

VET AND VET TEACHER TYPES
A CROSS-NATIONAL COMPARISON
(Blended Intensive Programme)

LEARNING DIARY

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1. INTRODUCTION

My decision to apply for this BIP program was based on both professional and personal reasons. As a Master's student in Mechanical Engineering who is also doing a teacher training program, I thought this course is a great chance for my future teaching career. My main professional goal was to get international experience, understand how vocational education and training (VET) works in other countries, and learn good practices or teaching methods that I can use in my own teaching work. Also, I wanted to step out of my comfort zone, meet foreign students, and see the world.

As a student teacher and engineer, I faced not only professional but also serious personal challenges at the beginning of the program. Although I have an English language exam, my language skills became mostly passive during my university years. Reading and understanding professional texts was easy, but I was not used to continuous communication in a foreign language. The biggest personal challenge of the online phase, and then the first days in Magdeburg, was to break through these language barriers. Speaking for the first time was hard, but the inspiring environment and the forced situation quickly brought back my practice. By the end of the mobility, my passive language skills became active again to some extent.

At the same time, taking part in such an intensive, foreign program in the middle of the semester was another big challenge. Since I am doing two Master's programs at the same time and working as an engineering intern, missing a whole week of university classes and work created a lot of stress and lack of time.

Our Erasmus+ Blended Intensive Programme (BIP) followed a very well-planned path, which divided the learning process into two main parts. The program started with a two-day online, virtual phase, where we learned the theoretical background of the VET systems of the participating countries (Swedish, German, Spanish, and Hungarian). This was followed by a six-day in-person mobility in Magdeburg, Germany. In this learning diary, I document and think about my experiences and professional lessons learned during the program.

2. THE ONLINE PHASE

The two-day online, virtual phase started with a very interactive, informal introduction. Every participant said a few words about themselves, shared how they were feeling, and what kind of VET teaching experience they had. After introducing the official structure of the program, we learned and clarified some basic English professional terms together, so we could speak the same language later.

Then we moved on to the topic of VET 4.0. Based on the presentations, we discussed what global opportunities and challenges automation, digitalization, climate change, or migration mean for vocational education. We talked specifically about the inequalities in accessing VET programs, and what new skills the future job market expects. As a future teacher, the list of expectations for teachers was especially thought-provoking for me. Based on the presentation, besides digital skills, motivating students for independent learning, critical thinking, multilingualism, and the teacher's own continuous self-education (lifelong learning) are now basic requirements in the profession (Telle, 2026; World Economic Forum, 2023).

This theoretical base was followed by the presentation of the VET systems of each country. In the section about the German VET, what I remember most is that the

basics and the logic of the dual system are very similar to the Hungarian one. However, a sharp difference is the flexibility within the system. For them, it is much more flexibly solved how students can go back to higher education after getting a trade (Telle, 2026).

During the presentation of the Swedish system, we received a lot of new and exciting impulses. The concept of "Recognition" (acknowledging prior knowledge) was mentioned here first. Based on the student, the flexibility of Swedish education is very important. Although the content is defined by national guidelines, the curricula give a lot of room for local adaptation, so teachers can tailor the education to the current needs of the job market. They highlighted the close integration of school and workplace learning, where it is a basic requirement that vocational teachers and workplace mentors plan the students' learning process together. It was interesting to hear about the Gy25 curriculum reform starting next year, which will make this connection even tighter, and sees teachers as "curriculum interpreters." But the most interesting part of the Swedish presentation was showing the structural tensions coming from teachers' narratives. Students are often seen both as motivated learners and as risk factors, and migration policy leaves its mark on school life. Teachers have to handle power and social tensions on a daily basis that go far beyond traditional teaching (Asghari, 2026).

The topic of the Hungarian presentation arrived in this complex international context, burdened with equal opportunity and social challenges. In the online phase, a Hungarian teacher presented our own educational structure. As a future teacher, the topic of the Hungarian presentation did not catch me completely by surprise. I had heard before about the inequalities in domestic education and the effects of social background.

However, what really surprised and shocked me were the charts and macro data shown during the presentation. Seeing in an international context how extremely and outstandingly a student's background decides their future in the Hungarian educational system put the problem in a completely different light. At the data level, it became clear that a Hungarian student's school progress and later job market value is almost totally predicted by where and into what kind of educated family they were born. This realization is especially depressing for a future teacher in international comparison. It proves that the current domestic structure is working on rigidly keeping existing social differences, rather than balancing chances (Bükki, 2026; Pölöskei Gáborné, 2024).

3. SUSTAINABILITY, DIGITALIZATION, AND VET 4.0 IN MECHANICAL VET

During the online presentation, one of the theoretical frameworks was the UN Sustainable Development Goals (SDG), especially "Quality Education", connected with the industrial challenges of VET 4.0. As a future mechanical engineering teacher, this intersection is extremely exciting for me. Automation, Industry 4.0, and global climate change are not just abstract concepts, but factors that fundamentally rewrite what and how we have to teach in the workshops and labs (Telle, 2026; World Economic Forum, 2023).

The rise of digitalization in mechanical vocational education requires a paradigm shift. In connection with the experiences abroad and Swedish flexibility, it was also mentioned that today it is no longer enough to just teach traditional, manual skills (like manual machining), although these lay the foundation for physical material knowledge. The modern job market expects complex digital literacy. A core part of

this is teaching high-level computer-aided design (CAD), like using Creo Parametric or Autodesk Inventor software. The teacher's job here is not just to teach software commands, but to make sure students understand simulation settings, topology optimization, and can use the logic of finite element method (FEM) mesh generation on their own. VET 4.0 is about the student not only being able to draw a part, but also being able to model and optimize a complete, sustainable system to reduce material use.

4. THE INVISIBLE BACKPACKS

On the first day of the in-person week, the programs took place at AGSA (Auslandsgesellschaft Sachsen-Anhalt e.V.). This is a civil organization in Magdeburg that works as an umbrella organization, and they work for a diverse, tolerant society. In practice, this means they connect people from different backgrounds, the public administration, and the civil sector. Their attitude was very nice: for them, "learning by doing" is the main point, which means they hold workshops and events locally to draw attention to global challenges (Lorenz & Rucker, 2026).

The social gap that we talked about in the online phase was something we experienced on ourselves right on the first day in Magdeburg, within an anti-prejudice, intercultural workshop. The most defining and thought-provoking part of the session was a simulation game called "Privilege Walk". I already knew the task from a popular internet video. In that video, young people stand at a starting line and have to race for a \$100 bill. But before the run, the game master reads different statements (for example: do you have a private tutor, do your parents live together, did you ever have to worry about utility bills), and whoever the statement is true for, takes a step forward. Before the race starts, the participants have to look back. The visual shock is amazing: it is clear that the whole race is already decided before the start, because of the brought social advantages and disadvantages (Peter D, 2017).

In our room in Magdeburg, the actual physical running did not happen, but the principle and the spatial arrangement showed exactly the same among us. At the start of the task, everyone got a secret role, an invisible backpack, that they had to represent during the game (1. Figure). I played a 26-year-old university student boy from Magdeburg who studies Computer Science, but was forced into a wheelchair five years ago due to a motorcycle accident.

When the game master started listing questions about daily life, mobility, friend networks, or social stigma, I suddenly fell into deep internal dilemmas from my passive language skills. It was often very hard to decide whether to step forward or backward in the name of my character. For a person in a wheelchair, the lack of physical accessibility is a clear step back, but what about the supportive university environment? At the end of the game, I stopped roughly in the middle of the room, in the mid-field. This position showed my character's situation perfectly and in detail: on one hand, there was a supportive family background and a secure financial base (since he went to university), but on the other hand, the wheelchair put rock-hard physical and social barriers in front of him.

At the end of the simulation, the physical arrangement in the room was a striking sight, and it clearly drew the invisible inequalities of social structures. While I was balancing in the uncertain mid-field as a university student in a wheelchair, it was clear who were the ones who could step forward for almost every question. And they took the most valuable positions in the line, the front line. At the very front stood almost exclusively the characters who had the advantageous features of Western societies

(white, heterosexual, Christian, wealthy men with stable family capital behind them). In their case, the brought advantages added up, so they could start on a much easier, barrier-free path in life, where the good starting position almost guaranteed success, without them ever experiencing exclusion or prejudice.

On the other hand, at the other end of the room, stuck at the end of the line, were the real losers of the simulation, for whom the disadvantages added up tragically. Children from extreme poverty, families with low education, members of racial or ethnic minorities, asylum seekers, and young people belonging to the LGBTQ+ community who were rejected by their own micro-environment or family were pushed back here. For their characters, almost every single question meant another invisible wall or a step back, whether it was about access to quality education, legal security, or mental health support.

The game made me realize how much a strong social and family network can soften the effects of even such a huge trauma. A young person born in a less developed region with the exact same physical injury would probably have been stuck at the very end of the line, completely left alone. But the biggest pedagogical lesson was that during a simple meeting, we really do not see the other person's real struggles. Most of the disadvantages and privileges are equally invisible during the first surface interaction.

5. DOMESTIC SELECTIVITY

This topic is extremely important to me personally as well, but my own experience adds a very unique perspective to it. I went to one of the country's best, strongest vocational grammar schools (an institution equal to a technical school). In our school, the environment and mentality were totally set up for going to university. The vast majority of the students, like me, knew exactly that they wanted to continue their path in engineering or other higher education. Our school was not a closed box, but a springboard that provided a straight path to further education.

At the same time, as a future mechanical engineering teacher, I see that being in this kind of elite vocational institution is rather the exception than the rule. The simulation we experienced on the first day at the workshop matched perfectly with the Hungarian reality we saw in the online presentation. In this topic, the new Minister of Education, Judit Lannert, also received tough questions at her parliamentary committee hearing about handling equal opportunities and segregation (ATV Magyarországon, 2026). The Hungarian system is extremely rigid even in a European comparison. The educational reports of the European Commission and the latest PISA surveys also clearly state that we have one of the highest rates of segregation between disadvantaged and well-off students in the EU. Domestic research data proves that children of parents with a degree not only study further, but also earn significantly better later (Fazekas et al., 2023).

The biggest loser of this early boxing is the edge of domestic vocational training, especially the 3-year vocational school form that does not give a high school diploma. Our system ruthlessly sorts children out as early as 10-14 years of age. Children of families with better advocacy skills escape to 6- or 8-year grammar schools, while the 3-year vocational training is mostly not the result of a conscious, motivated career choice, but a socially determined forced path. It remains much more a collection place, a kind of educational dead end for disadvantaged students, those from small towns or less developed regions, students with special educational needs (SEN), and Roma students. Many, despite their talent, do not believe in themselves that they could go to university, because their environment does not project this for them. This contrast

makes me even more certain that as a teacher, my task will be to build bridges and support disadvantaged talents (Bükki, 2026; European Commission, 2025).

6. PROFESSIONAL EXPERIENCES IN MAGDEBURG, TRAINING WORKSHOPS

During the in-person phase in Magdeburg, on the second, fourth, and fifth days, we visited different educational institutions. This was perfect for getting a look into every corner of the German VET ecosystem (chamber practical centers, state vocational schools, and social-focused institutions).

6.1. The practical center of the Chamber of Crafts (BBZ)

We started our professional tour at the training center of the Chamber of Crafts in Magdeburg (Handwerkskammer Magdeburg), at the BBZ. At the introductory presentation, we immediately faced the size of the system. This chamber alone represents more than 11 thousand businesses, and roughly 3600 students belong to them. The BBZ gives a home to off-the-job, joint practical training (überbetriebliche Lehrlingsunterweisung), master courses, and further training in 7 main fields, from electrical engineering through metal and wood industry to hairdressing (Handwerkskammer Magdeburg, 2026).

Here we had the chance to observe the students live, while working, which was a fantastic experience. When we entered the manual machining room for mechanics, a completely familiar world welcomed me: the loud noise of sawing, the smell of metal, and a direct, informal, slightly relaxed mood that matches exactly the world of domestic training workshops. At the electricians, students were wiring some kind of electrical switch in separate little practice cabins, and the painters proudly showed us their individual paintings. At the carpenters, the local teacher presented the specifically modern machine park and a sample piece they make with the students, but we also saw well-equipped pneumatic training benches.

What caught me the most from a pedagogical point of view was the room for hairdressers and beauticians. At the hairdressers, they consciously work in groups of maximum 12 people. The goal of this is for the teacher to be able to pay attention to everyone, and more importantly, they can overcome language barriers between students more effectively this way. This kind of infrastructural and human attention is really exemplary.

6.2. The "Otto von Guericke" Vocational School (BBS)

On the fourth day, we visited the "Otto von Guericke" Vocational School (BBS), which provides the purely school, theoretical, and lab leg of the dual training. From their presentation, it turned out that they work with a very wide portfolio, from civil engineering and wood industry, through metal industry, all the way to electrical engineering (Geiseler & Henning, 2026).

On this day, it was exam season in the institution, so unfortunately we didn't see students during lessons, but we thoroughly walked through the workshops and rooms. We saw the mechanical room, a complete car repair shop, the English room, and we examined pneumatic training benches here too. As an engineering student with tea-

ching experience behind me, I could look at the equipment with realistic eyes. Although the machine park and infrastructure were absolutely decent and modern, I didn't feel it was more outstanding than what you can see in a better-equipped domestic vocational institution.

6.3. Europäisches Bildungswerk (EBG)

On the fifth day, we went to a completely different profile institution, the Magdeburg center of the Europäisches Bildungswerk für Beruf und Gesellschaft (EBG). As it turned out from their introduction, they mainly specialize in social pedagogical, special educational, and nursing trainings. Currently, they operate with 32 classes and about 450 students (Europäisches Bildungswerk für Beruf und Gesellschaft, 2026).

Although the social and healthcare field is professionally further from me than the engineering and mechanical line, the methodology and equipment of their practical training amazed me. During the guided tour, we saw an incredibly well-equipped nursing room, where students practice on programmable dummies. These dummies can make sounds and imitate symptoms of different diseases, which makes the simulation training amazingly lifelike and effective. This visit showed perfectly how modern technology (simulators, smart devices) can raise professional practice to a new level even in a field that is basically built on human interactions.

7. CORPORATE PRACTICAL PLACES AND LIMITS OF THE GERMAN DUAL TRAINING

In theory, the German dual system gives the best answer to this global prestige crisis, because based on the presentations heard at the Otto von Guericke University (OvGU) and what we saw at the BBS, their key word is system-level permeability. If someone finishes a basic trade, with the help of 1-2 year supplementary schools, they can smoothly get into higher education later. This flexibility would have given my wheelchair character from the Privilege Walk a chance to switch too (Geiseler & Henning, 2026).

However, from the deeper talks with the local teachers and students, it became clear that the German dual model is not perfect either, and they also struggle with serious difficulties in practice. The degree fetish and demographic trends have hit them hard too. Companies find it harder and harder to find motivated students for dual training, because young people choose the academic path instead of secure trades.

In addition, dual training has a serious practical weak point, which is the unpreparedness of companies. While inside the school walls technology and pedagogy are professional, the practical time spent at companies is often disappointing in reality. The reports of the local students completely matched what I experienced myself earlier. Not only at home, but also during my professional work in Austria and England, I saw exactly that a large part of companies are simply not prepared pedagogically and organizationally to receive a student. Many companies see dual training only as cheap or free helping labor. The student gets into the company with high professional hopes, and then the practice consists of cleaning, making coffee, or standing in the corner of the workshop watching others work.

Preparing for a technical career as a mechanical engineering teacher, this realization is key. Sweeping or making coffee does not equal professional development. At this point, it is worth linking back to the Swedish model learned in the online phase, especially the structure of workplace practice there. One of the biggest values of the

Swedish approach is exactly that the school vocational teachers and the workplace mentors work closely together, and they plan the students' progress in the different learning environments together in advance. This kind of conscious, partner-like cooperation is completely missing from the domestic and often the German corporate reality too. If this pedagogical supervision and joint planning are missing, companies tend to treat the student purely out of profit interest, as cheap labor, which leads to the methodological failure of the dual training. This showed me the clearest how much we would need project-based learning (PBL) on the corporate side too. If the student does not get a specific task with responsibility that can be carried out from start to finish, the practical time becomes totally pointless (Asghari, 2026).

8. THE SOCIAL NETWORK

Within the social module of the program, on the third day we visited the local Caritas Intercultural Support and Community Center, which provided one of the most shocking and defining experiences of the week. From their introductory presentation, amazing numbers and a picture of a huge institutional network emerged. The center has held more than 140 thousand consultations so far, and they have provided help to clients coming from roughly 117 different countries, all in more than 10 different languages. Their services are extremely comprehensive, and what is very important is that the counseling is completely free, anonymous, and independent of religious affiliation for everyone. They provide practical and legal help to those who turn to them, whether it is about complicated asylum or residency law questions, the recognition of foreign qualifications, or managing social benefits needed for everyday life (for example, unemployment and family allowance, housing support) (Caritas in the Diocese of Magdeburg, 2026).

A separate department deals with the extremely complex family reunification processes, which often drag on for a year, where they help people in getting documents and mediating with the authorities. Besides this, they organize a lot of community events every year, for example language courses, summer festivals, intercultural afternoons, football championships.

In this dedicated and accepting environment, an African immigrant told us personally his own moving life story and the circumstances of his escape. This conversation actually showed what we only thought about in theory, based on character sheets during the Privilege Walk. This man, starting from nothing, from an unimaginably deep disadvantage, successfully integrated into German society. Today, he himself works in this institution to help immigrants in a similar situation to his to fit in, learn the language, and find their way in Germany. This visit highlighted what a huge role VET and catching-up programs have in handling social crises, and that without the selfless work of such charity organizations, rigid state systems would be unable to meaningfully handle these humane challenges.

9. THE SPANISH MODEL

On the sixth day, at the Spanish presentation, they showed an extremely complex and well-thought-out structure about their own system. It was an important clarification and lesson for us that this complex system there does not only apply to the basic training of young people in the traditional school system, but adult education, the so-called "Education for Employment" model, gets a specifically strong focus in it. Based on the presentation, Spanish VET is built on four pillars, or basic principles, which

rhyme with the international challenges we learned about on the earlier days of the week (Alonso Díaz, 2026).

9.1. The four basic principles of Spanish VET

The first pillar is Person-centered development, which aims at holistic education, equal opportunities, and eliminating gender discrimination. This principle resonates perfectly with what we learned during the Privilege Walk and the Caritas visit about overcoming social disadvantages. The second is flexibility and permeability, which covers a completely modular, creditable system. The third is industrial integration, which urges active corporate partnership and dual training for employability. And the fourth is innovation and future-readiness, which prepares the system for the digital and green transition also discussed in VET 4.0, as well as for research and development (Alonso Díaz, 2026; Telle, 2026).

9.2. The matrix-like system

From a pedagogical point of view, what impressed me the most in the Spanish model was the Lego-like, matrix-like structure of the courses. The presented typological diagram highlighted that getting a professional qualification for them is not a single, rigid block lasting for years. The system builds from the bottom: the smallest units are the Grado A level partial competence accreditations or tiny training modules. These micro-credentials then add up to a Grado B level competence certificate. If someone collects the required amount of these too, it yields the Grado C level, full-value professional certificate at the top (Alonso Díaz, 2026).

This structure gives a brilliant answer to the challenges of adult education. Adults who are pushed out of the job market or need retraining can be led back into employment in a fine-tuned system in a way that if someone only needs development in a small sub-area, it is enough to complete a "Grado A" module; they do not have to sit back in the school desk for years.

9.3. The new division of dual VET

Another big interesting point of the Spanish presentation was the complete transformation of their dual training. In secondary level vocational training (Grado C and D levels), it will be mandatory for every student to take part in actual company practice. This practice was divided into two very clear categories, which reacts excellently to the tensions experienced in the German and domestic systems too. The first is General VET, where the student spends roughly a third (25–35%) of their time at the company, the company is only responsible for transferring professional knowledge to a smaller extent, and the student does not have an employment contract in this form. In contrast, the other category is Intensive VET, where the student already spends more than 35% of the training time at the company, the company takes much more serious responsibility for the practical education, and the most important difference is that the student gets an official employment contract from the company (Alonso Díaz, 2026).

As an engineering student and intern, I know exactly how much professional difference there is between someone just hanging around at a company as an observer, or having a contractual obligation, and therefore real responsibility and tasks. The

Spanish reacted very realistically with this dual system to the fact that not every student and not every small and medium enterprise is ready for an immediate, deep employment contract commitment, even though the practical time must be provided for everyone.

9.4. The limits of comparison and the degree fetish

In connection with the Spanish presentation, a very important professional realization came up, that "compare" might not even be the best word when we talk about the VET programs of different countries. As the Spanish presenter highlighted, the educational system of every single country is shaped and formed by its own unique culture, economy, and history. That is exactly why there is no single, universally perfect system that could be pulled over every state as a template. The real value of the BIP was not that we set up a ranking, but that it gave an opportunity for the free sharing of experiences, good practices (like the Spanish Grado A-B-C modular system), and methodological ideas.

At the same time, the Spanish confirmed that the general prestige crisis of vocational training and the "degree fetish" are rock hard present among young people there too. The rigid social stereotype that the only measure of a successful life is a university degree lives there too, while many look at VET as a second-class option, which, due to cultural pressure, steers young people towards often overcrowded university courses, despite the industry's huge need for professionals.

10. COMMUNITY LIFE, NETWORKING, AND INTERCULTURAL EXPERIENCES

Beyond the official professional classes, the value of an Erasmus+ program is given by the formal and informal community programs. Magdeburg provided a stunning architectural backdrop for all this. The mix of modern and historical buildings, the sight of the Hundertwasser house basically created a special mood for our stay.

During the program, I met amazingly open, nice, and intelligent people from the Swedish, Spanish, and German teams. After the official university and institutional visits, spending time together was constantly present in our daily lives. We regularly went to different local restaurants and pubs together, where during the informal talks we got to know each other's culture, university system, and everyday life much deeper. We visited museums too, discovering the region's historical heritage together.

However, the most memorable and direct experiences were the spontaneous gatherings organized at the accommodations. It happened that one of our foreign classmates invited us to their accommodation for an informal evening. These occasions were completely free of formal tension. We snacked together, drank, and even a guitar came out, and gathering around it we played music together. These moments not only destroyed the language barriers for good, but created such personal human connections and professional networks that go far beyond the official duration of the BIP. This is where intercultural competence really matured, since the place of the invisible backpacks was taken over by the shared experiences.

Since the way home geographically fell exactly like this, I decided to make a personal cultural detour as a closing of the intensive and constantly group-based program in Magdeburg, and stop for two days in Prague. This short time spent alone was a perfect cool-down and addition to the whole Erasmus experience. After the fast-

paced group dynamics of the BIP, it required a completely different kind of independence and flexibility to set off alone as an independent traveler to discover a strange, bustling metropolis.

I walked through the historical downtown, the Charles Bridge, and the castle district, admiring the wonders of Prague's architecture. These two half days gave me an opportunity to quietly process the extremely intensive professional and human impulses of the past few days alone.

11. SUMMARY REFLECTION AND SELF-EVALUATION

The process from the start of the virtual phase to the journey home was an extremely intensive learning and self-discovery journey for me. If I critically evaluate my own participation, the biggest internal difficulty was clearly speaking in English. Although I had no problem with understanding, the passive knowledge created a serious barrier in me, which partly comes from my personality. With the help of the forced situation there and the supportive environment, by the end of the week I undoubtedly managed to get back into communication and step over the initial blocks; today I speak much more confidently. At the same time, I realistically see that I am still far from the fluent level I had when getting my language exam. This experience highlighted that language skills must be constantly maintained, especially if I want to work or teach in an international environment.

I managed to achieve my expected personal and cultural goals. From the point of view of adventure and networking, the program was a fantastic experience; during the shared restaurant, pub, and guitar times beyond the official classes, I managed to build a lot of valuable foreign connections. And the personal detour to Prague put the crown on the trip, and seriously developed my logistical and problem-solving life competencies.

From a professional point of view, however, I was left with a little sense of lack, which I experience as a kind of missed opportunity. As a future mechanical engineering teacher, I really wanted to talk deeper with the professional teachers there about specific mechanical curricula, classroom tasks, and their methodology. Since the background of the students and teachers participating in the BIP was extremely diverse (from economist to engineer to beautician), the official programs had to stay on a more general level. So I couldn't find out as much about the local profession-specific details as I hoped; I rather saw that the infrastructure and the working atmosphere of the workshops are very similar to the ones at home.

Although the mechanical depths were left out, in a methodological and system-level approach I got enriched with a lot of tools that strengthen my professional competencies and compliance with the expectations of VET 4.0. The Swedish principle of "Recognition" (prior knowledge must be recognized and built upon instead of teaching from zero) reshaped my image of the teacher's role. In the future, I have to act much more as a mentor and facilitator. Similarly, the Swedish workplace integration (APL) and my domestic industrial experiences highlighted the essential role of project-based learning (PBL) in dual training, so that professional practice is not pointless passing of time. And the modular system of the Spanish model, built on micro-credentials, showed me how adult education can be organized flexibly, stepping past the rigid "degree fetish".

Circling back to the Privilege Walk and the intercultural competence model sketched on the flipchart at the end of the week in Magdeburg, the main lesson is Knowing of Own Privileges, Tolerance of Ambiguity, and Change of Perspective. Seeing the challenges of the Swedish, Spanish, German, and Hungarian systems, it is clear

that a perfect structure does not exist, since every country follows its own historical and cultural patterns. Our task, as future professionals and teachers, is not to start from prejudices, and not to pigeonhole any student based on their school or origin. We have to see the students' "invisible backpacks", we have to break through the language and cultural barriers, just like we did in the pubs or on the guitar nights.

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12. APPENDIX



1. Figure. The starting line of the simulation, where all participants are still aligned.

13. DECLARATION OF INDEPENDENCE

I hereby declare that I have completed this paper independently and without using any resources other than those specified, and that I have clearly indicated all passages that have been taken, either verbatim or in substance, from published or unpublished works. This paper has not been submitted, in whole or in part, for any other examination.

A generative AI tool ("Gemini" powered by Google) was used to support language editing (grammar, translation, and formatting). All content was critically reviewed, and the author takes full responsibility for the final manuscript.