfilling an important role in personality development.

Elaboration of TP is a challenge for enterprises, mainly for SMEs, the Hungarian Chamber of Commerce and Industry (HCCI). That is why the territorial chambers of commerce and industry network provide comprehensive assistance in the development process. The properly trained chamber advisors give information on the new approach and method of learning outcomes, on the role, the structure of TP, give samples. If it is necessary, advisors will be able to take part directly in the elaboration process. Moreover, they involve proper experts when necessary.

Traditionally, HCCI plays a key role in shaping and developing the Hungarian VET system. It has a wide range of public law VET tasks, from carrier orientation to adult training. In accordance with the government's objectives, it contributes to the strengthening and broadening of the dual VET: it encourages potential enterprises to host apprentices and provide customer-oriented, tailor-made assistance for dual trainers.

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