



ERO National Research Report Hungary

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- Hungarian Chamber of Commerce and Industry
- Ministry of Education (Deputy State Secretariats of Vocational Education and Training, of Higher Education, and for Development and International Relations)
- Ministry of Employment Policy and Labour, Deputy State Secretariat of Employment and Adult Training
- National Centre for Assessment and Examination in Public Education
- National Institute for Adult Education
- National Institute of Vocational Education
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1. LINKS BETWEEN NATIONAL VET/HRD RESEARCH AND DEVELOPMENT INITIATIVES AND VET/HRD POLICIES (IN PARTICULAR RECENT REFORMS/INNOVATIONS).

The current national VET/HRD policies and reform measures have been defined in the strategies of the various sectors of education related to VET/HRD in Hungary (public education, VET including trainings awarding qualifications listed in the National Qualifications Register, higher education and adult training), accepted in the past 1-2 years, and most recently in the *Strategy of Lifelong Learning* (accepted in October 2005). The assessment of the current situation described in these strategies as well as the measures chosen to address the challenges were based on, and in many cases have been urged by, various research studies about the labour market and the adequacy of the VET/HRD system to it. These studies and statistics have drawn attention to the weaknesses of the current structure, financing, content, and applied methodology of these educational sectors that result in the discrepancy of the output of VET and the needs and demands of the labour market, the high number of drop-outs in vocational schools, or the problems of accessibility for various groups of young people and adults.

Besides the development projects implemented via the Operational Programmes of the I. National Development Plan of Hungary, financed jointly by national sources and Structural Funds assistance (therefore discussed in section 2), the major current national development programme aiming to address the challenges of school-based VET is the *Development Programme of Vocational Schools (Szakiskolai Fejlesztési Program)*. The programme involves 4 general components (General education and vocational grounding; VET Methodology; Reintegration of disadvantaged students; Self-development of schools and Quality improvement) and 4 thematic projects (Foreign languages - English and German; Vocational school Measurement-evaluation; Vocational school career orientation; and Information technology in vocational schools), aiming at content as well as human resources development.

The process of designing this programme and the implementation of other reform measures defined in the *Strategy of the Development of Vocational Education and Training until 2013* (2005) involve, as well as have initiated, various research projects coordinated by the *Nemzeti Szakképzési Intézet* (NSZI, National Institute of Vocational Education; e.g. feasibility studies of developing the module and credit system of VET in Hungary) and by the *Nemzeti Felnőttképzési Intézet* (NFI, National Institute of Adult Education). Some of the various research projects carried out or coordinated (tendered) by the NFI served as the foundation of the *1069/2004. (VII.9.) Gov. resolution on the directives and action plan of the development of adult training*, while others have been initiated by the measures defined in this document (e.g. those related to the introduction of individual training accounts, of a system of training replacement, competence-based adult training methods, or the in-service training of adult training instructors, etc.).

The Hungarian government and the various ministries have also commissioned a number of background assessment studies and surveys on the current situation of VET and HRD and their adequacy to the labour market needs during the development process of the National Plan of Hungary and its Human Resources Development Operational Programme (designed to set the framework for the utilization of Structural Funds sources during the period 2004-2006).

2. LINKS BETWEEN EU SPONSORED VET/HRD RESEARCH AND DEVELOPMENT INITIATIVES AND VET/HRD POLICIES (IN PARTICULAR RECENT REFORMS/INNOVATIONS).

Research studies prepared by EU agencies and those implemented within the framework of EU sponsored mobility programmes have all exerted considerable influence on VET/HRD national policies. In turn, the R&D projects implemented within the framework of the Human Resources Development Operational Programme (HRD OP) of the I. National Plan of Hungary (2004-2006), financed primarily by Structural Funds assistance, were initiated by these national VET/HRD policies that defined the priorities and measures of the HRD OP (in accordance with the objectives defined in the Joint Assessment Paper as well as the objectives of the European Employment Strategy).

As an example for the impact of EU-level research on national policy, the Cedefop report about VET research in the EU (Pascaline Descy; Manfred Tessaring (eds.): *Training in Europe. Second report on vocational training research in Europe 2000: background report*. Cedefop Reference series. Luxembourg: Office for Official Publications of the European Communities, 2001.), studies about the labour markets of EU member states, various employment policies, structures of VET, and key competences have directly influenced the content (priorities) of the various national strategic documents and development programmes (e.g. the *Strategy of the Development of Vocational Education and Training until 2013* (2005) and the *Development Programme of Vocational Schools*, both described in section 1, as well as the I. National Development Plan).

In addition, the various EU mobility and cooperation programmes (Leonardo da Vinci, Socrates, Grundtvig, etc.) including R&D projects have also contributed to the development of national VET/HRD policies through the participation of influential experts, advisors as well as policy-makers in these cooperation projects.

The research and development projects initiated by and implemented through the various measures of the HRD OP based on the priorities of national VET/HRD policy involve:

- the overall restructuring of VET awarding vocational qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) through *Measure 3.2. Developing the content, methodology and structure of vocational training*, including the restructuring, updating and modularization of the OKJ, based on an analysis of the Hungarian employment structure;
- the development of training programmes based on the local/regional labour market needs, including the development of a model of prior learning assessment, training programmes tailored to the needs of disadvantaged groups, and e-learning programmes through *Measure 3.5.1. Development and application of up-to-date adult training methods*.
- the development of effective labour market analyses in order to anticipate changes in labour supply and demand, conducting research and preparing forecasts through *Measure 1.2. Supporting active labour market policies*.

3. OVERVIEW OF IMPORTANT ISSUES AND THEMES ADDRESSED IN CURRENT VET/HRD RESEARCH AND DEVELOPMENT PROJECTS.

The VET/HRD research themes currently considered most important in Hungary are closely linked to the overall objective of modernising the systems of the various sectors of education related to VET and HRD in Hungary in accordance with the needs and demands of the economy, in line with the objectives and measures of governmental strategies and development programmes discussed in sections 1-2.

The basis of such a modernisation process is the assessment of the current situation, i.e. exploring existing structures and typical learning pathways, and the identification of the needs and demands of the economy and the labour market, paying special attention to local/regional differentiation. Accordingly, a great number of national research projects featuring in the ERO Base provide assessment reports or deal with the question of defining the training needs of the economy in general or of certain geographical regions, aimed at assisting the improvement of the structure and content of qualifications or the modification of the local training offer. In addition, in our global world modernisation of the Hungarian structures should also observe the current EU and international trends, policies, initiatives or theories, and a good number of national research projects aim at exploring and analysing precisely such aspects and their expected influence on Hungarian trends in the fields of VET, HRD, lifelong learning and employment policy.

The other important aspect of modernisation is improving the content of VET (the professional and examination requirements and curricula of state recognized and other vocational qualifications), and many of the recent research projects are developmental researches aimed at designing, developing and piloting new training programmes, curricula, training tools and materials, as well as improving the methodology of training, based on the assessment of training needs in a sector of the economy and/or job profiles. Many of the transnational projects focus on promoting training in SMEs, while the significance of competence based training and the improvement of prior learning assessment systems is highlighted by several national R&D projects.

Another significant group of recent projects involves researches exploring ways of making VET more flexible through alternative modes of delivery, most importantly, through promoting e-learning. These projects either describe the current status of ICT technologies in VET (like most national projects on the subject) or explore and develop ways of applying ICT in training.

Analysing the skills needs of and developing training programmes for various disadvantaged target groups is also a main objective of a considerable number of current R&D projects. The national projects include both descriptive and development researches, many exploring the causes of school failure and assisting decision-makers in developing second-chance programmes for drop-outs in general or specifically targeting the disadvantaged Roma population.

Last but not least, the issues of improving the training of trainers and of the system of quality assurance are as well important themes that appear in a good number of research projects: the former mostly in developmental projects, while the latter theme is explored in both descriptive and developmental type of researches.

ANNEX: SELECTION OF ERO BASE PROJECTS.

N.B. The selection of ERO Base projects presented below provides examples for the important themes/issues addressed in current VET/HRD research that were discussed above; in the majority of cases, however, projects involve several components (e.g. assessment of skills needs *and* curricula development) and thus might be classified as falling under several of the headings listed below.

Analysis of current structures/learning pathways:

Analysis of learning pathways

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=629)

Social demands for the higher education of adults

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=606)

Analysis of skills needs at national/regional level:

Research of the demands and training needs expressed by enterprises towards their employees in

the North-Hungarian region

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=638)

Analysis of EU/international trends:

Survey of the changes in the international interpretation of the goals and functions of adult education and training in view of the development of the modern market economy and the learning population.

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=614)

Developmental projects aimed at improving the content/methodology of VET/HRD:

New Strategies for the Improvement of Training and Information within the Tourism and Hotel sector with the aim of promoting Mobility of Workers.

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=482)

Measurement and validation of prior learning

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=625)

Promotion of e-learning:

E-learning based Cooperative Educational and Pedagogical Methods for VET Teachers (E-CEPT)

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=590)

Skills analysis of target groups:

Training embedded in employment

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=627)

Teacher/trainer training:

Defining the competencies of trainers working in adult education

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=610)

Quality assurance:

Peer Review as an Instrument for Quality Assurance and Quality Improvement in Initial VET in Europe – Exchange of Experience and Development of a European Manual

(http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=416)

4. MAJOR INSTITUTIONS INVOLVED IN VET/HRD R&D IN YOUR COUNTRY.

The most significant research centres in Hungary can be grouped as follows.

I. There are several national, state-financed R&D institutions or research institutes set up by the Ministry of Education and by the Ministry of Employment and Labour in order to assist their coordinating, researching and development work in the fields of VET (NSZI) and in adult training (NFI), respectively, or conduct researches or carry out development and measurement activities primarily in the fields of public and/or higher education (OKI, FKI, sulinova). The research profile of these institutions is varied and in general their projects cover themes describable by any of the ERO descriptors. These institutes organize prestigious annual and occasional professional events and publish some of the most influential professional journals and periodicals in the field.

Nemzeti Szakképzési Intézet (NSZI, National Institute of Vocational Education, Budapest, https://www.nive.hu/start_en.php) (publisher of *Szakoktatás*, Vocational Education; *Szakképzési Szemle*, Vocational Training Review)

Nemzeti Felnőttképzési Intézet (NFI, National Institute for Adult Education, Budapest, <http://www.nfi.hu/>) (publisher of *Felnőttképzési Szemle*, Adult Training Review)

Országos Közoktatási Intézet (OKI, National Institute for Public Education, Budapest, <http://www.oki.hu/oldal.php?tipus=index&kod=english>) (co-publisher of *Új Pedagógiai Szemle*, New Education Review)

Felsőoktatási Kutatóintézet (FKI, Hungarian Institute for Education Research - The Professor's House, Budapest, <http://www.hier.iif.hu>) (publisher of *Educatio*)

sulinova Kht. - Agency for Educational Development and In-service Teacher Training (separated from OKI in 2004)

II. The various institutes and research groups of the *Magyar Tudományos Akadémia* (MTA, Hungarian Academy of Sciences, Budapest, <http://www.mta.hu>), e.g. the *MTA Közgazdaságtudományi Intézet* (Institute of Economics, <http://www.econ.core.hu/english>) and the *MTA Szociológiai Kutatóintézet* (Institute of Sociology, <http://www.socio.mta.hu/00.htm>) also conduct important researches exploring themes related to VET/HRD. (Currently, however, there is no research centre within the MTA dedicated specifically to education research, the *MTA Pedagógiai Kutatócsoport*, Research Group of Education Research, was dissolved in 1981).

III. Almost every higher education institution (universities/colleges) has faculties/departments/institutions of education science, teacher training, or adult training, etc. whose staff conduct scientific research work either individually or in research groups. Their R&D activities focus primarily on development (developing training programmes, curricula, methodology, training materials, etc.) in the fields of VET, HRD and the training of trainers. Some examples:

Budapest University of Technology and Economics (Faculty of Economics and Sciences, Department of Technical Education, <http://mpt.bme.hu/>; Distance and Adult Learning Centre, <http://www.bme-tk.bme.hu/index.php>)

Budapest Technical College, Kandó Kálmán Faculty of Electrical Engineering, Institute of Developing Human Resources and Methodology (<http://human.kando.hu/>)

Corvinus University of Budapest, Faculty of Social Sciences, Institute of Behaviour Science and Communication Theory (<http://mki.uni-corvinus.hu/icms/>)

University of Debrecen, Lifelong Learning Centre (http://www.lifelong.hu/frameset_hu.html)

University of Pécs, Faculty of Adult Training and HRD (<http://www.feek.pte.hu/>)

IV. Private research institutions also periodically implement research in VET or HRD commissioned by ministries, public authorities, etc. (e.g. TÁRKI Group, <http://www.banki.hu/pedkalb/forma.html>; *Expanzió Humán Expanzió Kft.*, <http://www.expanzio.hu/eng/index.html>, both located in Budapest)

5. FUNDING FRAMEWORKS AND SUPPORT STRUCTURES.

R&D activities related to VET/HRD in Hungary are financed primarily by public resources and by Structural Funds assistance (primarily) through the Human Resources Development Operational Programme (HRD OP) of the I. National Development Plan of Hungary.

The most significant national sources of financing VET/HRD R&D are the *Munkaerő-piaci Alap* (MPA, Labour Market Fund) and the state budget. The MPA was created in 1999 by merging several former independent state funds. Its income comes from various kinds of taxes (employers', workers', entrepreneurs', rehabilitation, and the vocational training contribution, a kind of training levy), the state budget, and other revenues. The MPA has several sub-funds of which the Training and the Employment sub-funds are most relevant to financing VET/HRD R&D projects. These sub-funds in turn have different sections dedicated to various fields and development objectives whose resources are allocated in differing ways but in all cases with the participation of the social partners.

Training sub-fund of the MPA:

- this sub-fund is dedicated primarily to supporting VET practical training and its development, but the R&D projects carried out/coordinated by the *Nemzeti Szakképzési Intézet* (NSZI, National Institute of Vocational Education), including VET/HRD central development programmes such as the *Szakiskolai Fejlesztési Program* (Development Programme of Vocational Schools), as well as tenders coordinated by the national public foundations dedicated to improving specific fields of R&D activities (e.g. *Apertus Közalapítvány*, Apertus Public Foundation, <http://www.apertus.hu>, set up by the government to support the development and introduction of open and distance learning; or the national tenders of the *Tempus Közalapítvány*, Tempus Public Foundation, <http://www.tka.hu/index.php>) are also financed from this source;
- tendering of subsidies from its central section is organized and evaluated by the *Országos Szakképzési Tanács* (OSZT, National Vocational Training Council) and coordinated by the *Oktatási Minisztérium Alapkezelő Igazgatósága* (OMAI, Fundmanager Directorate of the Ministry of Education, <http://www.omain.hu>), while tendering of sources from the decentralized section (providing support primarily for infrastructural development in accordance with the priorities defined by the Minister of Education) is assisted and coordinated by the *regionális fejlesztési és képzési bizottságok* (regional development and training committees). The Councils as well as the committees involve social partners and they advise the decisions of the Minister of Education.

Employment sub-fund of the MPA:

- this sub-fund provides funding for the tenders of the *Országos Foglalkoztatási Közalapítvány* (National Employment Public Foundation, <http://www.ofa.hu>) supporting research projects related to the labour market (aimed at enhancing employment), while its adult training section is dedicated to financing R&D projects carried out or tenders coordinated by the *Nemzeti Felnőttképzési Intézet* (NFI, National Institute for Adult Education).
- allocation of sources of the employment sub-fund for financing labour market research tendered by the OFA is assisted by the *Munkaerőpiaci Alap Irányító Testülete* (MAT, Governing Board of the Labour Market Fund), while in tendering sources from the adult training section of this sub-fund the *Országos Felnőttképzési Tanács* (OFKT, National Adult Education Board) advises the final decision of the Minister of Employment and Labour.

The central budget provides support - as defined in the annual budget acts - for (in addition to providing financial "normative" assistance to higher education institutions for their research work):

- research projects carried out by national R&D institutions (e.g. *Országos Közoktatási Intézet*, OKI, National Institute of Public Education; *Felsőoktatási Kutatóintézet*, FKI, Hungarian Institute for Education Research) - these institutions, however, finance their research activities from multiple sources (including participation in tenders announced by public foundations, etc.),
- research work and the support frameworks of the *Magyar Tudományos Akadémia* (MTA,

Hungarian Academy of Science), including scholarships or the *Országos Tudományos Kutatási Alapprogramok* (OTKA, Hungarian Scientific Research Fund programmes, <http://www.otka.hu>) that provides financial support for basic scientific research through tendering,

- research in priority areas related to education policy supported by the *Országos Kiemelésű Társadalomkutatási Kutatások* (Nationally Prioritized Social Science Research) programme through tendering coordinated by the *Oktatásért Közalapítvány* (Public Foundation for Education), and
- research that may be (on availability of funding) tendered by various ministries (often in cooperation with each other or other institutions, e.g. the joint tenders of the Ministry of Education and the *MTA Pedagógiai Bizottság*, Pedagogical Committee of the Hungarian Academy of Science).

Finally, there is also a national research fund, the *Kutatási és Technológiai Innovációs Alap* (Research and Technological Innovation Fund) that supports R&D activities with the primary objective to improve the competitiveness and the sustainable development of the economy, which may also finance some projects related to VET/HRD (e.g. through the *Nemzeti Kutatási és Fejlesztési Program*, National Research and Development Programme, now called Jedlik Ányos programme). It was set up in 2003 and the use of its sources (50% of its revenue comes from a tax levied on economic organizations except for small enterprises in the amount of 0.25% of their turnover, the other half from the budget) is managed by the *Nemzeti Kutatási és Technológiai Hivatal* (NKTH, National Office for Research and Technology, <http://www.nkth.gov.hu/main.php?folderID=775>) supervised by the Minister of Education and the Minister of Economy and Transport.

As regards EU financial support, the Leonardo da Vinci, Erasmus and other community programmes are coordinated by the *Tempus Közalapítvány*. Structural Funds assistance through the HRD OP measures is provided either through central programmes (e.g. those coordinated by the NSZI and by the NFI), or through tendering implemented by the OMAI, the *ESZA Európai Szociális Alap Nemzeti Programirányító Iroda Társadalmi Szolgáltató Kht.* (European Social Fund Implementing Agency, <http://www.esf.hu/>), and by the Ministry of Health, Social and Family Affairs Structural Funds Program Office.

6. PROFESSIONAL RESEARCH ASSOCIATIONS AND NETWORKS.

Although there is no professional association or network dedicated to promoting specifically research in the fields of VET/HRD, there are various professional and civil organizations that do offer some forums and means for discussion and cooperation.

Within the *Magyar Tudományos Akadémia* (MTA, Hungarian Academy of Sciences) there are two important committees facilitating education research:

- *Pedagógiai Bizottság* (Education Science Committee, <http://cogsci.bme.hu/mta/ftoBizottsagok.php?bizott=4>) organizing the most important annual national conference of education research, the *Országos Neveléstudományi Konferencia* since 2001 (the proposed general theme of the conference to be held 2006 is lifelong learning). The committee organizes workshops and lectures as well (in the period 2002-2005, one of the highlighted subjects was the development of teacher training), and it provides a forum for researchers for discussion and cooperation also through its sub-committees (e.g. *Pedagógusképzési Albizottság*, Sub-committee of Teacher Training, <http://www.banki.hu/pedkalb/index.html>);
- *Veszprémi Területi Bizottság, Neveléstudományi Szakbizottság, Szakmapedagógiai Munkabizottság* (VET teachers/trainers' Working Group of the Pedagogical Science Panel of the Regional Committee of Veszprém, <http://www.veab.mta.hu/szervezet/neveles.html>), whose mission is to initiate, support and coordinate scientific work in the region. The Working Group organizes lectures, workshops, regional and national conferences and provides forum for researchers for discussion and cooperation.

One of the most influential national associations facilitating VET research is the *Magyar Szakképzési Társaság* (MSZT, Hungarian Association of Vocational Education and Training, <http://www.mszt.iif.hu/>), an independent, democratic civil initiative involving teachers/trainers as well as training providers of VET. Its mission is to exercise civil control and organize and/or disseminate information about forums, trainings and further trainings in order to improve VET in Hungary. The MSZT organizes workshops (2-3 per year) and discussions on current subjects, organizes the annual National Forum of the Headmasters of Vocational Schools, is the co-publisher of the *Szakképzési Szemle*, one of the most significant periodical of VET, and disseminates information also through its Newsletter and homepage. The MSZT has several thematic "departments", including one of research activities (*kutatói tagozat*), and sections (e.g. of the sociology of education, *oktatásszociológiai szakosztály*, <http://www.oktszoc.n1.hu/>).

The *Magyar Pedagógiai Társaság* (Hungarian Education Society, http://www.pedagogia-online.hu/modules.php?name=News&new_topic=39), established in 1892, is a civil organization, the association of practitioners, experts, organizations and institutions involved in education and training, dedicated to the development of the theory and practice of education and the protection of the interests of its members. Through organizing conferences, workshops, exhibitions, providing further training, counselling as well as co-publishing the *Új Pedagógiai Szemle* (New Education Review), it aims at identifying the major issues of the development of education and facilitating research and cooperation. The Society has various specialized departments including those of higher education, adult education and training, or ICT based learning environments.

The *Tanárképzők Szövetsége* (Alliance of Teachers' Trainers, <http://human.kando.hu/tsz>) is another important civil association founded by university and college teachers dedicated to the development of the training of trainers. Its various departments carry out research projects, organize discussions and national and regional conferences and co-publish the influential professional periodical *Pedagógusképzés* (Training of Teachers and Trainers).

In the field of adult training, the *MELLearn – Felsőoktatási Hálózat az életen át tartó tanulásért* (Higher Education Network for lifelong learning, <http://www.mellearn.hu>) is an important Debrecen-based network of higher education institutions dedicated to the development of lifelong learning in Hungary. MELLearn is organizing meetings, conferences, provides counselling, and publishes a newsletter and maintains a homepage for the dissemination of information and support of cooperation.

7. BRIEF REVIEW/ASSESSMENT OF THE CURRENT R&D ACTIVITIES AND INDICATION OF FUTURE ISSUES THAT NEED TO BE ADDRESSED. THIS SECTION SHOULD BE COMPLETED BY A RESEARCH EXPERT.

7.1. Firstly, comment briefly on the status, effectiveness and impact of current VET/HRD R&D activities in your country.

(One third of a page)

Dr. Köpeczi Bócz Tamás (kopeczt@omai.hu):

VET R&D activities in Hungary are currently related to three important projects financed jointly by Structural Funds assistance and the Training sub-fund of the Labour Market Fund. All these R&D projects target the improvement of the system of VET and aim to influence the content of training, the efficiency of the institutional system as well as the prestige of a sub-sector of VET (vocational schools, *szakiskola*):

1. Renewal of the National Qualification Register (*Országos Képzési Jegyzék*) involving all formal qualifications. The project targets partly the reduction of the number of vocational qualifications, partly the development of a modular structure of qualifications through ensuring that qualifications of different level build on each other. The focus is on the job profiles defined by employers in each occupational group that serve as the basis of the development of the content and the professional and examination requirements of qualifications and later of the training programmes.
2. Improving the efficiency of training, in particular of practical training. A significant problem of VET in Hungary is the great number of VET schools (1200) and the integration of these institutions may considerably improve the efficiency of the use of financial sources available. The project involves the development of good practices of institutional cooperation as well as concrete investments that enable the common use of tools and equipments necessary in practical training.
3. Improving the prestige and renewal of training skilled workers in vocational schools that currently face most problems. The project targets extensive development, including the improvement of the literacy and numeracy-logical skills as well as the social competences of students. The programme aims at providing a catching-up opportunity for disadvantaged students and reducing the number of drop-outs through an intensive development programme implemented in the 90 schools chosen in the first period of the programme and in an additional 70 schools selected in the 2nd phase. The project targets also the renewal of vocational language education, the support of student mobility as well as the renewal of the methodology of vocational school training through the intensive training of teachers/trainers.

7.2. Secondly, briefly outline and comment on those issues that need to be addressed by R&D in the future.

(One third of a page)

Dr. Köpeczi Bócz Tamás (kopeczt@omai.hu):

In the future Hungary as a new EU member state has to catch up with the new labour market processes that emerge in connection with the accession. Accordingly, R&D activities should focus on the pedagogical-methodological renewal of VET.

Another important objective is improving the effectiveness and efficiency of VET that as a basic tenet means increasing the more active and direct influence of the players of the economy. In this regard methodological researches on the faster improvement and change of the content requirements and the necessary institutional structure may come to the fore.

A third important element must be the renewal of the professional and methodological competences of teachers/trainers working in VET, including the development of the theoretical background necessary for establishing alternative employment modes. Good examples for these were developed and operating in VET in Hungary 30 years ago, now the adaptation of these to the current market economical environment is needed. To achieve this, an important objective of R&D activities may be the development of appropriate model trainings and framing recommendations to the policy makers based on these models.

A further important element is increasing research activities necessary for improving lifelong learning in VET, that should reflect on questions of quality assurance, support of mobility, adaptation to credit systems as well as include sector-specific researches enhancing the adaptation of the various forms of electronic learning in VET.

A highlighted research theme may be grounding services that VET may provide for disadvantaged groups, primarily for Roma youth, thus exerting a positive influence on social processes.

8. VET/HRD CONTACT PEOPLE.			
Full name	E-mail address	Function	Particular expertise related to VET/HRD research
Bánhidyné Dr. Szlovák, Éva	banhidyne@kvk.bmf.hu	College professor, director of the Institute of Developing Human Resources and Methodology of Budapest Technical College	Experience in developing curricula and key competences, project management
Bükki, Eszter	bukkie@omai.hu	ReferNet programme coordinator at OMAI	Structure of IVET and CVET, administration and finance of education and training
Györgyi, Zoltán	gyorgyiz@ella.hu	Researcher, scientific associate of FKI	Sociology of education
Dr. Kovács, Árpád	kovacs@omai.hu kovacs.arpad@index.hu	Senior consultant at OMAI Dr. Kovács Árpád Attorney at Law - partner	Administration and development policies of VET
Dr. Köpeczi Bócz, Tamás	kopeczit@omai.hu	Deputy State Secretary for Development and International Relations of the Ministry of Education	Administration, structure and development of VET, curricula development including alternative delivery modes (ODL, e-learning)
Makó, Ferenc	mako.ferenc@kvk.bmf.hu	college associate professor, deputy director of the Institute of Developing Human Resources and Methodology of Budapest Technical College	Experience in developing key competences
Mártonfi, György	martonfigy@oki.hu	researcher of OKI	Relationships between the training structure and the labour market, re/integration processes into the labour market
Modláné Görgényi, Ildkó	modlane.gorge.nyi.ildiko@nive.hu	deputy director of NSZI	Development of qualifications structure
Dr. habil Perjés, István	istvan.perjes@uni-corvinus.hu	university associate professor at the Corvinus University of Budapest, director of the Institute of Behaviour Science and Communication Theory	Research of schools as organizations, key competences
Szabóné, dr. Berki Éva	eberki@uni-corvinus.hu	university associate professor at the Corvinus University of Budapest	Adult training (including in-company training), VET teacher training, competence development
Tordai, Péter	peter.tordai@tpf.hu	head of the Hungarian Leonardo National Agency, Tempus Public Foundation	International relations, mobility programmes

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10.ABSTRACT.

The VET/HRD research themes currently considered most important in Hungary are closely linked to the overall objective of modernising the systems of the various sectors of education that relate to VET and HRD in Hungary in accordance with the needs and demands of the economy and the labour market. The more immediate objectives and measures of educational policy were defined in governmental strategies and are currently implemented through development programmes that are closely linked to research activities: they have both been built on (urged by) and initiated various R&D projects.

Research activities fall into two general categories: most national researches aim at exploring the present situation, structures, processes and trends in respect to a certain aspect or sector of VET/HRD and may propose development directions or measures, while the other part of projects aims to design, develop and pilot new content and methodology of VET and HRD.

Most research and development projects are carried out either by the various national budgetary R&D institutions supervised by the Ministry of Education or the Ministry of Employment and Labour, or by researchers/departments/institutions of higher education institutions. In addition, the institutes/research groups of the Hungarian Academy of Science and some private research institutes commissioned by the public authorities also occasionally conduct important relevant researches.

The most significant professional research associations and networks in Hungary include some committees of the Hungarian Academy of Science organizing prestigious professional events, as well as civil organizations working for either the development of VET in general or specifically for improving the training of trainers or LLL through facilitating research and cooperation.

The support framework of financing R&D projects is rather complex. The most significant national public source is the *Munkaerő-piaci Alap* (Labour Market Fund) whose Training sub-fund supports VET projects in general, Employment sub-fund may finance R&D projects aimed at enhancing employment, and the adult training section of the latter provides funds for the development of adult training through a tendering process coordinated by various public authorities or foundations. Projects organized within some other framework (e.g. the Hungarian Scientific Research Fund Programs) and the research work of the national educational research and higher education institutions are financed (also) by annual budgetary funding.

Research activities in Hungary have so far focused primarily on the renewal and modernisation of the system of VET in order to improve its content, efficiency and prestige. In the future it is expected that projects will focus more on methodological issues, the modernisation of teacher/trainer training, and the conditions of improving lifelong learning opportunities for everyone.