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**Mapping of simultaneous trainings and small-sized professional training sessions in a school system-based training**

# Executive Summary

One of the main goals of the educational reform efforts is to ensure that they can supply the quickly changing economy with a workforce that is continuously able to renew itself. When realizing the reforms, the educational institutions must take into consideration new knowledge transfer technologies, effective learning environments and the increasing significance of supporting individual and small group learning. Individual and organizational teaching and learning, human resource development and management must be understood as strategic questions. However, when introducing dual training one must keep the requirements of the wide-ranging application of parallel training in mind. This is an especially big challenge for the traditionally theoretically-oriented Hungarian system of vocational and adult educational institutions where the institutional background for practical training is not available in every field, the preparedness and hands-on approach of teachers and trainers is incomplete, and there is no system that motivates teachers and students alike which would accelerate the successful realization of the reforms and decrease the number of disadvantaged students’ who leave school prematurely. It would also help teachers and heads of institutions to become experienced facilitators of change. These would be the key to ensure that the curriculum framework of vocational training is able to strengthen key competences that include basic skills and be able to use available training time effectively and prepare students for lifelong learning. During the realization of reform processes one must also keep in mind that the training palette of vocational training is quite wide and includes those fields and small-group trainings that need special attention.

In our research we looked at the local curriculum of the involved schools with a parallel training approach, and sought to answer the following question through the study of freely available time frames and pedagogical programs: to what extent do these schools prioritize

decreasing premature school leaving and parallelly the successful support of learning processes and staying in school. We reviewed the concept of parallelism in the legal background and curriculum frameworks, and whether the ’strengthening’ of basic education appears among the high priorities of school education. Since the ratio of theory and practice in education is defined by legislation, we chose five institutions randomly, but based on the related research, and studied how they used the allotted 10% freely available class time, and the content of these classes and drew conclusions about the institution’s declared or implicit learning and educational goals.

During our study we found basic differences between the two school types regarding strategic maturity and depth. The studied elements do not appear with the necessary emphasis in the documents or on the level of strategy development and the preparation for lifelong learning is underemphasized as well. In vocational schools the studied elements appear significantly less, and the elements of preparing for autonomous, self-regulating and lifelong learning are contextualized less as well.

Regarding the question of small group training, it can generally be said that the cluster of the smallest groups, named endangered qualifications in our research, includes a number of handcraft industries both in Hungary and in Germany. In Hungary this includes upholstery (26 people), wood turner (27 people), bookbinder (11 people), ceramist (13 people), stonemason (29 people) and goldsmith (19 people). Based on the number of students enrolled it is hard to draw conclusions about the vocational training system’s economic adequacy or to make suggestions about profile cleansing.

Regarding courses with less than 50 examinees – based on the exam-registration data of secondary schools – we found that in 2014 there were altogether 277 trainings with less than 50 people taking the exam. The majority of these were technical, industrial and construction trainings and there was a significant amount of humanities, arts and services related trainings, and only 1 training related to education.

In the vocational group of „Arts, communication and cultural mediation” the statistical analysis of exam database showed, that 11 vocational trainings were popular and 18 vocational training were educated in small numbers. However 19 of the training programs belonging to this professional sphere were not registered at all in the 2014 exam statistics,

which is in strict relationship with the limited economical impact of several profession, and affect all together 30 % of the professional domain.

Protecting a rare vocation is a form of knowledge preservation, and the development of learning abilities, that is, from the students’ point of view, the competence of learning and knowledge management, knowledge of learning strategies, the reflective use of knowledge, the ability to deliberately direct the learning process can be tools of knowledge transfer. Thus, we can say that the vocational training system, in addition to the daily performance of its duties and supplying a large volume of trained workforce, has a kind of professional and cultural heritage protection duty by protecting and maintaining endangered and/or small-number trainings.

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