



ABSTRACTS

ZACHÁR, LÁSZLÓ: Labour market activity of the population in relation to educational attainment

This summary is a condensed version of a study on the topic of the journal's special issue focusing on the current problems of vocational education and training.

The study aimed to investigate one aspect of the efficiency of human resources at the level of the national economy by comparing the activity of members of the workforce with their education and qualifications.

The study analyzed the degree of labor market activity of groups within the 15- to 64-year-old population based on educational attainment between 2001 and 2019 .

The research made a priority of determining whether there are persistent correlations between educational attainment and labor market activity.

The summary also expounds on issues presented in the study directly related to vocational education and training.

Thus, it examines the development of the educational attainment and

professional qualification of the population in which a role is played by the rate of school enrolment and the drop-out rate.

It presents the development of economic activity - both employment and unemployment together - as well as a separate examination of employment.

From the latter, conclusions can also be drawn on the labor market's recognition of various levels of qualifications.

Finally, the labor market status (population-economically active-employed) and scale of groups with various educational attainment in the population are presented in a time series.

To keep the size of the summary manageable, it does not detail the trend-type examination of the labor market characteristics of the population of employable age, namely the development of the ratios of educational attainment compared to the indicators (economic activity and employment rate and unemployment rate).

Keywords: *educational attainment, vocational education, vocational training, labour market characteristics, economic activity, employment, unemployment*



PALOTÁS, JÓZSEF: Metamorphosis of Concepts in the Hungarian Vocational Education and Training

In my essay “Metamorphosis of Concepts in the Hungarian Vocational Education and Training” I was searching for correlations among the changes in the basic concepts of vocational education and training

In relation to the terms, I examined what kind of effects the reforms of the vocational training system in the 20th and 21st centuries had on the semantic dictionary and structures, and also, the contents, approaches and methodology connected to them.

In the course of my work, I applied the qualitative research method of document analyses.

I examined the correlations of concepts and their changes with the help of scientific works and publications of the outstanding personalities of the Hungarian vocational pedagogy.

In the course of my research, beyond the literature, I also used the valid rules and regulations of the given period.

Among the notions related to vocational training I was searching for the emphasized ones that demonstrate the features of the Hungarian vocational system the best.

During my work, I put a special focus on the issues of notions of vocational training, the types of schools, the structure of vocations, the documents of the regulations of learning contents and outcomes, and also, the examination system.

Amongst other results of my research, I confirm that the changes of notions are not in all cases followed by the changes in content.

The changing structures from an earlier period seem to return, as for example, the structure of the vocational register or certain elements of it.

Certain notions return with different meanings in different periods.

Analysing the literature of the more and more frequent changes that effect all elements of the system, we can find unanswered questions and also, contradictions and inconsistencies within the legal or regulatory provisions.

The examination of the effectiveness and efficiency of the conceptual changes can be based on further research.

Therefore, the efforts to modernize the vocational education and training can justify a thorough preparatory phase that involve the context of literature history and the examination of the compliance of the preventive interventions, too.

Based on the substantial literature of didactics and vocational pedagogy combined with the experience of previous reforms, the examination and adjustment of the structures and notions used in the laws and regulations of the Hungarian vocational education and training entered into force after the reforms of 2019 is advisable.

Keywords: *vocational pedagogy, types of schools, regulation of learning content and outcomes, teacher / instructor / vocational teacher / vocational instructor / vocational trainer, structure of vocations, vocational examination*
