



Implementation Scenarios Quality Standards Professional Driver Training Hungary

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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The concrete transfer of directive 2003/59/EC was executed by the National Transport Authority (Nemzeti Közlekedési Hatóság, NKH), which is under the auspice of the Ministry of Transport, Telecommunication and Energy. It is as well this state authority which carries out examinations and is in charge of accrediting private education providers in case that they aim to offer training (initial qualification and periodic training) in this field. NKH was also in charge of controlling the system of initial qualification and periodic training which already existed in Hungary before the new system was introduced. From this perspective, the role of NKH can be seen in a logical tradition.

Driver CPC being not at all integrated into the existing NQF and VET system.

An embedding into the national VET system, however, did for exactly this reason not take place. Hungary has setup over the years a NQF. Educations are organised, listed and described in the so called OKJ-system (Országos Képzési Jegyzék), which is controlled by the Ministry of Education. An alonstanding professional driver education also belongs to the OKJ-system. It is, however, not in demand at all, as everybody votes for the shorter and cheaper solution of NKH. Additionally it is told that the OKJ-education is not reflecting the needs of the nowadays job profile of a professional driver.

A professional driver education is described in the existing VET system, however not in demand.

The coexistence of these two systems is a result of a rivalry of influences and competences, principally between the Ministries of Transport and Education. It is as well the reason, that the system in use of NKH is not integrated into the VET.

The integration of the implemented directive was not done due to a historical coexistence of different responsibilities in different ministries.

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

Many professional drivers have a prior employment history as car and/or truck mechanics.

The main requirement on a professional driver is a valid aptitude test, which is regulated by ministerial decree. The test conducted by the National Transport Authority (NKH), has preconditions, which are minimum two years certified driver practice, medical suitability and a minimum age limit of 21 years for truck drivers and 24 years for bus drivers. The aptitude test is an instrumental examination of the abilities required for safe driving (reaction time, visual memory, etc.), which is followed by psychological tests and a personal conversation with a psychologist. During the test the drivers must meet different requirements according to their working category.

Everyone who wants to become professional driver in Hungary, has to pass an aptitude test which aims to determine the physical and psychological suitability for the job.

The aptitude test has four degrees:

Category I : distinctive vehicle

Category II : bus drivers, vehicle of transport for dangerous goods

Category III : trucks over 7.5 tonnes allowed full weight

Category IV: over than I-III

The validity for category I. is five years. For categories II-IV validity continues until a subsequent declaration of unfitness.

The main purpose of the aptitude test is to determine psychological suitability for professional driving. The focus is on road safety behaviour, suitability to traffic circumstances, on the learning, and allowable load factors. In centre of aptitude test are: driver perception, decision making, and the ability to act decisively.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

The training of professional drivers is specified by the curriculum setup by and supervised of NKH. Consequently, only course material authorised by the NKH may be used in trainings by accredited training companies. NKH itself setup training material as more or less binding specification and offer for all training providers. This training material is based on what the German publishing house „Verlag Heinrich Vogel / Springer Transport Media GmbH“ has published as books for the German market of periodic trainings. Others printed texts may be used as additional material only in case that they are authorised by NKH. This, however, would lead to disproportional high costs; thus it is for a training provider usually not an option.

Printed training material need to be authorised by NKH. A series of books was localised by NKH for the Hungarian needs, based on existing German material.

The authorisation of training material by NKH is, however, limited to print. In practice, training courses are often designed individually by the trainers themselves, as electronic trainer presentations are not available from a central point like NKH. Such materials are often based on previous domestic and international freighter curricula and to a certain extent modified according to the needs of the new situation (implementation of directive 2003/59/EC). These electronic training course materials which are used by the trainers do not require an approval from NKH.

Trainer presentations need no authorisation and are usually setup individually.

Considerable variations in the level of training can be observed, irrespective of the

observance of the compulsory curricula. This has to do with factors like:

- the individual trainer skills – expert and methodological-didactical – (see Standard 4),
- size and composition of classes – young vs. old drivers, experienced once, will to learn etc. –,
- a class should have a minimum of 10 participants, in average 18-20 people are trained for economic viability. And it finally has also to do a lot with the
- training material which is used – or even not used. Very often, participants do not deal and neither buy the books setup by NKH for individual learning, for the preparation and post-processing of training sessions.

This means, that the learning success is even more depending on the trainer and its material. In practice, relatively often the traditional face-to-face approach based on long presentations with huge amounts of text is in use, which automatically leads to a monotone standard session and a comparably poor learning outcome. A learning outcome oriented approach is not in the awareness and mind of the trainers. If existing at all, it is not meant as originally intended and only understood as the right approach to ensure that all participants successfully pass the exams.

Learning success is very much depending on the trainer. Trainer skills are often reduced to the traditional face-to-face approach, which leads in a modern understanding to a poor learning outcome.

Audio-visual media is usually not existing and therefore not in use. Even if a trainer is ready to use other material than his own one, which he generated over the years and therefore often highly appreciates, a mix of various methods for instance, is not even an option due to this lack. E-learning/WBT was recently officially allowed as method for period training. At present, one provider offers this format on the Hungarian market. There is, however, no data yet available on the acceptance of this approach in general and on quality of the content and its technical solution. The use of training simulators does not carry specific requirements. Some, usually rather low-cost models are in use in Hungary, but rather an exception.

Multi-dimensional methods and multimedia approaches do not exist at all or not on a significant level.

Awareness of the strengths and of the importance of an outcome oriented methodological approach has to be generated. This would in the mid-term perspective raise the chance not only to another self-conception of trainers and their role in trainings, but, directly linked to that, raise the chance to initiate a change of the usage of teaching methods by moving away from a monotone trainer-concentrated face-to-face presentation mode into the direction of a multi-dimensional mode. However, it also has to be mentioned, that despite the fact that there is a general lack of awareness and knowhow of a modern, outcome-oriented approach, still a relevant number of trainers perform well with their individual approaches, thus do a good job.

General awareness has to be generated for the outcome-oriented approach to generate the basis for any improvement.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The qualification conditions for trainers who are active in the field of professional

Trainers need once to be accredited by NKH, the authority in charge, in order to

driver trainings are also regulated by a ministerial decree, which prescribes the following conditions: the trainers must possess in a general understanding the necessary professional skills in terms of expert knowledge, skills and competences within the subject they teach, and necessary pedagogical knowledge, skills and competence in order to implement high quality for professional drivers.

be able to teach. For this accreditation, several standards have to be fulfilled.

Therefore only those are allowed to hold trainings, which have completed higher education and obtained a degree at a suitable faculty (eg. transport or mechanical engineering).

Furthermore the trainers must possess a driving license in the category they willing to teach, with a minimum of two years experience. The trainers must also have at least two years of employment background in the appropriate field. The functioning of trainers is authorised and coordinated by NKH.

In order to be able to train, a trainer has to be employed at or in a contractual relationship (as freelancer) with an accredited training provider. There is no requirement for trainers for further education. Hence, there is no availability of any specific training for trainers in this field. On the other hand, a general lack of motivation to improve trainer skills by joining general trainings on methods and didactics can be concluded, as in the given set the trainers' job is reduced to the one who has to ensure that all participants pass the exam successfully (which is also obligatory at the end of the periodic training). This leads to a formal process with pure memorisation at the end. Thus, the outcome oriented approach, if known at all, is misinterpreted and reduced to the short-term objective to let people sufficiently learn what is needed to answer successful to the exam questions.

There is no regular train-the-trainer action foreseen, neither concerning the expert nor the teaching skills. Training is often executed in a traditional, one-dimensional face-to-face approach with the only aim to ensure that a maximum number of participants pass the exams successfully. Thus, such trainings are usually not outcome-oriented in the originally meant understanding.

Another aspect, which strengthens this set is, that the career of many trainers goes back to socialist times, where exactly this approach was an integral part of all teaching and learning scenarios and where practice- and outcome-oriented approaches were not in the focus or not yet known. There should be no doubt that many trainers are good experts in their field – but do have rather less developed teaching skills. How to transfer their knowledge in appropriate ways in order to ensure maximum learning outcomes regarding different class compositions can often not be achieved. Skills many trainers learned are rather “old-school”, not at all outcome-oriented but ex-cathedra teaching, transferring a lot of facts and not dealing with practical background and or sustainability of input. But it also has to be told, that a reasonable number of trainers, who do not only but rather belong to a new generation, are executing a more modern and open approach in their daily work.

In order to improve the situation, reference to Standard 3 can be made: awareness of the strengths and importance of an outcome oriented methodological approach has to be generated very generally. This would in the mid-term perspective raise the chance for another self-conception of trainers and their role in trainings. Obligatory train-the-trainer courses might as well be an appropriate tool to raise the standards of trainer skills in general – regarding their expert skills (to update them) and their way of using methods and didactical tools.

Besides that it could be beneficial for trainers to undertake exchange of experiences, especially on international level, with colleagues from other countries.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

The initial and periodic courses for professional driver's may only be conducted with NKH authorisation. Out of the authorities' perspective, a successful student pass rate is an important measure of the quality of trainers and training. The exams are multiple-choice test in writing. The examinees answer 40 test questions within three different topics (altogether 3x40 questions). The maximum allowable error rate is 10 answers per subject, i.e. 75% of the questions need to be correct in each of the subjects.

Assessment and validation is reduced to exams, which are also obligatory at the end of periodic trainings.

At combined (C+D) category exams, the examinee is given an additional test paper. The examination time is one minute / each question. The tests are approved by the board of examiners. The exam is moving to computer based system, which is in short-term planned to be introduced. This electronic system should as well be used for executing and administrating exams for the initial qualification and periodic training of professional drivers and aims to centralise and strengthen the overall examination process.

Supervision of training quality is not used as a standard of training provider in the field of transport.

Some training providers in the field of transport work in accordance with standard ISO 9001. Accordingly, they ask their participants at the end of a course to complete a questionnaire regarding their „client satisfaction“, in order to improve course quality whenever needed. The questionnaire addresses aspects such as, satisfaction with the trainer (skills of communication, vocational knowledge, performance activity, etc.), satisfaction with training (practical utility, adequacy of course materials, place of training) and organization of course, opinions, and proposals. It has, however, to be told, that such supervision is not a standard in this training field.

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

In- and non-formal learning plays a crucial role in the training of Hungarian professional drivers. It is often to be understood as learning-by-doing at the working place in the concrete working life, executed by colleagues or supervisors. As important these on-the-job trainings are to let drivers do their job correctly and to overcome the lack of formal, mainly practical (and somehow at the same time, indirectly as well theoretical) training, this content/learning outcome can neither be measured empirically nor exists any acceptance which means as well recognition of this learning approaches.

In- and non-formal learning in the sense of learning-by-doing on the job is an important factor for the improvement of skills of professional drivers. It is, however, not recognised in any way yet.

At present, there is provision for an e-learning in the field of professional drivers, however, limited to the acquisition of driving licenses. In these cases, the e-learning education may only be provided on NKH authorisation. Applications for, and NKH approvals of, e-learning education are conducted annually and has only been authorised for only a few driver schools yet.

It would be important to introduce mechanisms for the recognition of non-formal

/informal learning, eg. by appropriate theoretical and practical competence tests – not only to make driver skills visible and comparable on national and international level, but as well to improve individually and generally the drivers job profile in the mid-term. The introduction of e-learning would offer the chance to make training for Hungarian truck drivers more flexible and modern and should as well lead to more competitive, ergo lower prices for trainings, which the drivers usually have to pay by themselves.

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

All education activity in the field of initial qualification and periodic training is based on the core curriculum setup by the authority in charge, of NKH. The curriculum model has not changed, since it started to get in use in September 2008 (for buses) respectively in September 2009 (for trucks). The Hungarian decree for professional driver training 24/005 (IV.21) of the Ministry of Economic and Transport provides no system-embedded mode to revise and change, modify or adapt content and training approaches in certain intervallum. A change of the content of the given series of books would as well cause significant costs (if not done pragmatic as appendix in whatever printed form) to all participants.

Content and training approaches have not yet been changed. No mechanisms for an automatic revision exist.

On the other hand, the market itself clearly not tends to change training content or approaches by itself. This has as well to do with the already mentioned economical aspects, and furthermore with the system-inherent logic of “training people to let them pass exams successfully”. An added value of new content could only get a topic, if the industry strongly demands it. Until now, however, upcoming needs for modified skills, mainly if it is about the introduction of new technologies, are solved at bigger forwarding companies by internal trainings on the job.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

Quality assurance is mainly done by the authority in charge, NKH, in that respect, that training providers need to be accredited in order to offer initial qualification and periodic training for professional drivers. This applies as well to trainers (see Standard 4 for details). Quality is furthermore assured by NKH to a certain extent on the level of learning. This is achieved by the fact that it was NKH who translated and localised a series of books from a German sources (see description for Standard 3 for details). It is, however, reduced to the printed version. Trainers are free to use own material for (digital) presentation.

Quality assurance is done one general level by the accreditation of training providers and trainers and on participants level by final exams for initial qualification and periodic training.

The pedagogic quality is not supervised in the given system. Evaluation of trainings, eg. by using questionnaires which participants have to fill in before (expectations) and after (satisfaction) the training is only rarely done by training providers. The main goal everyone in the system wants to achieve is to keep the number of persons who

successfully pass the final exams at the end of initial qualification and periodic training as high as possible. In this context, the high success rate is usually used as evidence of a good working setup, but might lead to wrong interpretations concerning the pedagogical approaches which are in use respectively the sustainability of the achieved learning outcome.

For further information on the project please consult:

www.project-profdrv.eu

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