



CVET

CONNECT

Connected Vocational Education and Training Systems in Europe: Minority Communities and C-VET

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1 Introduction and strategic framework

The development of Hungarian vocational education and training beyond the borders of Hungary and the modernisation of adult learning are key elements in enabling Hungarian communities abroad to prosper in their homeland, strengthen their economic position, and maintain national cohesion. The C-VET (Continuing Vocational Education and Training) project was established to support the practical implementation of these strategic objectives, creating a direct bridge between innovative vocational education structures in Hungary and partner institutions beyond the country's borders.

The primary objective of this methodological material is to provide theoretical and practical guidance for the Hungarian vocational training centres participating in the project (Ózd Vocational Training Centre and Békéscsaba Vocational Training Centre), as well as for partner institutions abroad (the technical schools in Rimavská Sobota and Sfântu Gheorghe), in order to ensure the successful and harmonised implementation of the 840+80-hour pilot vocational education programmes. In the future, this methodology will also serve as the basis for dissemination and wider-scale implementation. Based on the results of the pilot project, the implementation steps and, where necessary, the fundamental principles for establishing partnerships will need to be updated.

This methodological material has been developed as a practical guide for the advancement of vocational education and training for Hungarian communities in the Carpathian Basin within the framework of adult learning (through adult education status and vocational education delivered under vocational training legislation), in alignment with the strategic objectives of Hungarian vocational education policy (Vocational Education and Training 4.0) and the specific socio-economic environments of cross-border regions. The purpose of the document is to provide vocational training centres, Hungarian educational and training organisations beyond Hungary's borders, and potentially emerging mentor networks with a unified yet flexible framework for the planning, adaptation, implementation, and quality assurance of Hungarian-language training programmes.

During the development of this material, the guidelines of the Vocational Education and Training 4.0 strategy, the requirements of the European Qualifications Framework (EQF), as well as the legal, financial, and infrastructural constraints of cross-border regions were taken into account. These factors mean that directly "copying" Hungarian training programmes is not a sustainable solution from pedagogical, labour market, or economic perspectives.

The structure of the methodology extends from conceptual foundations to implementation tailored to local needs, following the main objectives and principles defined in the Erasmus+ application. It presents a comparative analysis of adult education systems, the labour market, demographic, and infrastructural characteristics of the target regions (including the pilot regions of Gemer/Gömör and Székely Land), as well as the possible operational model(s).

The methodology discusses in detail the aspects of regional adaptation of learning materials, the integration of work-based learning (WBL), the development of professional trilingual communication, and the steps required to prepare the network of teachers, trainers, and mentors. From the implementation of the pilot programme through competence-based assessment and the local recognition of certificates to sustainability and dissemination strategies, each chapter offers practical tools (templates, checklists, risk management matrices, stakeholder-responsibility tables) to support adaptation to the local context.

It is important to emphasise that this material is not a rigid set of regulations, but rather an adaptable professional compass that can be shaped according to local resources, legal frameworks, and cultural specificities. The following chapters provide a detailed presentation of the specific steps related to training formats, content, assessment mechanisms, and partner cooperation, thereby supporting the professional empowerment of Hungarian specialists abroad, the stimulation of local economies, and the ability of communities to remain and thrive in their homeland.

Users of this document are encouraged to treat it as a living, iterative development tool that can be refined based on pilot experiences and the results of continuous monitoring.

2 Added value of obtaining a vocational qualification

For Hungarian minority communities living in the Carpathian Basin, access to vocational education and adult learning still faces numerous structural barriers. However, cross-border Hungarian-language vocational education based on national and European-level models (such as the C-VET-Connect project) is not merely an educational programme, but a complex instrument of national policy and economic development. This model supports both individual advancement and the ability of national communities to remain and thrive in their homeland.

The labour market success of Hungarian adults living beyond Hungary's borders is currently hindered by four main structural disadvantages within the education systems of the majority states:

- **Language barriers:** Training programmes delivered in the official state language place Hungarian-speaking adults who do not have an advanced command of professional terminology at a disadvantage, reducing their ability to understand theoretical content and successfully complete examinations.
- **Inflexible training structures:** Part-time, distance learning, and modular training formats that can be completed alongside work and family responsibilities are either lacking or insufficiently developed.
- **Infrastructure gaps:** Hungarian-language vocational training institutions beyond Hungary's borders often operate with outdated equipment and limited human resources.
- **Structural unemployment:** There is often a gap between local training outcomes and the actual needs of the economy.

Together, these factors contribute to the emigration of the Hungarian-speaking professional middle class and the demographic decline of Hungarian communities.

2.1 Added value of the Hungarian-language adult education model

The model based on cooperation between Hungarian vocational training centres (hereinafter: VTCs)/vocational institutions and partners beyond Hungary's borders (currently schools, but potentially chambers of commerce and civil organisations in the future) creates added value along four main dimensions.

The primary objective of the project is to reduce labour market disadvantages within Hungarian-speaking communities; however, the focus also includes broader long-term goals.

2.1.1 Strengthening Hungarian community retention and demographic stability

Hungarian-language vocational education does not only provide knowledge but also consciously strengthens attachment to one's homeland and national identity. One element of this is the development of native-language competences (for both teachers/trainers and students).

Participants acquire the theoretical foundations of their profession and Hungarian professional terminology in their mother tongue, which increases learning efficiency and strengthens their connection to professional culture.

At the same time, they must also be familiar with Romanian, Slovak (and English) professional terminology, as professionals working in the field of tourism and hospitality encounter guests of various nationalities.

Within this model, learners do not need to leave their place of residence in order to obtain a vocational qualification, thereby reducing the risk of "detachment" from their local communities. Nevertheless, joint learning and mother-tongue-based training (where applicable, involving two locations if certain modules are implemented in Hungary in the future) strengthen the sense of national belonging.

In addition, Hungarian professional networks are created, forming the foundations for future cooperation initiatives and local enterprises.

2.1.2 Labour market relevance and effectiveness

The training programmes include at least 80 hours of practical training carried out in a real business environment under the supervision of local company mentors, creating a direct link between education and the labour market.

Digital learning materials and online consultations enable adults to progress at their own pace, minimising dropout rates. The bilingual (Hungarian–Romanian, Hungarian–Slovak) professional glossaries developed as part of the programmes, together with the development of professional language competences in the official state language and English, provide graduates with a trilingual competitive advantage in cross-border enterprises.

2.1.3 International transferability and resilience

The training programme (as is the case with the training systems of each country) is aligned with the levels of the European Qualifications Framework (EQF). The Hungarian vocational certificate issued after the successful completion of the vocational examination, together with the Europass Certificate Supplement, makes the acquired competences transparent and comparable at European level.

The model integrates existing good practices from the region (such as the system of assessment centres operating in Romania), thereby providing an opportunity for the official recognition of skills previously acquired through non-formal or informal learning.

Due to its educational and training structure designed for adults, as well as the relatively short duration of the programmes, this model is able to respond more rapidly to economic and social changes. It draws inspiration from targeted programmes in the region, such as return-to-work support initiatives in Croatia or free retraining programmes responding to the wartime situation in Ukraine and focusing on modern technology sectors (e.g. Reskill UA).

There are also international examples of methods for recognising and validating prior learning, which further enhance the responsiveness and adaptability of adult learning.

2.1.4 Innovation and internationalisation of institutions

The model also represents a two-way flow of knowledge and a qualitative advancement for the educational institutions involved. Hungarian vocational training centres export the innovative elements of the modern Hungarian vocational education and adult learning system, including learning outcome-based training and output requirements, digital learning materials, project-based methodology, and green economy competences.

Partner schools beyond Hungary's borders gain access to modern educational tools, quality assurance systems, and professional development opportunities for teachers and trainers.

Through the training of local educators, the model becomes self-sustaining in the long term and creates a multiplier effect.

Table 1: Added value of the training model

Aspect	Individual level	Local community level	Regional level
Preservation of Hungarian Identity	Smooth learning in the mother tongue and a confident professional identity.	Reduction of emigration and establishing the foundations for successful living and working in the homeland.	Reduction of emigration and establishing the foundations for successful living and working in the homeland.
Labour market relevance	Immediately applicable practical knowledge and a trilingual professional advantage.	Strengthening of the local Hungarian entrepreneurial sector and professional middle class.	Precise alignment with regional industrial developments and clusters.
International dimension	Mobile and competitive qualifications recognised through the EQF and Europass.	Validation and social recognition of previously acquired (informal) knowledge.	Sustainable knowledge transfer, a shared investment ecosystem, and modernised partner schools.

3 Comparison of adult education systems

In the case of Romania, the greatest challenge is posed by the decentralised accreditation system: the differing practices of county-level committees make it more difficult to ensure uniform quality assurance and to adapt Hungarian training programmes locally. Although the legal framework theoretically supports lifelong learning, participation in formal adult education remains low in practice.

The recognition of Hungarian vocational qualifications is a particularly critical issue: there is no automatic procedure, and each case requires an individual administrative process that is both time-consuming and costly. In addition, professional-level knowledge of the Romanian state language is essential for employment in the local labour market, making it necessary to integrate a language training component into the programmes.

In Slovakia, the recently adopted Adult Education Act (2025) has created a period of transitional uncertainty, while the system itself is not yet fully operational. The lack of recognition of dual citizenship status limits access for Hungarians living in Slovakia to free training opportunities available in Hungary.

Regarding the recognition of qualifications, the concept of “partial recognition” is less developed, which often leads to rejection if the training content does not fully comply with local requirements. The mandatory knowledge of the Slovak language, together with the infrastructural disadvantages of the southern regions inhabited by Hungarian communities, further complicates the provision of high-quality vocational education and training.

Hungary’s system is centralised, which ensures transparency but also creates an administrative burden for cross-border activities. The registration of dual training providers by the chamber is limited exclusively to companies with a registered seat or premises in Hungary; therefore, sector-specific vocational education in the form of dual vocational training cannot be organised at enterprises located beyond Hungary’s borders.

The recognition of Hungarian certificates abroad is not automatic, and the financing of travel, accommodation, and material costs for cross-border participants is currently not organised within a systematic framework. As a result, these costs place additional pressure on the institutions’ own resources.

In the field of qualifications and international transferability, there are significant overlaps among the systems of the three countries, reflecting strong structural similarities. The Hungarian, Romanian, and Slovak adult education and vocational training systems are all fully aligned with the European Qualifications Framework (EQF). This ensures that acquired competences and qualification levels are transparent in all three countries and recognised within the European labour market.

Table 2: Comparison of adult education systems

Aspect	Romania	Slovakia	Hungary
Regulation	Government Ordinance No. 129/2000 on adult vocational training (Ordonanța nr. 129/2000); Law No. 198/2023 on pre-university education (Legea nr. 198/2023 a învățământului preuniversitar).	Act No. 292/2024 on adult education, and Act No. 422/2015 on the recognition of educational documents and professional qualifications, as well as on amendments and supplements to certain acts. Accreditation of adult education providers is mandatory.	Act LXXX of 2019 on Vocational Education and Training (VET Act); Government Decree No. 12/2020 (II.7.) implementing the VET Act; Act LXXVII of 2019 on Adult Education, and Government Decree No. 11/2020 (II.7.) on the implementation of the Adult Education Act. Accreditation of adult education providers is mandatory.
Qualification levels	National Qualifications Framework (CNC) – EQF Levels 1–8. Adult education programmes typically cover EQF Levels 3–5.	National Qualifications System (NSK) – EQF Levels 1–8. Adult education programmes most commonly correspond to EQF Levels 3–5.	Hungarian Qualifications Framework (HuQF). Vocational qualifications obtainable within adult vocational education typically correspond to HuQF Levels 3–5 (professions and partial qualifications).
State administration	Decentralised system with county-level authorisation committees.	New, transparent central information system (ISVD).	Highly centralised system (mandatory and real-time data reporting based on the KRÉTA system).
Dual training	Dual training is possible (since 2017), but its availability for adults is limited. “Workplace-based apprenticeship training” is also available for adults, with practical training representing at least 70% of the programme.	Dual vocational education has existed since 2015 but is mainly targeted at the 15–19 age group. For adults, workplace-based training is available within the framework of “continuing education programmes” (ďalšie vzdelávanie), although it is less widespread.	The registration of dual training providers is managed by the Hungarian Chamber of Commerce and Industry, the Hungarian Chamber of Agriculture, and the Hungarian Chamber of Health Care Professionals. Where possible, at least 50% of sector-specific vocational education takes place at a dual training provider (depending on the profession). It is also available within an adult education legal relationship; however, dual vocational education may only be provided at a registered seat/site located in Hungary.
Hungarian-Language Training	Legally possible (use of a minority language). Practical examples include Berde Áron Lyceum. The training provider must demonstrate that teachers/trainers have knowledge of the minority language.]	Legally possible, but school infrastructure in the southern regions is less developed. Examples include J. Selye University (higher education) and some secondary vocational schools. Few adult education programmes are available in Hungarian.	For Hungarians living beyond Hungary’s borders, training programmes are also available in Hungarian, provided that they are eligible for free participation (dual citizenship, EEA citizenship/status, or international agreement).
Recognition of Foreign Qualifications	The procedure is carried out by CNRED (National Centre for Recognition and Equivalence of Diplomas). In the case of regulated professions, compensation measures may be required (aptitude test, additional studies).	The procedure is carried out by the Slovak Accreditation Agency. In the case of regulated professions, compensation measures may be required (adaptation period, examination). Partial recognition is not common; decisions usually result in either full recognition or rejection.	The procedure is carried out by the Hungarian Equivalence and Information Centre. Recognition is based on the transposition of Directive 2005/36/EC. In the case of regulated professions, compensation measures may be required (adaptation period, aptitude test).
Financing	State-funded programmes exist, but no dedicated funding is available for cross-	Public funding is provided for maintaining vocational schools (through regional self-	Vocational training centres receive normative-type funding from the state budget. Obtaining the first two vocational

	border (Hungarian-language) training programmes.	governments). Adult education courses can be financed through grant schemes (e.g. ESF).	qualifications is free of charge. Additional costs related to cross-border training programmes (travel, accommodation, materials) are currently not funded separately; vocational training centres cover these costs from their own resources or through project funding.
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While the Hungarian system considers strict central control, statistical transparency, and data reporting to be the main guarantees of quality assurance, Romania operates a more decentralised structure that places greater emphasis on employer responsibility.

Slovakia has taken the most Western, citizen-centred direction in the region with its 2025 legislation, focusing on individual learning accounts and flexible micro-credentials.

4 Situation analysis and needs assessment

4.1 Sfântu Gheorghe and its surrounding area

The demographic and economic profile of Sfântu Gheorghe can be understood in the context of its role as a regional centre of Székely Land. According to the 2021 census data, the city has a population of approximately 50,000 inhabitants, and a measurable population decline has been observed over the past decade, explained partly by natural population decrease and partly by the outmigration of young people.

Its ethnic composition is characterised by the dominance of the Hungarian (Székely) community, which also shapes the linguistic and service structure of the local educational, cultural, and administrative institutional systems. The age structure shows signs of demographic ageing, which may create long-term challenges regarding labour supply and social services.

From an economic perspective, Sfântu Gheorghe and its surrounding area have a mixed industrial and service-based structure. Traditionally, the manufacturing sector has been strong—particularly packaging, wood processing, and paper industry activities—while food processing plants and textile companies are also present. In recent years, IT and business services, as well as the small and medium-sized enterprise (SME) sector, have gained increasing importance.

Among the region's largest employers and revenue-generating companies, Dunapack (cardboard and packaging industry) can be highlighted, whose Romanian activities are linked to the region's industrial profile. Dairy and food industry companies, such as Covalact (dairy processing), along with local food processors, also play an important role in local supply chains.

In addition, the local SME sector and service industries form the backbone of employment; however, the proportion of higher value-added, technology-intensive investments remains lower compared to major urban centres.

Tourism in and around Sfântu Gheorghe is primarily based on cultural, health, and wellness elements. Székely cultural heritage, museums, local festivals, and the health and wellness offerings of Covasna County (local spas and mineral water-based health facilities) represent the main attractions.

According to regional tourism summaries and county-level statistics, the number of guest nights has gradually recovered following the pandemic, although a full return to 2019 levels has not yet been achieved in all areas.

Improving the quality of accommodation capacity (3–4-star hotels, conference facilities) and strengthening event tourism may increase demand in the short and medium term. Demographic ageing and the outmigration of young people represent strategic risks, potentially leading to labour shortages and a shrinking consumer base. Therefore, economic diversification, alignment of training provision with labour market needs, and strengthening a business-friendly environment are essential for sustainable growth.

From the perspective of the project, it is particularly important that cultural tourism is identified as a priority area for the county. This reinforces both the relevance of the project and the selected profession, while also supporting the rationale for Hungarian-language vocational training.

4.2 Economic and social situation of Rimavská Sobota

The demographic profile of Rimavská Sobota is nuanced when examined through district-level data: the town itself has a population of approximately 20,000–25,000 inhabitants, while the district population reaches several tens of thousands. During the period between 2011 and 2021, the general trend in the region was stagnation or a slight population decline, mainly explained by limited economic opportunities and the outmigration of young people.

The Hungarian community plays a significant role in the ethnic composition of the region: according to the 2021 census data, the proportion of Hungarian native speakers is considerable both in the district and in the town itself, directly influencing local community life, education, and cultural services.

In terms of its economic structure, Rimavská Sobota and its surrounding area have traditionally been based on food processing, agriculture, and smaller industrial enterprises. Automotive suppliers, logistics providers, and regional processing plants operate in the region; however, large-scale, high value-added investments are less common.

Companies shaping the local labour market include international and regional suppliers, such as Winkelmann, as well as automotive suppliers and wiring harness manufacturers (Yura Eltec), which operate in the region's industrial zones. Recently announced or ongoing investments—including foreign industrial park developments and larger production facilities—have the potential to create several hundred new jobs.

Tourism in the Rimavská Sobota region is primarily based on regional recreational services. The Zelená voda holiday and recreation complex is the most important summer attraction, offering thermal pools, camping facilities, and sports infrastructure.

Tourism volumes are mainly generated by domestic and short-term visitors; therefore, improving service quality and developing an experience economy based on local products and gastronomy could increase added value and reduce seasonal fluctuations.

The conclusions drawn in the case of Sfântu Gheorghe are also applicable here: tourism and its future development provide a solid justification for the profession selected within the project.

4.3 Opinions of the young people surveyed

At the beginning of 2026, the vocational training centres participating in the project surveyed 80 people at the two training locations among those who could potentially participate in the programmes (with questions focusing on the professions of waiter – hospitality service specialist and cook).

The most important findings of the survey regarding implementation and the model are as follows:

- Potential participants in cook training would be more willing to leave their place of residence for employment opportunities, while those interested in waiter training show stronger career orientation, meaning that after completing the programme they are more likely to envision their future specifically as waiters.
- The vast majority would prefer to participate in a one-year training programme, with classes held 2–3 afternoons per week, typically lasting 2–4 hours per occasion.
- Learning and using educational materials in Hungarian does not pose difficulties for them; they specifically prefer to study in their mother tongue.
- The requirement to take the final examination in person in Hungary represents a significant barrier: nearly half of the waiter candidates (42.9%) and one-third of the cook candidates would either not undertake the journey or are highly uncertain about travelling.
- Online learning does not represent a major challenge for them; however, they would welcome technical guides and video-based support materials.

5 Opinions of the cooperating partners

Based on discussions with the partners, the two locations are considering slightly different implementation models, resulting from differences in local conditions and previous experience.

Ózd – Rimavská Sobota: Mentoring Model

- The Ózd Vocational Training Centre (ÓVTC) functions as a strong knowledge base, mentoring the teachers of the Rimavská Sobota partner school through close monitoring and intensive professional support.

- The partner school in Rimavská Sobota has traditions in the field of hospitality education and operates two of its own restaurants; however, it has almost no experience in adult education (for example, it does not currently run afternoon training groups).
- The curriculum is based 80% on the official Hungarian training programme, while 20% is complemented with specialised content adapted to local (Slovak) needs. Practical training (80 hours) is carried out at external local enterprises, while the school also benefits from having two operating restaurants open to paying guests.

Békéscsaba – Sfântu Gheorghe Axis: The HUB Model

- The Berde Áron School in Sfântu Gheorghe does not merely provide a training location but acts as a partner with independent legal status, directly contracting practical training providers and teachers/trainers. Based on the framework agreement concluded with the Békéscsaba Vocational Training Centre, it independently manages the local implementation of the project.
- In Romania, adult education is already relatively well established (with systems for prior learning assessment and examination centres in place), meaning that the local team has experience operating within this environment.
- In the long term (within a five-year perspective), the institution in Sfântu Gheorghe is both capable of and open to functioning as an independent Transylvanian “Knowledge HUB”, transferring experience directly to other regional schools in the future, with only limited involvement from Hungarian vocational training centres.

The target group (adult learners and employees) in both regions prefers training sessions held 2–3 times per week after 3:00 p.m. In Sfântu Gheorghe, this appears to be fully feasible; local entrepreneurs are flexible and willing to adapt students’ working schedules (for those already employed during the training period) to the requirements of the programme.

In Rimavská Sobota, the 840-hour framework requires an intensive pace (including the completion of sectoral basic education within 10 months), which creates logistical and flexibility-related challenges for the school.

Infrastructure conditions are adequate at both locations. In Sfântu Gheorghe, a training kitchen with 12 workstations and a fully equipped service room with capacity for 60 people provide a professional training environment. Students of the Berde Áron School have 100% coverage in terms of practical training placements.

The Slovak school is also well equipped. It operates its own restaurants, and at the opening event two local restaurants also participated that are willing to accept students for the 80-hour practical training period (without financial compensation, in exchange for weekend workforce support).

6 The model

The testing of the cross-border Hungarian vocational education and adult learning model is based on a unique Erasmus+ project and its successful implementation. The programme establishes the foundations of an operational model that can be adapted and extended as a best practice to any Hungarian-inhabited region beyond Hungary’s borders (including, in addition to Transylvania and Upper Hungary/Southern Slovakia, Vojvodina, Transcarpathia, the Muravidék/Prekmurje region, and the Drávaszög/Baranja region).

The fundamental philosophy of the model is: **importing knowledge while retaining the workforce locally.**

It transfers the flexibility, new content and methodologies, and quality assurance elements of the Hungarian vocational education system into a minority context, bridging local legal and accreditation differences while taking into account local interests and socio-economic needs.

The programme and the model aim to provide local Hungarian enterprises with a locally available workforce trained according to European standards.

In the following sections, the terms “model” and “training programme” are used interchangeably.

6.1 Operational model and organisational responsibilities

During the operation of the model, partner organisations undertake clearly defined functional roles. This ensures that processes can be smoothly adapted when the model is expanded to include new regions or even new vocational qualifications and professions.

6.1.1 Institutional roles

The following roles appear in the process and during the implementation of the model independently of the specific organisations involved.

Central methodological and administrative role

This role is fulfilled by a central organisation responsible for the administrative and financial supervision of the project and, where relevant, for the management of international funding sources (currently IKK Nonprofit Ltd.).

In practice, this role corresponds to that of the “project owner”, providing the legal framework and digital infrastructure while coordinating the activities and cooperation of the partners.

In the initial phase, this central body plays a particularly important role, as it also partially undertakes quality assurance and professional-methodological development tasks (in the pilot programme, quality assurance was provided by an external partner: Edunet). As the model becomes more widely implemented, the importance of the central role decreases due to decentralisation. However, the quality assurance function remains.

Mentoring vocational training centres

These are (accredited) Hungarian institutions with modern learning materials and teacher/trainer development competences (currently the Ózd Vocational Training Centre and the Békéscsaba Vocational Training Centre).

Their role is to export professional expertise, adapt learning materials to regional specificities (in cooperation with partner institutions beyond Hungary’s borders), and provide methodological preparation and mentoring for local teachers/trainers during the implementation of the training programme.

External partner institutions

These are cross-border institutions embedded in their local communities and providing mother-tongue education (currently the Berde Áron Economic Lyceum in Romania and Stredná odborná škola obchodu a služieb in Slovakia).

They are responsible for carrying out local needs assessments, recruiting learners and companies, and preparing the logistical conditions for the training programmes. In addition, they participate in adapting the learning materials to local specificities.

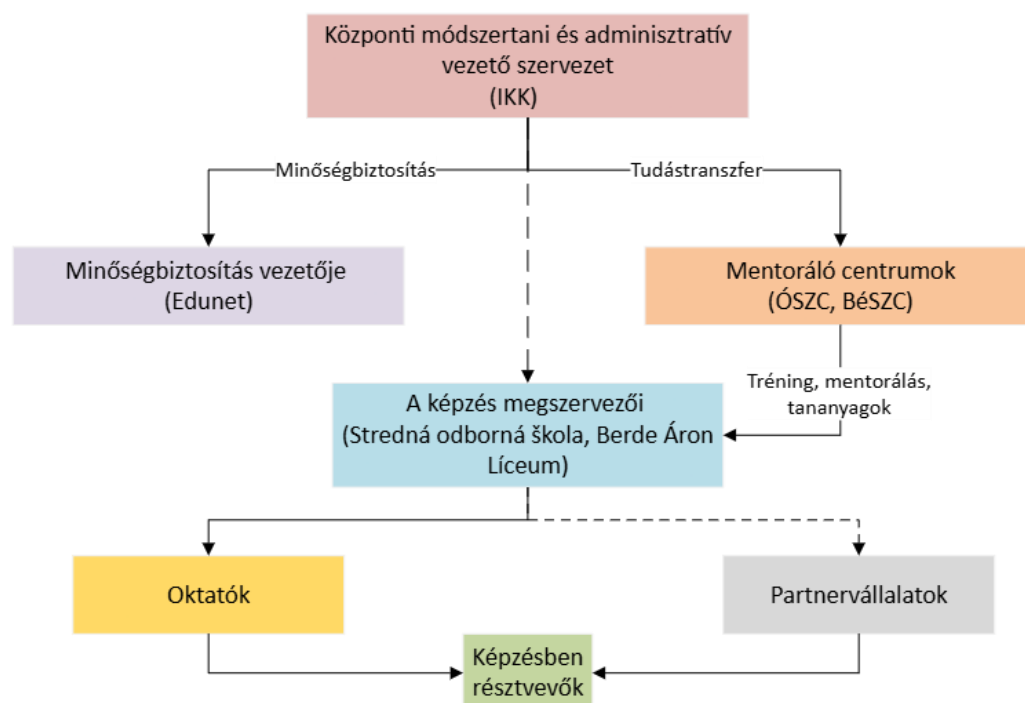
Hungarian communities beyond the borders can obtain qualifications listed in the Hungarian Register of Vocational Qualifications only through Hungarian vocational institutions. Therefore, young adults enter into a formal training relationship with Hungarian vocational institutions, while the actual training takes place at cross-border locations.

Where possible, the teachers/trainers will be local professionals who are employed by the Hungarian institutions as part-time instructors for the duration of the training programme.

Local business partners

These include companies operating in minority regions that face labour shortages, as well as potentially chambers of commerce.

They provide work-based practical training locations, delegate company mentors, and—where they experience genuine workforce shortages—directly integrate successful graduates into the labour market.



6.1.2 Stakeholder interests

The level of activity of the individual stakeholders, as well as the effectiveness of the model's operation, is strongly influenced by the motivational factors with which the stakeholders enter the process.

Stakeholder interests may also change depending on the time horizon.

Table 3: Stakeholder motivation and interests related to participation

Stakeholder	Main motivation	Direct benefit	Long-term gain
Central Methodological and Administrative Coordinator	Achieving system-level impact. Effective and transparent use of EU and national funding resources.	Validation of a legally tested educational model that can be scaled across the Carpathian Basin. Centralised and easily monitorable digital management.	Expansion of the mother-tongue vocational education network beyond Hungary's borders by overcoming complex local accreditation procedures. International institutional prestige and experience.
Mentoring Vocational Training Centres	Knowledge export and integration into professional networks. Mobilisation of additional resources (if a donor becomes involved in the development process).	Additional funding sources for project-based services. International mentoring experience for Hungarian teachers/trainers → higher-quality domestic training.	Multiplier role in the methodological renewal of vocational education beyond Hungary's borders. Strengthened institutional partnerships with Hungarian-language schools outside Hungary.

Partner institutions	Institutional sustainability and strengthening of the local educational base.Mitigation of resource shortages.	Free, high-quality methodological training for teachers/trainers and Europass certification.	Positioning as an adult education centre within the local labour market.Increasing the attractiveness of Hungarian-language education and improving enrolment indicators.
Local Company Partners	Reducing the shortage of skilled professionals.Increasing competitiveness.Accessing cost-effective workforce resources (through practical training).	Developing a mother-tongue workforce trained according to the company's own technologies and organisational culture.	Direct access to the most talented graduates (immediate employment pathway).Strengthening local economic embeddedness.
Adult Learners (Training Participants)	Remaining in their homeland and achieving economic self-sufficiency.Realistic career pathway.	Completely free, mother-tongue, practice-oriented training available in their own place of residence.Training scholarship during the 80-hour work-based sector-specific vocational education phase.	Dual output value: Hungarian state-recognised vocational certificate + Europass Certificate Supplement, providing a competitive qualification without the need for recognition procedures.Direct job opportunities at the practical training site and elimination of forced migration.

6.1.3 Competences

The project tasks are carried out by the partners according to a strict division of responsibilities, as presented in the previous subsection. In order to fulfil the tasks assigned to the main roles, the partners selected for the future expansion of the model must possess certain competences and experience.

The implementation of the pilot programme requires a different approach compared to the later roll-out of the model, as future implementations will already be supported by methodological experience that will enable the management of the main risks.

- **Competences required for the coordinating role:** several years of international project management experience, international partnerships (international department), budgeting experience, controlling competences, and an established quality assurance system.
- **Competences of mentoring vocational training centres:** experience in project implementation, successful delivery of adult education and vocational training programmes (at least 10 years of experience), experience in curriculum and content development (andragogical qualification), and mentoring skills (peer-to-peer approach).
- **Partner institution:** experience in training (adult education), ability to motivate participants, appropriate communication skills, project experience, project-based teaching experience, accurate administration, effective resource planning, suitable infrastructure for delivering vocational education, and sufficient capacity.
- **Local business partners:** flexible work organisation capabilities, a positive attitude towards young people, transgenerational communication skills, administrative capabilities, and mentoring competences.

6.1.4 Implementation steps

The model operates according to a standardised process that ensures a unified approach and implementation quality while maintaining sufficient flexibility to address local needs and specific characteristics.

Before defining the implementation steps, however, it is important to identify who may initiate the development or introduction (expansion) of such a model in their own region and based on what types of needs. The initiative may come from local business partners, local chambers of commerce, or institutions involved in vocational and adult education.

It is essential to clarify which genuine local needs these potential organisations aim to address through a cross-border Hungarian-language vocational education programme. Particularly in the case of educational and training institutions, it must be emphasised that such programmes should not be launched based primarily on institutional capacities (existing teachers, competences, unused capacities), but rather on real local socio-economic needs.

Only in this way can the introduction of the model achieve its objectives: ensuring labour market relevance and retaining the workforce locally.

The process consists of the following steps:

1. Needs assessment:

Following the initial consideration of introducing the model, a foundational analysis must be carried out regarding local vocational education legislation, learner habits, and company needs (by surveying at least 50 people: 30 adult learners, 10 teachers/trainers, and 10 company mentors).

The needs assessment must demonstrate that the model to be introduced provides added value that is not available under the existing local vocational and adult education conditions.

During the needs assessment, a cost-benefit analysis must also be carried out, regardless of whether central funding (e.g. EU funding) is available or not.

2. Curriculum development:

Adaptation of existing Hungarian core learning materials and training content to the results of local research and external market expectations.

Preparation of a professional foreign-language glossary containing at least 100 terms and enabling access to the materials for implementing institutions beyond Hungary's borders.

3. Competence and knowledge transfer (teacher/trainer training):

Hungarian vocational training centres provide intensive training for local teachers/trainers and company mentors based on the adapted learning materials.

4. Pilot training:

Implementation of a 9–10-month intensive mother-tongue vocational education programme comprising 840–940 hours (e.g. with groups of 25 participants each), including 80–120 hours of professional practical training carried out at partner companies.

5. Validation:

According to current plans, the organisation of the vocational examination will follow different approaches at the two locations.

As the external training site of the Békéscsaba Vocational Training Centre (the Kanta Vocational Training Centre site) operates very close to the partner institution in Székely Land, the examination will take place there.

Adult learners studying at the Rimavská Sobota school will take their examinations in Hungary due to the easy accessibility of the vocational school operating in Ózd.

Both approaches may be important for the future expansion of the model; therefore, the conditions and experiences related to both solutions must be evaluated at the end of the pilot programme.

The organisation of the interactive examination via the online platform from abroad remains an open issue for the time being (although a VPN-based solution is already used in practice), but this could also be addressed in other countries through bilateral intergovernmental agreements.

Following successful completion of the examination, vocational certificates and Europass supplements are issued.

6.2 Legal environment

The greatest challenge in extending the model across the Carpathian Basin lies in the differing adult education and accreditation regulations of the target countries, as well as the lack of EU legal harmonisation in the case of Serbia and Ukraine.

Within the model, legal harmonisation and compliance with regulations must be ensured at three levels.

1. Extension of the Hungarian vocational education and professional training legal “space”:

The main innovation of the model is that the training is not accredited within the national system of the target country. Instead, the programme is launched on the basis of Hungarian legislation at a foreign implementation location, thereby enabling the objectives of the programme to be achieved independently of local regulatory frameworks.

2. Recognition of qualifications (Europass and EQF):

After successfully passing the examination, the Hungarian-language vocational certificate generated from the Registration and Study Administration System (hereinafter: KRÉTA) certifies the acquisition of the vocational qualification.

This is supplemented by the Europass Certificate Supplement aligned with the European Qualifications Framework (EQF). It is a document harmonised at EU level that can be directly recognised by the authorities and employers of the target countries.

In non-EU countries, the competences and qualification levels indicated in the Europass Certificate Supplement can also be taken into account directly, without the need for a separate recognition procedure.

3. Legal status of the cross-border partner school:

The partner school beyond Hungary’s borders does not contract as an educational institution in legal terms, but rather as a “professional and infrastructural service provider”.

In addition, the tripartite agreements concluded with local partner companies define the applicable local occupational safety, liability insurance, and taxation regulations.

Table 4: “Requirements” of legal harmonisation in the Carpathian Basin

Country	Main requirement	Solution
Romania	County-level authorisation (Government Ordinance No. 129/2000); quarterly statistical reporting; proof of teachers'/trainers' language proficiency required in the case of bilingual education.	PCU notification, quarterly reporting on training programmes, documentation of teachers'/trainers' language competences.
Slovakia	New Act No. 292/2024 Coll. (2025); central accreditation of programmes; micro-credentials.	Programme accreditation in the ISVD system, verification of micro-credential compatibility.
Croatia	ASOO expert opinion + ministerial approval; chamber involvement in the recognition process.	Consultation with chambers regarding examination requirements, clarification of language requirements for customer-facing professions.

Serbia	EU harmonisation in progress; aptitude tests are more common; Serbian language proficiency requirement.	Content comparison with Serbian standards, integration of a language preparation module.
Ukraine	Regional accelerated procedures in Transcarpathia; proof of Ukrainian language proficiency; wartime situation.	Liaison with the Transcarpathian Regional Administration, flexible examination formats, offline learning materials.

6.3 Administrative requirements and constraints

The operation of Hungarian-language vocational education programmes beyond Hungary's borders involves several administrative challenges, primarily related to legal compliance, data reporting, and quality assurance.

Under the Hungarian legal framework, vocational education and adult training activities are subject to strict central administration: the KRÉTA system and, in the case of vocational training programmes, the Adult Education Data Reporting System (FAR) require real-time, up-to-date data reporting on training programmes, participants, and outcomes. These requirements must also be applied at cross-border training locations.

According to the current legal framework, organising a vocational examination abroad is only possible with prior ministerial approval. The application process requires a detailed presentation of the examination location, the profession concerned, and the available resources. A further limitation is that the registration of dual training providers is restricted exclusively to organisations with a registered seat in Hungary; therefore, sector-specific vocational education cannot be organised abroad within the framework of dual vocational training.

The authorisation and reporting systems of the host countries create an additional layer of administration. In Romania, before starting the provision of services, the provider is required to submit an online notification through the PCU system five days in advance, quarterly statistical reports must be submitted, and failure to comply may result in financial penalties.

In Slovakia, under the new Adult Education Act that entered into force in 2025, registration in the central information system and the accreditation of at least one training programme are mandatory.

In Ukraine, particularly in Transcarpathia, the wartime situation has resulted in a flexible but uncertain administrative environment, where certified translations of documents and official Ukrainian-language certification are basic requirements.

The recognition of vocational certificates represents an additional administrative burden: the local recognition of Hungarian qualifications is not automatic and involves a fee-based procedure requiring certified copies, official translations, a detailed description of the training programme, and potentially proof of professional experience.

Following a content-based comparison, the host country decides whether to grant full recognition, partial recognition, or reject the application. In the event of identified gaps, compensatory measures may be required, such as an adaptation period, an aptitude test, or additional studies.

The Europass Certificate Supplement supports the recognition process but does not fully replace national recognition procedures.

The involvement of teachers and trainers also requires complex administration: the employment of foreign instructors is governed by local labour legislation, while social security and taxation obligations arise in the country where the work is performed. Consequently, a Hungarian social security number (TAJ) or tax identification number is not required; instead, the relevant local identifiers apply.

Payroll administration must be carried out in the local currency and in accordance with local minimum wage and taxation regulations, which often requires the involvement of an external partner.

Financial reporting presents further challenges: travel, accommodation, and material costs are difficult to account for in Hungarian forints, exchange rate risks may arise, and the reporting of project funds requires the use of separate administrative platforms.

In terms of quality assurance, the simultaneous fulfilment of Hungarian and host country requirements creates a dual administrative burden. Monitoring indicators must be reported in both directions, preparation for external audits requires compatible data provision between KRÉTA and Slovak/Romanian databases, and the application of GDPR regulations requires particular attention under two jurisdictions.

Finally, central coordination itself generates administrative responsibilities: managing partner databases, updating legal information, operating digital platforms, and documenting monthly partner coordination meetings all require continuous administrative work.

Overall, the administrative constraints of cross-border vocational education programmes arise not only from legal compliance requirements but also from the need to simultaneously operate within two (or more) legal systems, provide parallel data reporting, and maintain flexible yet controlled implementation.

The key to success lies in the standardisation and digital support of administrative processes, as well as the early involvement of local partners in planning, ensuring that legal compliance becomes a stable framework supporting programme implementation rather than an obstacle to its professional content.

6.4 Training format and content

The involvement of Hungarian-speaking adults beyond Hungary's borders in vocational education represents not only a linguistic challenge but also a complex pedagogical, andragogical, cultural, and labour market-related challenge.

Although the learning materials and curricula available within the Hungarian adult education system are of high professional quality, they cannot automatically be adapted to Hungarian communities living in the different regions of the Carpathian Basin.

The aim of this chapter is to summarise the principles and methodological approaches through which Hungarian-language vocational education content can be made understandable, learnable, and subsequently applicable in the labour market for young adult Hungarian learners living beyond Hungary's borders.

The foundation of the model is that participants enter into an adult education legal relationship with Hungarian vocational training centres (based on the opportunity for EEA citizens to obtain a vocational qualification free of charge), and the training is organised in accordance with the Hungarian Vocational Education and Training Act.

Thus, within the framework of the project, participants may not only be admitted to the "internal examination" defined by the project (as an indicator), but will also have the opportunity to obtain an official vocational qualification.

Legal basis

(4) In vocational education organised within the framework of an adult education legal relationship:

a) the duration of vocational education may be reduced to a maximum of one quarter,

b) the number of compulsory training sessions may be reduced to a maximum of forty percent of the number of compulsory sessions required in vocational education organised within a student legal relationship,

and, within sectoral basic education, up to fifty percent of the compulsory sessions determined under point b) may also be organised in the form of closed-system electronic distance learning.

(4a) In accordance with the professional programme of the vocational institution, the learner's or participant's previous studies, acquired knowledge, and practical experience must be recognised and credited towards the fulfilment of identical requirements prescribed for the given vocational education or vocational training programme.

Based on this recognition, the learner or participant may complete the study requirements in a shorter period than originally prescribed.

6.4.1 Adapting content to the local context

Research findings clearly show that although the majority of respondents use the Hungarian language confidently in everyday life (cook training: 80%, waiter training: 75.5%), knowledge of the host country's official language, as well as English in the tourism sector, is essential for professional advancement.

For this reason, special attention must be paid during curriculum development to the creation of professional foreign-language glossaries (Hungarian–Romanian glossaries for training programmes in Transylvania and Hungarian–Slovak glossaries for training programmes in Slovakia).

These supporting materials should not function merely as word lists but should also support the development of learners' language competences through context-based examples, situational dialogues, and explanations of professional terminology.

When expanding the model, further trilingual glossaries will be required, always adapted to the specific sector and profession concerned.

6.4.2 Flexible training format

Based on the results of the survey conducted among potential participants, a significant proportion of adult learners intend to participate in the training while working (cook training: 61.3%, waiter training: 27.1% indicated this with certainty, while additional respondents were undecided).

For this reason, the modular structure of learning materials will be essential in the future:

- Independently manageable, logically structured learning units;
- The possibility of recognising previous experience and shortening the training period (experience with this already exists in the Transylvanian training model);
- Support for individual learning progress through digital platforms, particularly in the acquisition of theoretical knowledge, within the legal framework described above.

6.4.3 Time flexibility and accessibility

Both project partners and potential student participants consider a 9–10-month training period aligned with the academic year to be the most suitable format.

Training sessions held 2–3 afternoons per week, lasting 2–3 hours each, appear to be the most effective approach. In addition to these sessions, it is also necessary to provide students with content that can be processed independently.

Therefore, during the development of learning materials, it is important that content is divided into short, focused units that can be flexibly integrated into learners' individual schedules. This enables participants to experience success even while studying alongside work, thereby reducing the risk of dropout.

6.4.4 Blended learning formats

Based on the assessment of digital readiness among younger age groups, most learners already have some experience with online learning, although the level of preparedness varies.

For this reason, the use of a hybrid training model is recommended in the future (during the expansion of the model):

- **Online theoretical modules:** video lectures, demonstrations, interactive exercises, and quizzes suitable for acquiring fundamental knowledge through a flexible learning schedule.
- **In-person practical sessions:** workshop-based activities and real workplace/restaurant practice aimed at developing practical skills and acquiring professional routines.
- **Mentoring support:** continuous contact between local mentors and learners, providing personal guidance and helping to adapt the training to the local context.

6.5 Development of learning content and adaptation issues

6.5.1 Practice-oriented content development and integration of local needs

Based on employer interviews, the main shortcoming of new entrants to the labour market is their ability to apply knowledge in practice. For this reason, the integration of work-based learning is a key consideration in the development of learning materials.

Given that Hungarian vocational education is increasingly moving towards a project-based approach, project assignments will also play an increasingly important role in cross-border training content. In these activities, the role of business partners will become even more significant, as they are able to define real local market challenges for which solutions can be developed within the training process. This further strengthens local labour market relevance.

The research referred to several times above highlighted that hospitality sector stakeholders in Rimavská Sobota and Sfântu Gheorghe have formulated specific expectations:

- Hygiene regulations and HACCP knowledge;
- Kitchen technology routines (cutting techniques, preparation of stocks, table setting);
- Use of digital ordering systems;
- Multilingual communication skills.

During the development of learning materials, these competences must be explicitly included and practised.

6.5.2 Integration of regional gastronomic and professional content

One of the most important principles in adapting Hungarian learning materials is that local characteristics must be prioritised over international or general Hungarian content:

- **In the Rimavská Sobota region:** integration of elements of Gemer/Gömör culinary culture (tarkedli pancakes, game dishes, goulash-type dishes, local pasta varieties) into the cook training curriculum;
- **In the Sfântu Gheorghe region:** integration of knowledge related to Transylvanian tokány-style dishes, Székely specialties, and traditional Romanian cuisine into waiter training.

This adaptation approach not only increases the relevance of the learning content but also improves learners' labour market opportunities, as these are precisely the skills and knowledge required by local hospitality providers.

Based on consultations with the participants, these elements currently account for approximately 20% of the learning content in the tourism and hospitality sector involved in the project, while around 80% of the professional content overlaps with both Romanian and Slovak requirements.

Increasing local embeddedness is achieved mainly during practical implementation, particularly through the professional training period spent with business partners.

In other sectors, the proportion of shared content may be higher (for example, typically in IT, where international trends strongly influence the development of the profession) or lower (for example, in finance and accounting, where local regulations significantly shape professional content and labour market expectations).

6.5.3 Integration of transversal skills into professional content

The development of employability skills cannot be separated from the transfer of professional knowledge.

The following elements should be integrated into the learning materials:

- Time management and stress management;
- Teamwork and conflict management;
- Problem-solving mindset and proactivity;
- Adaptability and flexibility.

6.5.4 Assessment principles

In addition to traditional grading, continuous formative assessment should be applied. The introduction of educational projects will increasingly require this approach. Summative assessment will gradually be replaced by developmental assessment.

Although less commonly used in adult education, an innovative element could be the creation of a portfolio (“folder”) by participants by the end of the 10-month training period. This portfolio could serve as an alternative to, or complement, a traditional CV by demonstrating the professional competences acquired throughout the training programme.

In addition to teacher/trainer assessment, elements of self-assessment (supporting confidence-building and maintaining motivation) and peer assessment should also be introduced. These approaches can further support the creation of a realistic labour market environment, even during the process of acquiring theoretical knowledge.

In order to achieve the strategic objective—supporting graduates in finding employment in their homeland—the local recognition of Hungarian certificates is essential.

Therefore, during curriculum development, in addition to the already existing alignment with the European Qualifications Framework (EQF), the requirements of the qualification frameworks of the host countries (CNC, NSK, HKO) must also be taken into account. Furthermore, during the implementation of the pilot programme, the possibility of dual accreditation should be examined.

6.6 Preparation of the teacher/trainer and mentor network

The success of programme implementation, as well as future roll-out, is fundamentally determined by the preparedness, attitude, and motivation of teachers/trainers working beyond Hungary’s borders.

Support for teachers/trainers consists of two main elements:

1. Initial preparation at the beginning of the programme, which establishes the foundations and creates a common understanding among participants.

During this preparation phase, teachers/trainers acquire the key information regarding the Hungarian vocational education system, its fundamental principles, and profession-specific differences. In addition, methodological and practical teacher training is provided.

2. Continuous mentoring during programme implementation, through which teachers/trainers working beyond Hungary’s borders receive ongoing support.

Within this process, Hungarian professionals are able to support their colleagues responsible for delivering the professional content (vocational education) not only from a professional perspective but also on a personal and motivational level.

The following sections present the principles, methods, and specific activities through which Hungarian teachers/trainers in Romania and Slovakia should be prepared. Subsequently, the mentoring activities are also described.

6.6.1 Preparation

The key to the success of the training lies not only in the transfer of professional content but also in the conscious and systematic preparation of local teachers/trainers. Teachers are not simply “transmitters of learning materials”; rather, they act as bridge-builders between the Hungarian vocational education model and the local realities (in Romania and Slovakia).

Therefore, their preparation cannot be limited to presenting Hungarian legislation and professional content—it requires a significantly broader approach. The preparation process must serve two main objectives.



1. Knowledge- and skill-based objectives

By the end of the preparation process, the aim is for Hungarian teachers/trainers in Romania and Slovakia to be able to:

- interpret and apply the structure and legal framework of the Hungarian vocational education system within local adult education practice;
- adapt professional content related to tourism and hospitality (trends, basic hospitality processes, communication challenges) to local conditions;
- apply modern, experience-based, and digital methodological tools in teaching Generation Z and Generation Alpha adult learners;
- independently develop training programmes, learning units, and assessment systems.

2. Attitude- and mindset-based objectives

During the preparation process, shaping the mindset of teachers/trainers receives equal emphasis:

- openness to continuous professional development and reflective practice;
- acceptance of adaptation as a creative rather than passive process;
- acceptance and prioritisation of learner-centred and guest-centred approaches (in the professions of cook and waiter) as fundamental values of professional work.

6.6.1.1 Principles of preparation

During the preparation process, five fundamental principles should be consistently applied, arising both from the current concept and from the specific characteristics of Hungarian vocational education beyond Hungary's borders.

- **Principle of duality:** in addition to learning about Hungarian vocational education models, teachers/trainers continuously compare them with their own local (Romanian or Slovak) regulations and realities.
- **Priority of adaptation:** the objective is not to copy the Hungarian system, but to consciously select and shape elements according to local resources and limitations (“What should be adopted? What should be modified? What should be excluded?”).
- **Practical focus:** instead of theoretical lectures, training should be based on intensive practical activities where teachers/trainers test methods (e.g. role play) themselves in real situations.

- **Reflectivity:** beyond completing tasks, continuous joint analysis is essential; teachers/trainers must be able to justify their methodological decisions and demonstrate their practical applicability.
- **Community building:** overcoming the isolation of Hungarian teachers/trainers in Romania and Slovakia (and later in other cross-border regions); establishing a sustainable, mutually supportive professional network that continues to operate beyond the training period.

6.6.1.2 Content and methodological framework

The preparation process may be structured around three major units, regardless of the vocational qualification or profession targeted by the future training programme.

System knowledge module

In this module, teachers/trainers become familiar with the structure of the Hungarian vocational education system, its legal framework, the operation of dual training, and quality assurance and assessment systems.

However, the focus is not merely on acquiring information, but on immediately comparing this information with the system of their own country.

As an outcome of the module, teachers/trainers develop a kind of “system map” (big picture), which visually presents the main similarities and differences between the two systems, as well as the critical points requiring adaptation.

Methodological module

This module builds on the specific characteristics of Generation Z and Generation Alpha adult learners.

Teachers/trainers do not simply attend theoretical lectures on attention spans or digital habits; instead, they design concrete, short learning units (microlearning), test experience-based techniques (gamification, role plays), and work with digital tools (Mentimeter, Genially, Edpuzzle, ChatGPT).

This module helps shift the focus from general statements towards concrete, personalised teaching strategies.

An important element of the module is the adaptation of good practices and learning from one another. Given that the trainers preparing the cross-border colleagues are themselves active vocational teachers/trainers, direct professional experience exchange takes place.

Professional integration module

The third module connects the previous two units and translates them into profession-specific practices.

At this stage, teachers/trainers no longer work at a theoretical level but develop concrete teaching units, project plans, and assessment systems.

Project-based learning and the modelling of dual training are particularly important, as during future training programmes teachers/trainers will need to provide adult learners with precisely these types of complex tasks linked to real work processes.

Potential preparation activities

As practical implementation of the above principles and modules, the following activities may be worth integrating into the preparation process.

The training activities to be carried out within the pilot programme are ba

Table 5: Some potential practices for preparation

Activity	Objective
System comparison matrix	Visualising the differences between the Hungarian model and local realities.
Designing 10-minute micro-content	Applying the principles of microlearning and experience-based learning to a specific professional topic (e.g. one principle of HACCP, a complaint-handling procedure).
Testing digital tools on own teaching materials	Acquiring the professional use of digital learning environments; integrating artificial intelligence (e.g. Gemini) into learning material design.
Restaurant role-play scenario	Developing communication and conflict-management skills; a tool for raising awareness of the “hidden curriculum” (attitudes, guest-oriented approach).
„What will I take home?” – preparing an adaptation plan	Transferring the acquired methods and models into one’s own environment; practical application of the principle of reflectivity.
Designing an own dual training model	Developing a deeper understanding of the logic of dual training; preparing a realistic action plan adapted to local constraints and resources.
Preparing a complete project plan	Acquiring the methodology of project-based learning in the specific field of tourism and hospitality.
Preparing and presenting a final project	Synthesising acquired knowledge, strengthening the professional community, and applying the principle of formative assessment in practice.

The preparation of local teachers/trainers is not about transferring a ready-made formula or fixed content. Instead, it is a conscious, reflective, and practice-oriented process that enables them to apply elements of the Hungarian vocational education model by embedding them into their own institutional, legal, and economic environments and adapting them to the specific needs of adult learners.

Teachers/trainers prepared according to the above principles, methodological frameworks, and specific activities do not appear merely as transmitters of knowledge but as active contributors shaping the process, as they are the ones who best understand local needs.

6.6.2 Mentoring

When adult training programmes are launched, the Hungarian partners continue to support the implementing professionals beyond Hungary’s borders (with varying intensity depending on local needs).

The aim of mentoring is to provide continuous, practice-oriented professional support to local teachers/trainers (in Romania, Slovakia, and later in other countries) during the adaptation of the Hungarian vocational education model.

It ensures that they can confidently navigate the Hungarian legal and administrative system (e.g. KRÉTA) and receive immediate assistance in addressing everyday educational challenges.

Ultimately, the goal is to guarantee the professional quality and sustainability of Hungarian-language vocational (and adult) education beyond Hungary’s borders.

The following section presents several methods that can provide immediate support to teachers/trainers implementing the training programmes.

Some of these methods support longer-term professional development, while others enable the management of ad hoc problems and challenges.

All activities require limited resources, and most of them can also be implemented through online communication.

Table 6: Some methods that can be used during mentoring

Method	Form	Content
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Online Consultation (Case Discussion)	Pre-agreed frequency, 60-minute online group sessions focusing on specific cases and problems.	Presentation of specific issues encountered in practice (topics submitted in advance), mentor reflection, sharing and presentation of good practices, and discussion of the challenges of adaptability.
Educational Samples and Resource Toolkit	Google Drive repository where new supporting documents and links are continuously uploaded.	Ready-to-use, editable templates, complete learning materials, micro-teaching elements, educational projects, and descriptions of good practices.FAQs, online demonstration videos used by colleagues in Hungarian training programmes, and other supporting materials proven effective in Hungarian vocational education (textbooks, excerpts, etc.).
Lesson Observation	In-person or online classroom observation, one hour per month.	Descriptive feedback from the mentor, supplemented with a few additional recommendations.
On-site Supervision Day	On-site visit every two to three months.	Observation and joint analysis of demonstration lessons delivered by local teachers/trainers.Joint preparation of a lesson plan for the most challenging topic of the following month. Discussion of additional topics (e.g. administration).

7 Implementation of the pilot programme

The training programme implemented within the framework of the C-VET project is not a theoretical model but the actual pilot programme tested in a real-life environment at the Rimavská Sobota and Sfântu Gheorghe locations.

During implementation, daily operations are determined by the results of the stakeholder survey involving 80 respondents conducted at the beginning of 2026, as well as by the structural characteristics of the local implementing partners.

7.1 Recruitment strategy and selection criteria for teachers/trainers

The recruitment phase of the pilot programme is based on a targeted local campaign. During recruitment and the selection of the groups of 25 participants at each location, the methodology directly reflects the different motivational backgrounds of learners identified in the survey.

- **In the case of cooks**, the survey showed that 75% of those interested in the cooking profession view the training as preparation for employment abroad, and 61.1% do not plan to work as cooks in their homeland. Therefore, recruitment messages should highlight internationally recognised competences, high-quality professional preparation, and mobility advantages. However, since the aim of the project is not to encourage local workforce outflow, teachers/trainers must also influence students' attitudes during the training process.
- **In the waiter target group**, career orientation is demonstrably stronger: two-thirds of respondents want to learn a new profession, and approximately one-third can imagine themselves working as waiters after completing the training. In this case, the campaign should focus on updating existing knowledge (38.8%) and ensuring stable career opportunities in the local community and homeland.
- **The research showed that the requirement for an in-person examination in Hungary represents a significant barrier:** 42.9% of waiter candidates and one-third of cook candidates would either not undertake the journey or are highly uncertain about travelling. During recruitment, implementers must explicitly guarantee the travel, accommodation, and administrative support built into the model to ensure that this factor does not lead to dropout before entry.

The selection of teachers/trainers and company mentors to be involved also takes place through a targeted recruitment process, in the form of a “roadshow” organised at five locations each in Romania and Slovakia.

From the applicants, 10 teachers/trainers and 10 company mentors are selected in each country. During selection, the following specific criteria are considered:

- **Professional experience:** candidates must have an appropriate industry or educational background. In the case of company mentors, it is important that they are professionals working in tourism and hospitality businesses involved in the training, and that they are able to provide practical mentoring for participants during work-based learning (attitude).
- **Motivation for development:** the programme seeks teachers/trainers who are open and motivated to update the pedagogical methods they apply in vocational education. In the case of company mentors, openness towards project-based pedagogy and the development of transversal competences is expected.
- **Commitment to the target group:** selected professionals are expected to be committed to building an accessible vocational training model for adults (in the field of tourism and hospitality) and to actively supporting the education of Hungarian-speaking students.

The project expects at least 100 applicants, from whom the partners will select 50 participants.

At the entry point, eligibility requirements for establishing an adult education legal relationship with a Hungarian vocational institution must be verified (dual citizenship or EEA citizenship status).

For learners with EEA citizenship, equal treatment under Act I of 2007 and the related documentation requirements (proof of studies and financial resources for training periods exceeding 90 days) are checked in detail as part of the administrative process.

To ensure the successful completion of the pilot project with a low dropout rate, the following five selection criteria are applied:

- Strong interest in the profession directly increases the likelihood of career retention and employment, making it the most important guarantee for completing the training – demonstrated through a motivation letter;
- Due to the demanding schedules of adult learners and the 840+80-hour curriculum, only applicants who can align their work commitments with training sessions held 2–3 days per week after 3:00 p.m. can be admitted;
- Since travelling abroad represents a major uncertainty factor for nearly half of the students, acceptance of the requirement for in-person examination attendance (with the provided support) must be confirmed already at the entry stage;
- Inclusiveness is an important criterion (also due to EU expectations), therefore the involvement of applicants facing economic, geographical, or other barriers is also a priority;
- It is important that students possess the necessary digital competences (platform use, registration, access management) to ensure independent acquisition of theoretical content.

7.2 Training schedule: theoretical modules and workshop-based practical training

7.2.1 Recruitment and selection of participants: April–May 2026

The Romanian and Slovak partners organise targeted roadshows and information events at five locations in each country to promote the training programme and involve teachers/trainers, company mentors, and adult learners.

The targeted recruitment campaign will be completed by 31 May 2026, with the selection of the most suitable 10 teachers/trainers and 10 company mentors in each country from among the applicants.

7.2.2 Intensive preparation of selected teachers/trainers and mentors: May–June 2026

Two teachers/trainers from the Békéscsaba Vocational Training Centre and two from the Ózd Vocational Training Centre travel to the cross-border locations and provide methodological preparation for local teachers/trainers and mentors through a six-day intensive training programme at each location.

On 1 September 2026, the continuous online consultation period for teachers/trainers and mentors will also begin. This support mechanism will remain active until the very end of the pilot programme, until 31 August 2027, assisting local professionals in clarifying emerging questions and fine-tuning the methodology.

7.2.3 Intensive pilot training delivered by local teachers/trainers: September 2026 – August 2027

Under the guidance of the prepared local teachers/trainers (2 selected from the 10 participants of the ToT training), the intensive 10-month, 840-hour vocational training programme will begin in Romania and Slovakia.

The training involves 25 adult learners per country (50 participants in total).

Throughout the pilot, the educational process is continuously supported and supervised by four teacher-mentors from Hungarian vocational training centres to ensure ongoing quality assurance.

7.2.4 Work-based learning (WBL Phase): September 2026 – August 2027

After the successful completion of the theoretical and foundation modules, adult participants directly enter the 80-hour work-based sector-specific vocational education phase conducted in a real workplace environment.

Work-based learning is directly supervised and documented by five company mentors per country who have been prepared within the framework of the training programme.

7.2.5 Recognition of studies and vocational examinations: September–October 2027

As the official output point of the pilot programme, adult learners who have completed the training take a vocational examination before a three-member examination committee.

Following successful completion of the examination, the 50 adult learners receive a Hungarian vocational certificate and an international Europass certificate.

In parallel, the 20 local teachers/trainers and company mentors who successfully complete the programme also receive Europass certification confirming the completion of the international methodological training programme.

7.3 Work-based learning: 80-Hour Company-based practical training and mentor supervision

The research conducted in Romania and Slovakia in spring 2026 clearly highlighted a structural gap: while students' theoretical knowledge is generally acceptable, they lack sufficient experience in real hospitality service routines and kitchen technology practices.

For this reason, it is essential that the work-based learning phase—which is not yet generally widespread in these countries—is implemented successfully, involving high-quality partners and committed mentor colleagues.

Based on feedback from employer focus groups, students are usually present during school-based practice in periods with lower customer traffic, meaning that they do not gain experience during peak operating periods that create the greatest workplace pressure (lunch and dinner service).

The local labour market also considers loyalty, physical and mental resilience, and work discipline to be more valuable competences than theoretically certified knowledge; these soft skills can only be developed in real working environments.

The successful implementation of the 80-hour sector-specific vocational education phase with a low dropout rate is ensured in the project through the following standardised principles:

- School-based theoretical education/workshop foundations and company-based workplace learning are closely interconnected and alternate in a methodologically complementary way. Local entrepreneurs already indicated during the roadshows that there would likely be weekend events requiring “trainees” even during the training period, meaning that WBL and theoretical learning take place simultaneously.
- Since a significant proportion of adult learners continue working during the training period, companies adapt practical training schedules to students’ individual life situations.
- Mentors verify the acquired competences on an hourly basis in the mentoring logbook, which serves as the sole legal basis for the payment of student training scholarships.

7.4 Principles for evaluating the pilot programme

At the conclusion of the pilot programme, in order to enable the long-term extension of the model across the Carpathian Basin, it is essential that partners draw conclusions through a structured analysis regarding the critical points of implementation and the reasons for any deviations from the original plans.

First, the effectiveness of the “hybrid” legal framework and administrative implementation must be examined. It must be assessed whether the extension of Hungarian adult learning opportunities beyond Hungary’s borders, together with the contractual status of partner schools as “professional and infrastructural service providers”, successfully overcame local ministerial accreditation requirements smoothly and without excessive bureaucracy.

At the same time, it must be verified whether any taxation, payroll, or labour-related obstacles arose among local companies during the payment of student scholarships.

The success of curriculum adaptation and the multilingual component must also be quantified, including the balance between the 80% common Hungarian core curriculum and the 20% region-specific (Gemér/Gömör and Székely Land) professional content.

It must be demonstrated whether terminology alignment, visual materials, and professional foreign-language glossaries provided real and direct support for students during actual hospitality service and kitchen technology activities, overcoming potential language-related disadvantages.

A separate analysis is required to directly compare the two implementation approaches applied: the mentoring model based on intensive professional support between Ózd and Rimavská Sobota, and the local training site model between Békéscsaba and Sfântu Gheorghe.

This will make it possible to validate whether the partner institutions beyond Hungary’s borders, based on the management experience gained, are ready to operate independently as regional “knowledge centres” and, in the future, independently transfer the cross-border training model to other Hungarian schools outside Hungary.

Finally, dropout among adult learners must also be examined by precisely identifying the time-related and content-related points where work obligations and the intensive learning schedule proved difficult to reconcile and potentially resulted in participants leaving the programme.

Within this analysis, particular attention should be paid to whether the logistical, administrative, and financial support provided by the project successfully reduced students’ previously expressed concerns and uncertainties regarding the successful organisation of the examination (e.g. travel arrangements or organising the examination locally).

The above aspects can be assessed using the following measurement tools:

- short questionnaires completed by participating learners at the beginning, middle, and end of the training programme (also suitable for identifying risks);

- interviews with vocational teachers/trainers and company mentors involved in the programme;
- analysis of the examination results themselves (difficulties and examination situations);
- processing of documents and feedback generated during quality assurance activities;
- review and analysis of mentoring logbooks.

8 Quality assurance and recognition

The quality assurance framework of the C-VET-Connect project is directly based on European and Hungarian vocational education quality management principles. In line with the principles of EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training), which must be applied by European Union Member States, the programme does not implement quality assurance as a final inspection point, but rather as a continuous, self-improving quality cycle (PDCA).

Since the model involves countries with different legal systems and vocational/adult education cultures, the quality assurance structure must simultaneously address Slovakia's decentralised, region-based approach and Romania's centralised, strictly data-driven monitoring processes.

The objective is to bring vocational education systems across the Carpathian Basin closer together and eliminate linguistic and structural barriers, in line with the objectives of the European Education Area.

When designing quality assurance processes, the structural similarities between Hungarian and cross-border systems, as well as their compliance with the European Qualifications Framework (EQF), can serve as a foundation.

The indicators defined by national EQAVET systems and the elements of the quality assurance methodology supported by IKK appear in the project and methodology through the following three pillars:

- The strict central monitoring of adult vocational education activities and data reporting must be ensured through the FAR and KRÉTA systems, guaranteeing real-time traceability of training data.
- The preparation and continuous mentoring of teachers/trainers beyond Hungary's borders are aligned with the quality standards of the Teacher Further Training System (OTR) managed by IKK, ensuring the transfer of modern pedagogical and digital methodologies (for which teachers/trainers may also receive Europass certification).
- By reducing the emphasis on summative (final) assessment, the pilot programme introduces developmental, formative assessment and the system of learner portfolios, both supported by the Hungarian vocational education system.

Based on the above, all partners have quality management systems that must be complied with both during the pilot programme and during the future expansion of the model.

The quality assurance system is built on EQAVET principles, mandatory and real-time FAR/KRÉTA data reporting, and a close monitoring cycle among partners:

1. Internal quality assurance:

Teachers/trainers from the mentoring vocational training centres conduct online lesson observations (via Zoom) or in-person observations at least once a month and provide descriptive feedback to their cross-border colleagues based on a structured observation framework.

2. Ongoing feedback during implementation:

During the training period, anonymous digital learner satisfaction surveys must be conducted on three occasions.

If the satisfaction index falls below 70%, the partnership (typically the owner/coordinator of the model) prepares and adopts an intervention plan.

3. External independent quality control:

The organisation responsible for managing quality assurance (Edunet Europe in the pilot programme) carries out independent expert audits in month 11 (covering content and methodological approval) and in month 25 (evaluating output competences and the effectiveness of the sector-specific vocational education phase).

8.1 Final examination concept and procedure for issuing vocational certificates

As the official output point of the pilot programme, adult learners who have completed the training take a vocational examination before a three-member examination committee, in accordance with the requirements of the Hungarian Vocational Education and Training Act.

During the examination, the interactive examination component required by the Hungarian vocational education system is conducted, together with the completion of the project assignment component of the examination.

This enables the issuance of a Hungarian-language vocational certificate generated directly from the KRÉTA system upon successful completion of the examination, which legally certifies the acquisition of the profession.

Simultaneously with the issuance of the vocational certificate, the accredited vocational examination centre (based on the current legal regulations) provides candidates with an Europass Certificate Supplement, which aligns the acquired competences with the levels of the European Qualifications Framework (EQF), ensuring transparency.

Since the initial research confirmed with data that personal attendance at an examination location in Hungary represents a significant uncertainty factor among students, the partnership provides full logistical support, travel arrangements, and accommodation financing for reaching the examination venue from the project's operational budget, thereby eliminating this potential cause of dropout.

When expanding the model, these risks will need to be addressed through alternative solutions in the absence of dedicated project funding.

8.2 Risk management

The successful and sustainable implementation of the cross-border Hungarian-language adult learning model requires that the operational risks of the model can already be managed during the pilot programme. These risks must also be considered when expanding the model, whether by involving new regions or new sectors.

Since the pilot programme is implemented at the intersection of two (three) completely different national jurisdictions and educational cultures—the decentralised, region-based governance system in Slovakia and the strictly centralised, data-driven EQAVET structure in Romania—the implementation of the model must address complex regulatory, financial, and human risk factors extending beyond administrative compliance.

To ensure that these limitations do not become barriers to the delivery of training content or the acquisition of vocational qualifications at any stage, partners must adopt a risk management approach that removes operational obstacles through continuous internal quality assurance.

At the same time, based on the lessons learned at the end of the pilot programme, this approach must ensure the long-term scalability and transferability of the model across the entire Carpathian Basin.

Table 7: Summary of the model's risk management framework

Risk description (at pilot and model level)		Risk level	Mitigation strategy
Delays in deadlines (the inability to maintain the schedule due to the intensive 10-month timeframe and the 840 + 80-hour structure)		Medium	Continuous monitoring of the Gantt chart. Monthly partner status reports and immediate reallocation of tasks when necessary.

Teacher/trainer turnover and lack of experience in adult education (dropout of cross-border teachers/trainers or methodological uncertainty regarding the delivery of afternoon adult learning groups)		High	Mandatory preparation training and continuous online mentoring consultations provided by the mentoring Vocational Training Centres. Training of 10+10 professionals to ensure the replacement of any experts who may drop out.
Local accreditation and recognition requirements (complex national regulations in the target countries, e.g. legislative changes in Slovakia, county-level committees in Romania)		High	The training is not recognised through the cross-border education systems but operates within the Hungarian regulatory framework. Partner schools and professionals outside Hungary enter into agreements as “professional service providers”, based on clearly defined requirements.
Learner dropout		High	Ensuring a flexible, modular training structure with independently processable learning units. Maintaining fixed and predictable training time slots.
Uncertainties among participants regarding the final examination and related travel requirements		High	Clear communication during recruitment regarding expectations and expected outcomes. Emphasising the opportunities provided by the scholarship and ensuring a clear framework regarding the examination process.

9 Sustainability and dissemination

The true policy-level and methodological success of the C-VET-Connect project does not lie solely in the successful examination of the 50 adult learners participating in the pilot programme, but in the creation of a comprehensive methodology and operational model that can function independently after the end of the funding period and can be extended—following appropriate adaptation and specification—to other Hungarian-inhabited regions of the Carpathian Basin (e.g. Vojvodina, Transcarpathia) without structural barriers.

Moving beyond a project-based mode of operation can ensure that, through the continuous development of the model, a cross-border Hungarian adult learning organisation and education management network can be established.

9.1 Criteria for expanding the model

In order for the concept to be successfully transferred to other Hungarian-inhabited regions of the Carpathian Basin, its expansion must meet strict legal, quality management, and structural requirements.

9.1.1 Legal and administrative criteria

The primary criterion for expanding the model is the adoption of the hybrid legal architecture validated during the pilot phase.

New host regions must implement the contractual structure in which partner schools beyond Hungary’s borders join the Hungarian system not as educational institutions, but as “professional and infrastructural service providers”.

Procedures must be legally transparent and must not even create the impression that the introduction of the model could endanger the neighbouring state’s existing education and training system operating in the same field.

This can only take place with the consent of the competent authorities of the neighbouring countries, and preferably should target labour market areas that are considered shortage areas within the respective neighbouring country’s system.

9.1.2 Quality management criteria

Managing local/county/regional administrative fragmentation with different governance approaches through peer review: since the management of vocational education systems beyond Hungary's borders is often decentralised and structurally fragmented, the introduction of an institutionalised peer review system is a mandatory element for transferring the model.

At new locations, dedicated quality coordinators must be appointed, and a quality assurance system must be established to ensure that the training is not implemented as an isolated, project-based activity.

An important criterion for expanding the model is the operation of a monitoring mechanism that measures graduates' labour market integration and career tracking even after the vocational examination.

These data should be analysed together with dropout data collected during the training process, enabling the development of an early warning system that can already be applied during student selection.

To maintain quality assurance processes, the foreign partner institution must guarantee a high response rate for satisfaction surveys conducted among direct beneficiaries (learners, teachers/trainers, and company mentors).

Questionnaire-based satisfaction feedback must be integrated into the local training routine as an integral part of the learning process.

9.1.3 Market and logistical criteria

Since per-capita-based national funding models rarely encourage institutions to ensure the quality assurance of adult education, one of the pillars for sustaining the model may be the development of a mixed financing structure based partly on co-financing by local partner companies and partly on long-term national policy support resources.

A new training location may only be launched in a region where local chambers of commerce or vocational education councils confirm the existence of a genuine labour market shortage and where the immediate employment of trained professionals can be realistically anticipated.

The host region must ensure flexible time schedules adapted to the life circumstances of adult learners (afternoon and weekend training periods), as well as the complete travel, accommodation, and administrative logistics required for in-person final examinations in Hungary, in order to significantly reduce early dropout.

9.1.4 Identity preservation criteria

A fundamental criterion is that adult learners must have access to the entire theoretical and practical curriculum, as well as assessments, in their mother tongue (Hungarian), ensuring a stress-free and effective learning process.

At the same time, the model must not lead to linguistic "isolation": a prerequisite for further expansion is the use of multilingual professional glossaries and contextual modules that prepare students to successfully operate in the majority national labour market and communicate professionally in the official state language.

When launching a new training field, a key criterion is that priority should be given—when selecting partners providing the 80-hour work-based learning (WBL) component—to locally Hungarian-owned businesses or companies employing Hungarian-speaking workers.

In this way, vocational education directly stimulates the self-sustainability and competitiveness of the local Hungarian economic base.

During the expansion of the model, priority should be given to Hungarian schools beyond Hungary's borders that are most at risk due to demographic decline or stricter local education policy measures.

By integrating the hybrid adult education pillar, these institutions receive a new function and an additional source of income, directly contributing to preserving the position of the Hungarian educational network beyond Hungary's borders.

9.2 Dissemination

The dissemination of the project results requires a dedicated process already during the pilot programme and is implemented according to a predefined plan.

The aim is to establish a structured knowledge-sharing ecosystem that consolidates the model in the current partner countries (Hungary, Romania, Slovakia) and prepares its adaptation in potential partner countries (Serbia/Vojvodina, Ukraine/Transcarpathia).

9.2.1 Institutionalised multiplication events (Pilot Programme)

During the final phase of the pilot project, the consortium organises major high-level dissemination events directly targeting policymakers, leaders of vocational training centres, chambers of commerce and industry, and Hungarian teachers' associations beyond Hungary's borders.

National and international closing conferences: under the coordination of the project management, the measurable achievements of the pilot programme and the finalised methodological handbook of the model will be presented.

At the partner country locations (Rimavská Sobota and Sfântu Gheorghe), practice-oriented workshops will be organised where local teachers/trainers participating in the programme and company mentors responsible for the 80-hour work-based learning (WBL) component personally share their experiences with invited institutions and professional organisations.

9.2.2 Continuous presence

In order to increase the social and professional visibility of the project and the model, it is essential to build on the synergy between online and offline communication channels.

In the digital space, a continuously updated social media presence and regular professional newsletters ensure direct communication with target groups, with a particular focus on success stories and practical moments from work-based learning (WBL).

At the same time, studies published in professional publications and journals present the scientific and structural foundations of the methodology.

In addition, the partners actively participate in relevant local and national communication campaigns, external professional forums, and conferences in order to make the cross-border education organisation model widely known within the vocational and adult education market.

To reach the direct target groups—including members of minority communities, potential adult learners, and theoretical and practical teachers/trainers beyond Hungary's borders—dedicated professional webinars are already organised during the pilot project.

These digital events focus on presenting practical results, promoting flexible learning materials, and directly introducing training opportunities.

The organisation of these webinars is the responsibility of local institutions and partners who understand the circumstances of local Hungarian minority communities and are able to reach the relevant target groups by selecting webinar topics that match their specific interests and needs.

9.2.3 Institutional networking

The key to the long-term sustainability and scalability of the model is ensuring that the experiences gained during the pilot phase are integrated into existing national and regional vocational education networks.

To achieve this, a three-directional institutional knowledge-sharing process must be implemented:

- **Within the Romanian vocational education network**, the project results and methodological package must be shared directly with local vocational education institutions, county school inspectorates, and professional organisations.

This direct approach ensures that the developed structure can be applied more widely in vocational education and training for adults in Romania.

- **Within the Slovak vocational education network**, the systematic dissemination of results is carried out through regional educational institutions, regional-level vocational education councils, and professional organisations.

The objective is also to present the adaptation opportunities offered by the methodology and support its broader local implementation.

- **Within the domestic (Hungarian) network**, close and continuous cooperation with professional organisations, Hungarian vocational training centres, and industry partners is already established.

This dialogue ensures the recognition of the model in Hungary and creates the legal and professional framework required for the future system-level transfer and further development of the methodology.

Table 8: Potential implementation of the model's dissemination

Target group	Key message	Communication format
Policy Makers and Institutional Leaders of Already Involved Countries	The hybrid, cross-border adult learning model is a validated, highly successful, EQAVET-compliant response to sectoral skills shortages.	- International professional forum and roundtable discussion.- Direct network-based knowledge sharing with national vocational education authorities and inspectorates.- Practical workshops.
Decision-Makers and Organisations of Potential Future Partner Countries	The model can be adapted to local minority environments using ready-made legal and financial contract templates.	- Policy consultations with Hungarian teacher associations and business organisations beyond Hungary's borders.
Minority Communities and Potential Adult Learners	Free, mother-tongue training with a flexible schedule and a logistically supported examination process provides a direct pathway to quality career opportunities and prosperity in the homeland.	- Minority and adult education webinars.- Local promotional campaigns and in-person recruitment activities.- Social media communication.
Cross-Border Theoretical Teachers/Trainers and Company Mentors	Through preliminary preparation and continuous professional supervision, teachers/trainers acquire international competences and become regional multipliers (Knowledge Hubs).	- Dedicated webinars specifically organised for them.- Practical methodological workshops.- Open-access digital knowledge repository (learning materials, methodological guidelines, multilingual glossaries).
Economic Stakeholders, Chambers of Commerce and Industry, Local Businesses	Company partnerships (WBL) provide a direct recruitment channel that both ensures access to skilled labour and strengthens the local ethnic economic ecosystem.	- International professional forum (including catering and accommodation).- Structured and continuous communication with industry and chamber partners.- Newsletters and targeted sector-specific outreach activities.
Wider Professional and International Audience	By aligning EU (Erasmus+) and national policy objectives, a sustainable cross-border	- Open database of the Erasmus+ Project Results Platform (EPRP).- Publications in online and offline

	educational network has been established in the Carpathian Basin.	professional journals, as well as in local and national media.- Participation in external conferences and sectoral events.
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Annex No. 1 – Mentoring Log Template

Period (Week/Date): From _____ (month) _____ (day), 2027 to _____ (month) _____ (day), 2027

Learning outcomes, tasks

Name of the student			Occupation		
Name of the mentor			Workplace-based training site		
Time	Practical activity	Number of hours	Applied knowledge	Attitude (towards the task and the guest) and autonomy (the extent to which the student performs tasks independently)	
Monday ... - ...					
Tuesday ... - ...					
Wednesday ... - ...					
Thursday ... - ...					
Friday ... - ...					
Saturday ... - ...					
Sunday ... - ...					

Total weekly hours: hours