

New year, new plans, new initiatives

We hope that 2026 will be a significant year in the history of **Opus et Educatio**. Our online periodical, which represents the spirit of **Open Access**, will enter its 13th volume this year, which is not yet a sensation for traditional journals, but for professional journals that undertake to introduce new publication culture and technological solutions; we are proud that our **50th issue** will also be published this year as part of our significant volume.

As a university periodical dealing with the world of work and education from a multidisciplinary perspective, **Opus et Educatio** is closely connected to education and, within that, to teacher training. Although the required interaction between education and research can be well enforced under these conditions, at the same time, due to its connection to teacher training, one of the peculiarities of our journal is that our issues are now published alternately in English and Hungarian. In fact, all this raises a delicate dilemma from the point of view of scientific communication or even pedagogical culture: international referencing classifications rightly consider the measurability, number, and distribution of authors, reviewers, and especially references as essential criteria. Well, respecting all this, with the alternating English and Hungarian numbers, we would like to provide domestic authors, especially those participating in doctoral training and not having experience in scientific publishing, with modern professional publication opportunities and methodological support.

OPUS 2026

In our plans for the new year, we continue to strive to meet the above challenges. That is, in addition to developing the domestic publication culture, we also meet international requirements. To this end, with the help of the domestic and foreign members of our editorial board, we would like to double the current number of approximately fifty reviewers during the year, also encouraging the involvement of foreign experts. The renewal of our **Editorial Board** was a significant step in the interest of internationalization, during which the international composition of the board increased significantly. We strive to strengthen this process by expanding the circle of reviewers.

Finally, the highlight of the year is that, with the methodological support of the **National Technical Information Center and Library**, we will begin the pre-accreditation process essential for entering the **Web of Sciences reference system** as part of the *BME Journals* family of journals.

Well, these are all serious professional tasks for professional plans and initiatives, for the successful completion of which we count on the support of our authors and readers. That is why we welcome your ideas and suggestions to our email address opus@gtk.bme.hu, indicating the following as the subject of the letter/message: **opus_innováció_2026**.

Introducing our Editorial Board



Dr. Andrea Laczik is [Director of Research at the Edge Foundation](#) and a [Honorary Research Fellow at the Department of Education, University of Oxford](#). Andrea is also currently member of the Cedefop Community of apprenticeship expert group, Co-opted board member (network board member) of European Research Network Vocational Education and Training (VETNET), Member of the editorial board of the Journal of Vocational Education and Training (JVET) and Fellow of the Higher Education Academy. Andrea has over 25 years of experience with education research and policy evaluation. Her research focuses on Vocational Education and Training (VET) and apprenticeships at all levels, 14-19 education, employer engagement in VET, general education and higher education,

innovative/alternative and work-related higher education, youth transition and trajectories, and provisions for young people and adults from disadvantaged backgrounds. Her current projects include '[Young Lives, Young Futures](#)' (funded by ESRC) that investigate the education and employment opportunities available to young people in different areas of England who don't take the university route. Andrea also has an active interest in comparative and international research. Her most recent research reports include:

- Laczik, A., Patel, J., Emms, K., Hordern, J., Orr, K., Dabbous, D., Polding, E., Wormald, J., James Relly, S., Newton, O., Quyoum, A. (2025). [Degree Apprenticeships in England: What Can We Learn from the Experiences of Apprentices, Employers, and Education and Training Providers?](#) London: The Edge Foundation.
- Tholen, G., Emms, K. and Laczik, A (2025). [Beyond routine: the role of skills, education, and technology in middle-skill occupations](#). London: The Edge Foundation.
- Council of Europe (2025) (Laczik & Kristensen eds). [Learning Democracy in Vocational Education and Training in Europe: An Anthology](#). Strassburg: Council of Europe.
- Dickson, M., Maguire, S., Ventura Alfaro, M., Laczik, A., Dabbous, D., Newton, O., and Thomson, D. (2025). [Keeping young people in learning until they are 18 – does it work? Evidence from the Raising of Participation Age \(RPA\) in England](#). London: Nuffield Foundation.



Dr. hab. István Lükő is a certified automation engineer, engineering teacher, habilitated doctor with qualifications in educational sociology, and a private university teacher. He gained his educational and research experience as a vocational school engineering teacher, deputy technical director, specialist supervisor, university department head, and institute director. He organized the engineering teacher and vocational trainer training, as well as the Teacher Training Institute at the University of Sopron. He conducts educational and research work in the fields of

vocational and environmental pedagogy, and, as a pensioner, participates in the work of numerous domestic and international professional and scientific organizations. In recognition of his professional and scientific work, he was awarded the Knight's Cross of the Hungarian Order of Merit on March 15, 2025.

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