

Kurucz, Orsolya Ágnes: National Vocational Training Systems in the Light of EU Directives

Keywords: vocational training, EU vocational training development policy, practical training, Czech Republic, Estonia, Latvia, national vocational training systems, apprenticeship contract

In the last decade, reforms aiming at developing vocational training gained more and more emphasis in the European Union's educational policies. This process took start with the Copenhagen Declaration, with improving the performance, quality and attractiveness of European vocational education and training as its highest priority. This also includes creating educational frames which facilitate and speed up the entry to the job market of young Europeans. To make this happen in the member states, it is necessary to maximize work-based learning, within the frames of practical training by apprenticeship contracts, in cooperation with vocational training institutes, social partners and vocational services and companies.

This paper examines how the Czech Republic, Estonia and Latvia incorporate EU directives into their national vocational training development policies, with a special focus on the nature of practical training.

In all three countries, work-based practical training is available, although there are some differences regarding the organization of these. In the Czech Republic, due to the lack of apprenticeship contracts, it is in all circumstances schools that organize the practical trainings at companies. On the contrary, practical training by apprenticeship contract exists in both Baltic states; moreover, a number of reforms and measures were implemented supporting this sort of programme.

Török, Balázs: Changes in the Role of ICT in the Context of the „Europe 2020” Growth Strategy

Keywords: information communication technology, Europe 2020, Estonia, Latvia, Czech Republic, development plans

This paper examines the educational role of information and communication technologies (ICT), based on national development documents of four countries: Estonia, Latvia, the Czech Republic and Hungary. It shows that due to the effects of the EU's development policy, ICT has been included in the development plans of these countries as a

factor improving employment rates and as an area where infrastructural development is needed. The topic of the use of ICT in education has somewhat faded in planning policies, and undertakings linking education and ICT together are mostly about maintaining infrastructure or developing it a bit. As to the use of ICT in schools, the idea that digital literacy is of primary importance in the later employability of students became more pronounced. The idea that the use of ICT in schools should go hand in hand with changes in pedagogy can be depicted from the Union's intentions. A number of countries have set as their goal to initiate large-scale digitalizing and archiving projects in the field of culture, which creates a convenient informational environment for education.



Jelenet a Kolibri Gyermek- és Ifjúsági Színház: *Helló, náci!* című előadásából