

# ANALYSIS PER COUNTRY ABOUT EXISTING STRUCTURE OF FORMAL NON FORMAL AND INFORMAL LEARNING AND THE SITUATION WITH REGARD TO THE ACCREDITATION OF PREVIOUS EXPERIENCE

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Transferring methods for validation of informal learning to VET institutions in the field of sustainable agriculture

Term/ Acronym/ Abbreviation	Description
<b>Formal learning</b>	Learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It typically leads to certification.
<b>Non-formal learning</b>	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.
<b>Informal learning</b>	Learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.
<b>Learning outcome(s)</b>	the set of knowledge, skills and/or competences an individual acquired and/or is able to demonstrate after completion of a learning process.
<b>Competence</b>	ability to apply knowledge, know-how and skills in a habitual and/or changing work situation.
<b>Prior learning</b>	the knowledge, know-how and/ or competences acquired through previously unrecognised training or experience
<b>Assessment</b>	the sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification.
<b>Certification</b>	the process of formally validating knowledge, know-how and/or competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.
<b>Validation (of informal /non-formal learning)</b>	the process of assessing and recognising a wide range of knowledge, know-how, skills and competences which people develop throughout their lives in different contexts, for example through education, work and leisure activities.
<b>Validation of learning outcomes:</b>	Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. Source: Cedefop, 2008c.
<b>Accreditation of prior learning (APL)</b>	See validation of informal / non-formal learning
Source: CEDEFOP Validation Inventory	
<b>Hungarian Acronyms</b>	
<b>OKJ</b>	National Qualification Register - Hungarian name and abbreviation Országos Képzési Jegyzék, OKJ
<b>SZVK</b>	Vocational and Examination Requirements (SZVK – Szakmai és vizsgakövetelmények)
<b>TIKKI</b>	Türr István Training and Research Institute (Hungarian name and abbreviation Türr István Képző és Kutató Intézet, TIKKI)
<b>ESZMK</b>	Common Quality Management Framework for VET (Hungarian name and abbreviation Egységes Szakképzési Minőségirányítási Keretrendszer, ESZMK)
<b>EMMI</b>	Ministry of Human Resources (Hungarian name and abbreviation Emberi Erőforrások Minisztériuma, EMMI)
<b>NGM</b>	Ministry for National Economy (Hungarian name and abbreviation Nemzetgazdasági Minisztérium, NGM)
<b>NMH SZFI</b>	National Labour Office, Directorate for VET and Adult Education (Hungarian name and abbreviation Nemzeti Munkaügyi Hivatal, Szak- és Felnőttképzési Igazgatóság, NMH SZFI)

<b>NGTT</b>	National Economic and Social Council (Hungarian name and abbreviation Nemzeti Gazdasági és Társadalmi Tanács, NGTT)
<b>NSZFT</b>	National Vocational and Adult Training Council (Hungarian name and abbreviation Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT)
<b>FAT</b>	Adult Training Accreditation Body - Hungarian name and abbreviation Felnőttképzési Akkreditáló Testület, FAT

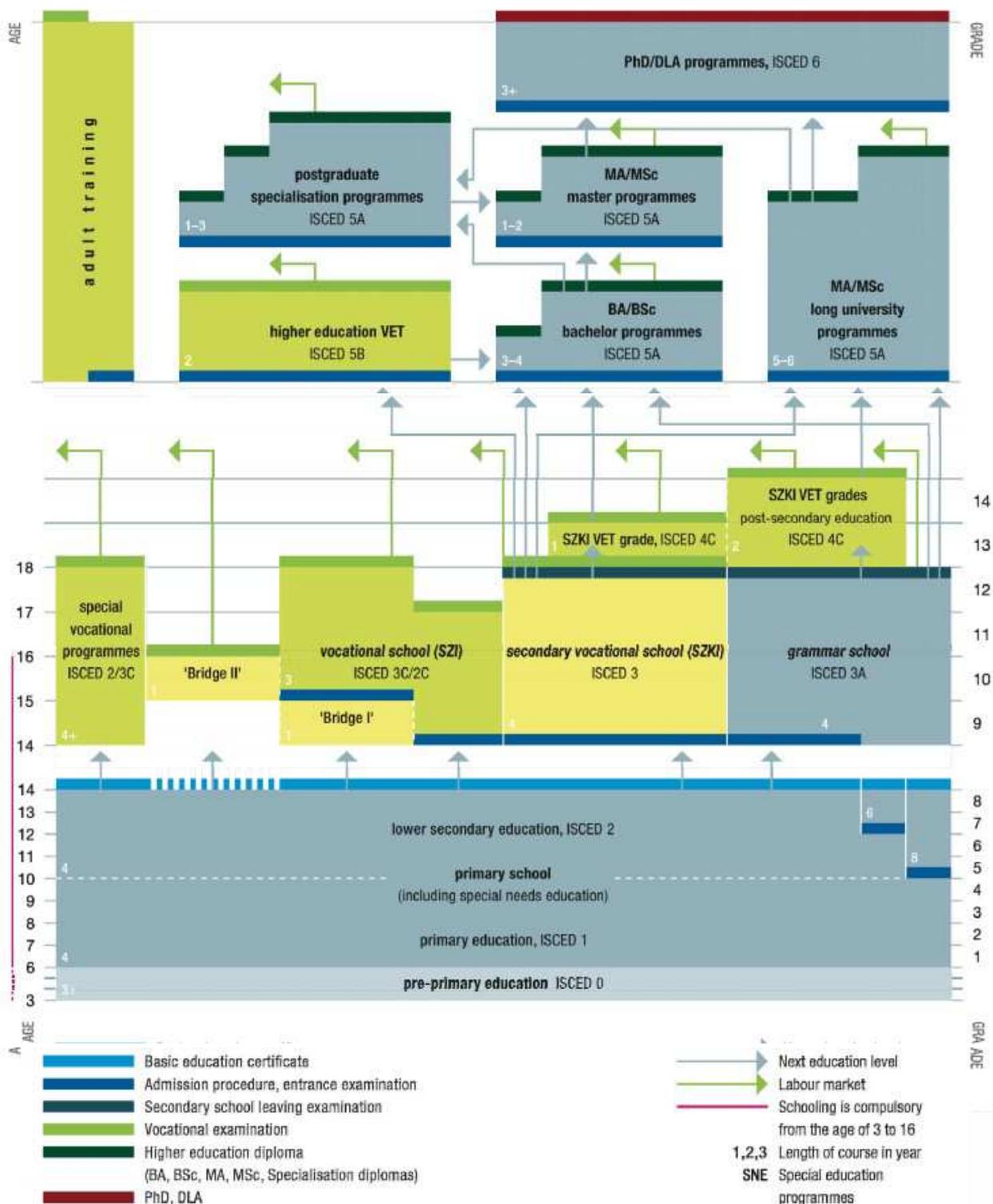
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# 1. Analysis per country of the current situation of non-formal, informal, and formal learning in agriculture – Hungary

## The education and training system in Hungary from 2013



Notes for the Diagram<sup>1</sup>: The education and training system in Hungary from 2013<sup>2</sup>

- Bridge II: 1 year long special catching-up programme for students aged over 15 without the primary school graduation certificate but completed six years, providing career orientation and a partial qualification (ISCED 2C) in order to obtain the competences necessary for entering a vocational training programme or the labour market.

- Bridge I: 1 year long preparatory and career orientation programme for students who have obtained primary school graduation certificate but were not admitted to secondary education. Prepares students for the entrance examination to upper-secondary education.

- Number of VET years in post-secondary SZKI can be higher depending on the pursued qualification and previous studies.

- Besides adult training, adults can also participate in **adult education (felnőttoktatás)**, which is offered at all levels of education and training in full or part time programmes. Graduates of vocational schools will be able to obtain the secondary school leaving certificate in a two-year programme. They can then obtain an OKJ vocational qualification of a higher level in the VET years of secondary vocational schools. Or, having passed a master craftsman examination (mestervizsga) and worked for at least for 5 years, they will also be able to pursue higher education studies in a field that matches the sector of their VET training.

## 1.1. Formal learning

Agricultural learning is mainly done in VET institutions in Hungary. The VET system will be presented below, and higher agricultural education will be only mentioned in a section later on.

### ***Description of the VET System in Hungary<sup>3</sup>***

In Hungary since the government change taking place in 2010, the complex restructuring of the education system as a whole is underway involving all sectors of education and training – general/public education, vocational education and training, higher education. The main changes in the public education sector which includes also VET schools are that since January 1st 2013 these schools are maintained centrally by the state and that after 28 years the external evaluation / inspection system is re-introduced in this education sector.

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1 CEDEFOP: Hungary VET in Europe – Country Report 2012

2 source: CEDEFOP: Hungary VET in Europe – Country Report 2012, <http://www.cedefop.europa.eu/en/information-services/vet-in-europe-country-reports.aspx>

3 <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

In Hungary's new structure of public administration the Ministry for National Economy (Hungarian name and abbreviation Nemzetgazdasági Minisztérium, NGM) is responsible for VET and adult training. NGM is in charge of the content regulation of VET but issues relevant decrees with the assent of the Minister of Human Resources (Hungarian name and abbreviation Emberi Eroforrás Miniszter, EMMI). Other ministers responsible for certain sectors are also involved in the development of the content of VET. The National Labour Office, Directorate for VET and Adult Education (Hungarian name and abbreviation Nemzeti Munkaügyi Hivatal, Szak- és Felnőttképzési Igazgatóság, NMH SZFI) and the economic chambers assist the NGM in this development. NMH as the back-office of the Ministry for National Economy also give support in coordination, research, information and counselling tasks related to VET and adult training.

***Other organizations with a significant role in VET administration include<sup>4</sup>:***

National Economic and Social Council (Hungarian name and abbreviation Nemzeti Gazdasági és Társadalmi Tanács, NGTT) and the National Vocational and Adult Training Council (Hungarian name and abbreviation Nemzeti Szakképzési és Felnőttképzési Tanács, NSZFT), serving as a forum for interest reconciliation regarding strategic questions of VET (national level).

Adult Training Accreditation Body (Hungarian name and abbreviation Felnőttképzési Akkreditáló Testület, FAT) was in the system before 2013, it performed tasks related to institution and programme accreditation and quality assurance in adult training (national level). This body ceased to exist in 2013. It will be replaced by a new procedure and committee of licensing, which is under construction at the moment.

County development and training committees (Hungarian name and abbreviation megyei fejlesztési és képzési bizottságok, MFKBs) play an increasingly important role in VET administration (prepare the county VET strategies, ensure the link between school-based VET and labour market demands on county level etc.).

Regional integrated vocational training centers (Hungarian name and abbreviation térségi integrált szakképző központ, TISZK) objective are to harmonise the regional VET tasks to be executed by the state and the municipalities, to enhance the efficiency of training and resources utilization, to optimize the performance of VET tasks as well as to eliminate parallel training programmes and developments, and assert the demands of the labour market in formal VET.

Non-governmental organizations, such as the Hungarian Chamber of Commerce and Industry (Hungarian name and abbreviation Magyar Kereskedelmi és Iparkamara, MKIK) and the Hungarian Chamber of Agriculture (Hungarian name and abbreviation Magyar Agrárkamara, MA) play a major role in the development of the professional and examination requirements (Hungarian name and abbreviation szakmai és vizsgakövetelmények, SZVK) of OKJ qualifications, the organization of vocational examinations, quality assurance functions related to school-based IVET (monitoring apprenticeship and other forms of practical training) etc.

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<sup>4</sup> <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

## ***The new VET system from 2013<sup>5</sup>***

The government has undertaken the complex restructuring of the VET system with the aim of better serving the demands/needs of the labour market/economy and increasing the attractiveness of VET. The policy objectives of and the actions taken by the new VET governance include

- increase the duration of practical training,
- better support the vocations in short supply,
- reduce the time period of training,
- simplify the examination requirements,
- further support apprenticeship training,
- develop external evaluation / inspection system in VET.

The reforms (being) introduced refer to both the IVET sector and the adult training system. The fundamental changes affect also the main elements regulating the structure, the content and the qualification requirements of VET as well as the organisation and implementation of practical / apprenticeship training.

In Hungary the provision of VET is governed by the new Act CLXXXVII of 2011 on Vocational education and training and the provision of adult training by the new Act LXXVII of 2013 on Adult Training. All state recognized vocational qualifications obtainable within or outside the school system are defined in the National Qualification Register (Hungarian name and abbreviation Országos Képzési Jegyzék, OKJ) providing a unified qualification system linking IVET and CVET. IVET and CVET are provided in two sub-sectors of education: general education and adult training.

## ***IVET<sup>6</sup>***

There are two types of VET schools (szakképző iskola) in Hungary:

- vocational schools (szakiskola – called 'SZI'- on the diagram), and
- secondary vocational schools (szakközépiskola called 'SZKI'- on the diagram).

Both types of schools are part of the public education system. Vocational school training can be joined on condition of completing primary education (the Grade 8) or completing the Bridge Programme of Public Education regulated under the Act on National Public Education. The Bridge Programme is dedicated to promoting the catching up of students with incomplete primary education.

## ***Secondary Vocational Schools<sup>7</sup>***

In the model introduced after 1998, the secondary vocational school comprised four secondary-level forms preparing for Secondary School Leaving Exam (SSLE) and as many vocational training forms as defined under

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<sup>5</sup> CEDEFOP: Hungary VET in Europe – Country Report 2012

<sup>6</sup> <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

<sup>7</sup> <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

the OKJ. The secondary school grades also provided career orientation and trade-group-specific grounding training.

Career orientation and grounding training in the secondary school grades, however, provided no vocational qualification. The duration and especially the proportion of time allocated to practical training were very limited. The new model has made it possible to provide vocational theoretical and practical training under a total of 37 secondary vocational school programmes in the years of preparation for SSLE besides the transfer of general knowledge. The students pass a secondary vocational school leaving exam, which replaces the first vocational training year in the given sector, and also provides qualification suitable for filling a job there. The new model started in 2013. In the coming years, the old and the new model will co-exist.

### ***Vocational schools<sup>8</sup>***

The vocational education has gone through major reform during recent years. From 2013 the novel-type three year “dual” form of training that will gradually become exclusive in vocational schools. Vocational schools have three vocational training grades providing education in the general subjects needed for the acquisition of the given vocational qualification and also vocational theoretical and practical training. The number of years of vocational training defined under OKJ for a given qualification is reduced by one for students who completed vocational school Grades 9 and 10 or have a grammar school or (non-relevant) secondary vocational school leaving certificate. In vocational school, one third of the mandatory lessons of students who completed eighth grade is allocated to general education.

Hungarian vocational training policy considers it as a priority task to stress the adjustment of vocational training to the labour market demands and to extend the work-based forms of learning and training. Therefore, the institution of the student contract will be upgraded and extended on a continuous basis, and companies will be encouraged to join in in VET.

Some OKJ vocational qualifications are available only within the formal school system. Since most OKJ vocational qualifications can also be obtained within the framework of adult training, such VET programmes may be considered as IVET in case the participant has not earned a vocational qualification in public or higher education.

### ***CVET<sup>9</sup>***

Adult education within the school system is provided by public and higher education institutions at primary and secondary levels. Such education is offered for adults who have not obtained any graduation certificate within the formal school system, or an OKJ qualification, or desire to have a higher level or more specialized qualification.

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8 <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

9 <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

With a few exceptions all vocational qualifications listed in the national qualifications register (OKJ) may also be obtained in VET offered outside the school system, in adult training. In fact, the majority of state-supported courses offered for the unemployed and other groups at risk award such a qualification.

In case of training courses that award an OKJ qualification, the objectives, admission criteria, duration (minimum and maximum number of hours), content requirements and type of outcome are specified in the vocational and examination requirements (SZVK) and from 2012 in the examination requirement module of the given qualification, published in a decree from the minister of the relevant field. Adult training providers can prepare their own curricula based only on the SZVKs and the examination requirement modules.

The content and objectives of 'trainings regulated by public authorities' where participants can obtain nationally or internationally recognised qualifications or licences not included in the national qualifications register are regulated either by legislation or the relevant public authority. Such training programmes award qualifications (license, diploma, certificate of attendance issued by the training provider etc.), which qualify for performing activities defined by the authority, typically in the fields of road, water and air transport, plant and veterinary health inspection or food hygiene.

Adult training outside the school system is provided by the Türr István Training and Research Institute and its 10 regional directorates (Hungarian name and abbreviation Türr István Képző és Kutató Intézet, TIKKI) which is the background institution of The Ministry of Human Resources (Hungarian name and abbreviation Emberi Erőforrások Minisztériuma, EMMI), private training companies, non-profit organizations, employers, public and higher education institutions etc. A further training is also provided by the economic chambers, called master examinations granting a higher level qualification based on the OKJ qualification obtained in IVET.

### ***Quality Assurance<sup>10</sup>***

In Hungary quality and quality improvement of education and training has been in the focus for years. Especially since 2000 Hungary has made considerable efforts and invested considerable resources by launching – on the initiative of the Education / VET Government in power – a series of pilot projects resulting in a number of innovative tools to support and promote institutional-level quality assurance in VET. The approaches, methods and tools applied were adapted to the specific nature of education and training therefore they contribute(d) to a great extent to the continuous and sustainable improvement of the VET provision and the institutions-VET providers. Self-assessment and self-assessment based quality improvement has been in the heart of all institution-level quality management activities.

Recently using European and Hungarian funds, VET providers have been introducing quality assurance systems in line with the quality cycles of common European quality assurance frameworks for VET, i.e. the

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<sup>10</sup> <http://eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

Common Quality Assurance Framework (CQAF) and the European Quality Assurance Reference Framework (EQAVET).

Hungary is among the first EU Member States who aligned the already existing quality assurance systems in the VET school system and adult training with the quality assurance framework of the European Union (EQAVET). In the period from 2009 to 2011, the Common Quality Management Framework for VET, an integrated approach to quality management in the entire Hungarian VET sector as a whole (comprising school-based VET, CVET, adult VET and higher level VET) compatible with EQAVET, was developed and piloted in 1,100 VET providers. With this development Hungary has made a considerable step towards meeting the Strategic objective 2b of the Bruges Communiqué, namely “Participating countries should – by the end of 2015 – establish at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET Framework”.

The established Common Quality Management Framework for VET (Hungarian name and abbreviation Egységes Szakképzési Minőségirányítási Keretrendszer, ESZMK) consists of 4 main elements as follows:

The Common process model for school-based VET and adult training.

The System of surveying partners’ needs and satisfaction.

The Common system / set of VET indicators.

The Common VET Self-assessment Model.

The Common VET Self-assessment Model (for VET in totality: IVET, CVET, higher level VET) incorporate in full the core quality criteria, the indicative descriptors and the indicators of EQAVET.

### ***VET pathways***<sup>11</sup>

Upon completion of primary and lower secondary education, learners can choose between three different upper secondary education tracks.

The new VET Act and new Public Education Act of 2011 have introduced significant structural changes to school-based VET provision. The previous system will gradually phase out and from school year 2013/14 students are admitted to the new type of VET programmes.

- **grammar schools** (gimnázium, ISCED 3A) offer four (or in bilingual schools five) years of general education and award a secondary school leaving certificate (érettségi bizonyítvány), the prerequisite for admission to higher education; graduates can also move on to postsecondary VET (see below).
- **‘secondary vocational schools’** (szakközépiskola, SZKI) (szakközépiskola, SZKI) is being changed. As before the 1998 reform, SZKI will again provide VET parallel to general education from grade 9. This will involve vocational theoretical and practical training in the common content of qualifications in a given sector. Upon completion of the first four SZKI years (years 9-12) and taking a ‘vocational secondary school leaving examination’ (szakmai érettségi), students will not receive a vocational

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<sup>11</sup> Hungary VET in Europe – Country Report 2012

qualification listed in the national qualifications register (Országos Képzési Jegyzék, OKJ). They will, however, obtain a certificate that qualifies them to enter at least one occupation in the sector of their training. Should they wish to continue their studies, they can train for a post-secondary level OKJ vocational qualification, or apply for college/university. As previous vocational training in SZKI will be recognised, ISCED 4 level post-secondary VET will last for one year for most students. It should be noted that graduates of secondary vocational schools will only be able to continue their studies within the same sector.

- **'vocational schools'** (szakiskola, SZI) Vocational school (SZI) programmes will run for three years, simultaneously providing general education as well as vocational education and training from the start. The proportion of practical training in the new 3-year programme is significantly higher, while that of vocational theoretical education and particularly general education is lower.

A special three-year VET programme, called 'early VET' (előrehozott szakiskolai képzés) was launched in September 2010, running simultaneously with the existing VET structure. This new form of vocational school programme allows students to start vocational training right after the completion of the eighth grade of primary school (általános iskola, ISCED 1A- 2A) at the age of 14, so they may obtain a vocational qualification as early as the age of 17.

The new VET law of 2011 introduced a so-called 'dual VET model'. It is the only option from 2013/14, and some vocational schools choose to launch it in September 2012 already.

### ***VET at secondary and post-secondary levels<sup>12</sup>***

At the age of 14, learners decide whether they will take up VET and which VET pathway and field of study they will choose. Around two thirds of full-time students at upper secondary level were enrolled in the two VET pathways. Given the programme structure, only around 15% of all learners at upper secondary level were in 'VET grades', around 45% in the 'general education grades' (with strong pre-vocational parts in curriculum) of both types of VET schools.

By shifting the vocational training component of SZKI to post-secondary level in the late 90s, acquiring an upper secondary leaving certificate plus a vocational qualification (ISCED 3A/4C) can take until age 21, but typically takes until 19.

### ***Practical training provision and apprenticeships<sup>13</sup>***

There are two possible (legal) forms of practical training in enterprises. The form that both the law and education policy prefer is apprenticeship training based on a 'training contract' (tanulószerződés). Training contracts are concluded by the student and an enterprise; the latter undertakes to provide practical training as well as a regular allowance for the student. Alternatively, under certain conditions, a VET school may conclude a cooperation agreement (együtműködési megállapodás) with an enterprise to provide practical training for its students. In that case, however, learners are not contractually linked to the employer, neither do they receive remuneration (only for the duration of their practice during the school summer holidays). Under the new VET Act of 2011, students can start their apprenticeship training based on a training contract in their first VET year, at the age of 14 (as opposed to 16), but in the first year practice can only take place in workshops.

Currently, while most 'secondary vocational school' (SZKI) students still have their practical training at school, the majority of 'vocational school' (szakiskola, SZI) students participate in practical training at an enterprise, usually based on a 'training contract'. Since 2001 the number of 'training contracts' has quadrupled. It should be noted that the availability of apprenticeship training based on a 'training contract' varies by sector/occupational field/occupation. In 2010, training contract-based training took place in 279 professions.

### ***VET in higher education<sup>14</sup>***

Advanced vocational programmes (felsőfokú szakképzés, FSZ) were introduced in 1998 for students holding a secondary school leaving certificate (érettségi bizonyítvány, ISCED 3A).

From 2013/14 on, FSZ could exclusively be provided by higher education institutions and is governed by the new Higher Education Act of 2011. Also, its name has been changed from 'advanced VET' (felsőfokú szakképzés) to 'higher education VET' (felsőoktatási szakképzés).

### ***University level agricultural learning***

In Hungary in the 2014/15 school year 16 different higher educational institution is offering diverse agricultural education programmes. They are located in Budapest and at different cities with universities all over Hungary.<sup>15</sup>

The following table lists the biological/organic agriculture education in 2014/15.

<b>University</b>	<b>Level</b>	<b>Financing</b>	<b>Name of the programme</b>
Budapesti Corvinus	Master	full time training financed by student	agricultural

<sup>13</sup> Hungary VET in Europe – Country Report 2012

<sup>14</sup> Hungary VET in Europe – Country Report 2012

<sup>15</sup> [http://www.felvi.hu/felveteli/szakok\\_kepzesek](http://www.felvi.hu/felveteli/szakok_kepzesek)

Egyetem				biotechnological (in English)
Kertészettudományi Kar				
Szent István Egyetem Mezőgazdaság- és Környezettudományi Kar	Master	full time training	state financed	agricultural biotechnological
Szent István Egyetem Mezőgazdaság- és Környezettudományi Kar	Master	full time training	financed by student	agricultural biotechnological
Szent István Egyetem Mezőgazdaság- és Környezettudományi Kar	Master	correspondence training (part time training)	state financed	agricultural biotechnological
Szent István Egyetem Mezőgazdaság- és Környezettudományi Kar	Master	correspondence training (part time training)	financed by student	agricultural biotechnological

source: [http://www.felvi.hu/felveteli/szakok\\_kepzesek4](http://www.felvi.hu/felveteli/szakok_kepzesek4)

## 1.2 Non-formal learning

Non-formal learning have several major forms in Hungary:

- Courses that are accredited as an OKJ course,
- Vocational further training, including courses preparing for the master craftsman,
- Foreign language courses,
- Other less institutionalised forms of workshops lasting from ½ day to a series of days.

### ***VET outside the formal school system***<sup>16</sup>

With a few exceptions all OKJ qualifications may also be obtained in VET offered outside the school system, in adult training (felnőttképzés). More OKJ qualifications are issued by adult training providers than by VET institutions within the school system.

In courses that award an OKJ qualification, the objectives, admission criteria, duration (minimum and maximum number of hours), content requirements and type of outcome are specified in the vocational and examination requirements (szakmai és vizsgakövetelmények, SZVK) and from 2012 in the examination requirement module (követelménymodul) of the given qualification, published in a decree from the minister of the relevant field. Adult

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<sup>16</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

training providers can prepare their own curricula based only on the SZVKs and the examination requirement modules.

Some other types of adult training programmes as well award a state-recognised vocational qualification, most notably 'trainings regulated by public authorities' (hatósági képzés), where participants can obtain nationally or internationally recognised qualifications or licences not included in the OKJ, and some mandatory further training programmes that award a certificate or a new qualification. The content and objectives of 'trainings regulated by public authorities' (hatósági képzés) are regulated either by legislation or the relevant public authority. Such training programmes award qualifications (license, diploma, certificate of attendance issued by the training provider, etc.), which qualify for performing activities defined by the authority, typically in the fields of road, water and air transport, plant and veterinary health inspection or food hygiene.

### ***Other Training Offers***<sup>17</sup>

In addition to OKJ courses and 'training regulated by public authorities' (hatósági jellegű képzés, adult training (felnőttképzés) provided outside the formal school system offers courses of various types and duration that do not award a state-recognised qualification.

Admission criteria, duration and other characteristics of adult training provision are defined either by training providers or by legislation or the responsible specialised state agency in case of 'mandatory further training programmes'. According to statistics the three most typical types of adult training programmes are:

- a) vocational further training, including courses preparing for the master craftsman exam (mestervizsga, that awards a higher level qualification based on the OKJ qualification obtained in IVET);
- b) courses awarding an OKJ qualification (typically one at skilled worker level);
- c) foreign language courses.

Most participants attend programmes that require at least a primary school graduation certificate. Usually these training programmes last for less than a year, with at most 200 course hours.

### ***Adult training providers***<sup>18</sup>

Adult training providers include:

- a) public and higher education institutions engaging in adult training as a supplementary activity;
- b) other budgetary or state-supported institutions (such as the Türr István Training and Research Institute and its regional directorates offering training courses for vulnerable groups within the framework of public employment programmes);
- c) private training companies;
- d) NGOs (non-profit organisations, professional associations, etc.);
- e) employers providing in-company (internal) training for their employees.

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<sup>17</sup> Hungary VET in Europe – Country Report 2012

<sup>18</sup> Hungary VET in Europe – Country Report 2012

Several social partner organisations engage in adult training provision, often by maintaining their own training institutions. The Hungarian Chambers of Commerce and Industry (Magyar Kereskedelmi és Iparkamara) and Agricultural Chamber (Magyar Agrárkamara) define the standards and organise 'master craftsman' examination (mestervizsga), in cooperation with the national economic interest representation organisations.

### ***Workplace learning***<sup>19</sup>

Workplace learning shows significant differences in the quantity and format of training provision across sectors and according to company size; also depending on the structure of ownership. According to a survey done in 2012 (CVTS) covering over 30 000 enterprises<sup>20</sup>, nearly all of the large enterprises, almost three quarters of medium-sized companies and only 43% of small enterprises with 10-49 people supported their employees to participate in some kind of training.

With respect to the lack of motivation or interest in supporting the further training of their employees, three fourth of the enterprises that do not support CVET claim that their employees' skills are appropriate to the company's present needs and requirements; furthermore, almost one third of them prefer to recruit new employees suitable for the job as opposed to support further training.

Further training programmes organised within the company must observe the provisions of the Adult Training Act. CVET in enterprises is encouraged by the state through financial incentives and grants available through tendering where micro, small and medium enterprises are a prioritised target group.

### ***Training programmes to help vulnerable groups***<sup>21</sup>

Unemployed people and at-risk groups are offered training opportunities supported by the National Employment Service (Nemzeti Foglalkoztatási Szolgálat, NFSZ) and through centrally managed and regional labour market programmes and public tenders. The NFSZ training support might include reimbursement of training costs and related expenses and provision of supplementary/compensatory payment. Participants are selected by the centres, which also assist them in choosing the specific field of training. The majority (more than two thirds) award OKJ qualifications (see table below).

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19 Hungary VET in Europe – Country Report 2012

20 Központi Statisztikai Hivatal (Hungarian Central Statistical Office) (2012). Statistical Reflections, 11:6. Continuing vocational training of enterprises.

21 Hungary VET in Europe – Country Report 2012

**Table 21: Number and distribution of participants in training programmes supported/coordinated by the National Employment Service by type of training, 2010**

Type of training	NUMBER	%
General education	2,404	5.4
Foreign language course	4,232	9.6
Vocational training awarding a n OKJ qualification	29,748	67.4
Vocational training not awarding an OKJ qualification	5,634	12.8
Training regulated by public authorities	1,844	4.2
Services	13	0.0
Other	239	0.5
<b>total</b>	<b>44,114</b>	<b>100.0</b>

Source: National Employment Service (Nemzeti Foglalkoztatási Szolgálat, NFSZ)

cited in: Hungary VET in Europe – Country Report 2012

### ***Agricultural non-formal learning in Hungary – list of institutions***

Non-formal learning in agriculture is quite common in Hungary. There are different types of institutions or organisations that provide non-formal learning possibilities. A list of 10 different institutions that execute non-formal learning in Hungary:

- Közép-magyarországi Agrár Szakképző Központ <sup>22</sup>– Agricultural Vocational Centre of Hungary (Budapest, Maglódi út 4/b)  
The main agricultural vocational center in Hungary. The Agricultural Vocational Centre of Hungary stands for 4 different schools. These institutes cover the whole agrobusiness from the plant growing, animal husbandry, horticulture, forestry, engineering, to the food industry, cartography, landscaping, rural tourism and agricultural economic and trading. This year there are about 1500 full time students plus the participants of adult education. The school is regulated and financed direct from the Ministry of Rural Development. Two of the schools are in Budapest, one in Vác, at the left side of the Danube, and one in the Mountain of Buda, in the town: Piliscsaba.
- VM Dunántúli Agrár-szakképző Központ, Agricultural Vocational Centre of Transdanubian Hungary, Szekszárd ( Csapó Dániel Középiskola, Mezőgazdasági Szakképző Iskola és Kollégium, Szekszárd)
- VM Kelet-magyarországi Agrár-szakképző Központ, Agricultural Vocational Centre of Eastern Hungary, Jánoshalma ( Mezőgazdasági Szakképző Iskola és Kollégium, Jánoshalma)
- Agricultural Chamber of Bács-Kiskun County, Kecskemét

<sup>22</sup> <http://www.kasz.hu/eng.html>

Every county has got an agricultural chamber, see the full list here: <http://www.nak.hu/hu/kamara/rolunk/18-megyei-igazgatosagok>

- Agricultural Chamber of Pest County and Budapest (1119 Budapest, Fehérvári út 89-95.)
- GAK Public Benefit Ltd. – Gödöllő Agribusiness Centre Public Benefit Company  
GAK was established in 1995 by St. Stephen University as well as near 30 of the largest agrifood companies and industrial organisations of Hungary with the intention of providing a range of public benefit services that facilitate the development of the agro-food sector and improve the life of rural communities. Their main activities include agricultural extension, information management, organising professional events, training programmes as well as managing innovation projects. GAK also operate the demonstration farms of the University of Gödöllő.<sup>23</sup>
- Research Institute of Organic Agriculture - ÖMKi . ÖMKI is the Hungarian partner institution of the internationally recognized Swiss Research Institute of Organic Agriculture, FiBL. The goal of ÖMKi is to foster scientific research and development in the field of organic agriculture in Hungary. ÖMKi's principles are authenticity, innovation in cooperation with farmers and manufacturers, practice-oriented research and efficient knowledge transfer. <http://omki.org/> They organise one day non-formal workshops all over Hungary on organic farming, one example is a 1 day workshop at a 3 year-old organic farm: [http://biokutatas.hu/media/com\\_acymailing/upload/program0729.pdf](http://biokutatas.hu/media/com_acymailing/upload/program0729.pdf)
- Hungarian Association of Permaculture, Magyar Permakultúra Szövetség <http://www.permakultura.hu/> - They organise 1-3 days long trainings on topics related to permaculture.
- MÁTRIX Oktatási Központ - MATRIX Educational Center at Kunszentmiklós, offering several courses in agriculture and other areas, mainly as distance learning. The Center also arrange the exams. A list of the offered distance learning courses: <http://www.matrixoktatas.hu/tavoktatas/tavoktatas.html>
- Magyar Növényvédő Mérnöki és Növényorvosi Kamara , Hungarian Chamber of Pesticide Engineers and Plant Doctors: one of their tasks is to train non-formally agricultural pesticide users in Hungary. <http://www.magyarovenyorvos.hu/>

## 1.3 Informal learning

Though informal learning strongly exist in agriculture, there is no data on its forms, participants and venues, therefore it cannot be cited here.

## 2. Accreditation of prior learning and/or previous experience

### *2.1 National perspective on validation and the system of validation*

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<sup>23</sup> <http://www.gak.hu/node/17>

### ***The formal examination system***<sup>24</sup>

Following the introduction of the National Qualification Framework (OKJ) of 2006, the examination system underwent significant changes. The complexity of the examinations, however, still received considerable criticism. Exams often lasting 3-5 days were unnecessarily costly, they presented an unjustifiable extra burden for both individuals and institutions and required far more human resources than previously, which was sometimes difficult to ensure. In addition, the assessment of personal, social and methodological competences, defined in the vocational and examination requirements (szakmai és vizsgakövetelmények, SZVK), as well as their contribution to the examination results, were also found problematic by several parties involved. The representation of economic actors in the examination boards has been established for years; the Hungarian Chamber of Commerce and Industry (Magyar Kereskedelmi és Iparkamara, MKIK) was responsible for delegating the president in vocations - the majority of blue-collar ones, that is – in which content development was overseen by MKIK.

In its 2011 VET concept paper, the government committed itself to changing the regulation of the examination system; the new VET Act, approved in December 2011, lays down its framework. In general, only few changes have been made compared to the previous regulation. The most important difference is that examinations leading to a vocational qualification will be shorter, lasting no more than two days, and simpler. A vocational qualification is issued to those who successfully meet all the requirements set out in the vocational and examination requirements, attested to at the examination in the presence of the examination board.

The independent examination board comprises of four members; the institution providing the training delegates one member who has taken part in the training as a teacher, others include experts delegated from the inventory of examiners. The president is delegated from the list of examination presidents, which is made up of people recommended by MKIK. This, however, applies only to trades overseen by MKIK, in other cases the minister makes recommendations via the ministry's relevant agency.

The examination is holistic and covers the whole of the qualification; modular exams are only possible in adult training, but not school-based VET. In the latter, the completion of a specific module is certified by a certificate issued upon the successful completion of a specific school year; the prerequisite to sitting an examination is the successful completion of 39 all school years. In adult training certification exams are open for those who have successfully passed all module exams.

### ***National legal framework, system or policy on validation***<sup>25</sup>

It is not yet possible to speak of a functioning nationwide system based on uniform principles and procedures for the validation for non-formal and informal learning in Hungary. A system for the validation of non-formal and informal learning is still under development. Partly as a result of European Union initiatives, several national policy documents have now included the objective of the recognition of non-formal learning.

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24 Hungary VET in Europe – Country Report 2012

25 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

While the strategic documents offer a comprehensive description of the need to introduce a validation procedure, there are very conspicuous sectoral differences in implementation, a feature that generally characterises the Hungarian education and training system and developments. In 2006 a new competence-based and modular structure of VET was introduced, together with the flexibilisation of the input requirements of VET programmes, all of which has created favourable conditions for the development of validation systems, although these developments have not yet commenced.

As for the legal framework, according to Section 17 of the Act on Adult Training, “adults applying for training may request the preliminary assessment of their level of knowledge, which the training institute shall evaluate and take into consideration”. The Act formulated the assessment of prior learning as an individual right.

In summary, in Hungary there is no nationwide validation system based on uniform principles and procedures; however, several isolated validation procedures have been in use for a long time. Several development projects were implemented in the framework of the New Hungary Development Plan although very few of these went beyond the boundaries of the various training sectors. Hungary is also characterised by simultaneous and somewhat congested development of several preconditions that would be important for a validation system (NQF, development of the competence-based approach in public education, the slow shift to the learning outcomes-based programme description, Lifelong Guidance system building).

### ***Relationship with the existing / developing qualifications framework and information on standards used for validation***<sup>26</sup>

The New Hungary National Development Plan (2007-2013) mentions the need to create connections between formal, non-formal and informal learning at several points, for instance as a means of creating labour market flexibility(p.114). It states the following: “It is necessary to develop a national qualifications framework, integrated into the creation European Qualifications Framework (EQF), which will provide recognition for competencies acquired by non-formal and informal means in the formal education system and on the labour market. A system for assessing output has to be developed.”

### ***National institutional framework***<sup>27</sup>

Several developments had taken place in the context of separate projects. At present there is no organisation or institution responsible for the creation, operation and further development of the validation system.

As Hungary does not yet possess a functioning nationwide system there is no clear division of responsibilities. The development initiatives came from the government, with the strong influence of the European Commission

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<sup>26</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

<sup>27</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót.

[http://www.cedefop.europa.eu/EN/Files/4103\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/4103_en.pdf)

initiatives. The Adult Education and Training Act puts adult training providers in charge of delivering prior learning assessment practice. The Act also includes verification of whether the adult training providers actually implement assessment in the course of ad hoc inspection as part of the accreditation system operating in the adult training sector.

In the interests of giving the training providers professional guidance, methodologies have been drawn up in the course of a project. At the request of the education ministry, in 2003 the National Institute of Adult Education began to draw up a methodology package. Some 53 training institutions made successful applications to join the project (including the nine state funded regional training centres). The institutions received funds to develop their ICT infrastructure and they committed to taking part in testing the methodology for three years. Groups of experts drew up Prior Learning Assessment (PLA) tests and instructions for testing in the following areas: English, maths, marketing, business communications and the timber industry. The National Institute of Adult Education developed special software for writing tests and aiding assessment. Yet the assessment tools developed in this project have not been widely adapted. This may be because of the reorganisation of the National Institute of the Adult Training, as no further support for the project was provided by government, and because the tests developed covered a very limited area of VET. Furthermore, as the project has been not fully completed, the dissemination of the results was unsuccessful.

### ***2.1.1 Description of system of validation***

#### ***The formal examination system: Access and admission***<sup>28</sup>

To be admitted to IVET, students must have completed eight years of primary and lower secondary education (általános iskola, ISCED 1A-2A). Schools may also specify further requirements (performance at a previous school or an entrance examination).

For learners without a primary and lower secondary education certificate, so-called 'catching-up' programmes (felzárkóztató oktatás) are organised in 'vocational schools' (szakiskola, SZI). There they can obtain the competences necessary to enter 'VET grades' (as of year 11). Such programmes are open to youth aged 15-23. In 2011/12, 15.7% of SZI offered such preparatory courses for altogether 2 337 students.

The new Public Education Act of 2011 has introduced a new educational pathway called the 'bridge programme' that will replace the current 'catching-up' programmes. The goal is similar, to enable low achieving students who fail to complete primary school or do too poorly to continue their studies. Bridge I. (Híd I.) is for students below the mandatory school attendance age (16) who have completed their elementary studies but – due to poor results – have not gained admission to a 'vocational school.' The aim of Bridge I. is to assist students to acquire the fundamental skills and competences that they are lacking and are necessary for the continuation of their studies. Bridge II. (Híd II.) is designed for students who have been unable to complete the 8

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<sup>28</sup> Hungary VET in Europe – Country Report 2012

years of primary school by the age of 16 and need further assistance to become ready to be admitted to a vocational school. Bridge II is meant to boost students' motivation level and develop skills necessary for training for a vocation.

Currently, the general admission requirement for 'VET grades' of SZKI is a secondary school leaving certificate (érettségi bizonyítvány, ISCED 3A); de facto VET grades are postsecondary and also open to students from upper secondary general education (gimnázium, ISCED 3A).

### **The formal examination system: Assessment, qualifications and progression routes<sup>29</sup>**

In both 'vocational' (SZI) and 'secondary vocational' (SZKI) schools, OKJ qualifications are awarded after the vocational examination (szakmai vizsga) at the end of 'VET grades'. Students can obtain their first OKJ qualification free of charge in full-time training (up to the age of 23). OKJ qualifications entitle their holders to practise the occupations specified in the respective vocational and examination requirements (SZVK), but they do not allow direct entry to further/higher level education. As a result, those who have completed 'vocational school' (SZI) have to complete another three years in full-time or part-time formal general training to obtain a secondary school leaving certificate to be able to enter higher level studies. About every third 'vocational school' graduate takes this three-year programme and acquires a secondary school leaving certificate.

The new VET act of 2011 will allow SZI graduates to obtain a 'secondary school leaving certificate' or a 'vocational secondary school leaving certificate' in just two years. Furthermore, after 5 years at work and passing a master craftsman examination (mestervizsga), SZI graduates who have not obtained a secondary school leaving certificate will be able to pursue higher education studies in a field that matches the sector of their VET training.

### **2.1.2 Links with existing national qualification framework and standards used for validation**

#### **Link between validation and the existing/ developing credit system, unit-based or modularised structure of qualifications<sup>30</sup>**

A credit system was introduced in Hungary first in the HE sector. The credit system in the HE appeared at the beginning of the nineties as a result of the change in the political regime, which led to spontaneous reform in universities as well. In 1998 the Hungarian Government issued a decree on the introduction of a higher education credit system.

This Decree mandated that all higher educational institutes should introduce the credit system from September 2002. The European Credit Transfer and Accumulation System (ECTS) has been provided for by law since November 2000 and has been introduced in practice since the 2003/04 academic year. It is mandatory and is used both in terms of transfer and accumulation.

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<sup>29</sup> Hungary VET in Europe – Country Report 2012

<sup>30</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

Today almost every higher educational institution applies the credit system in their academic programmes which are further regulated by the Act of Education and its Governmental Decrees. The Decree disposed of the establishment of the National Credit Council to give professional help to the institutions, develop the credit system nationwide, and enhance student mobility through the credit system. The validation issue is closely connected to the existing credit transfer system. The current practice of credit transfer reflects the reluctance of the teachers of the HEIs to recognise knowledge gained outside of their own programme (sometimes the rejection concerns also the recognition of knowledge gained in another programme of the same institution). There are also operational problems with the credit transfer system, primarily related to a lack of clear descriptions of learning outcomes. A modularised structure of VET qualifications has been operating in Hungary since 2006 but the credit system has not yet been introduced in the VET sector.

### ***2.1.3 Forms of identification and recognition of non-formal and informal learning***

#### **Examples of local, regional or national based initiatives<sup>31</sup>**

The following two procedures represent successful implementation of validation of non-formal learning, even if such procedures are isolated cases (and in the procedures a singular competency is certified).

1. The example the European Computer Driving Licence examination scheme. This scheme provides certification for ICT skills obtained by any means (formal, non-formal and informal) and is based on international standards. It has been present in Hungary since 1997. The ECDL examination system coordination is carried out by a nongovernmental organisation, the John von Neumann Computer Society (NJSZT). The ECDL programme is also accredited by the Adult Education Accreditation Board in the system before 2013. Since the 2006/2007 school year the ECDL has been recognised as a proper examination and has been integrated into training in various vocational programmes and a growing number of higher education institutions.
2. The foreign language proficiency examinations have traditionally always been open for learners coming from any learning environment. This means that the applicants can acquire a certification (of the level according to the level of their actual language proficiency) without participating in any language training course (that is they can learn on their own in an informal way). These language examinations can be organised by accredited language centres and, in case they are successfully taken, can give the candidates accredited language certificates.

#### **Data on flows of beneficiaries<sup>32</sup>**

There is very little data available on the number of participants in existing validation initiatives in Hungary. The ECDL examination can be seen as a unique skill assessment and certification programme. According to data from ECDL Hungary nearly 400 accredited examination centres have been set up nationwide. Although similar systems are in operation, in Hungary, thanks to strong management, the ECDL examination has become widely

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<sup>31</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

<sup>32</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

used. By February 2009 335,000 people had registered in the system (of which 210 000 people had been awarded the certificate). According to the number of participants, Hungary is eighth among the ECDL countries.

According to Educational Authority statistics, more than 175,000 people passed a language proficiency examination. There is no data regarding the numbers that have acquired their skills outside the framework of formal training.

#### ***2.1.4 Target groups requiring assessment of the prior learning and/or experience***

No information gathered on this issue.

#### ***2.1.5 The situation with regard to validation of informal and non-formal learning and/or experience in the field of agriculture***

No special information gathered on this issue, though the general examples of existing initiatives detailed in the following section give a general picture about the situation in Hungary.

## **2.2 Overview of existing initiatives**

### ***2.2.1. Examples of local, regional or national based initiatives***

#### **Examples of EU funded initiatives<sup>33</sup>**

1. Validation in HE: Most other initiatives have been, so far, EU-funded. There was a SROP (TÁMOP) project “Validation model development for HE” that was organised under the scheme of the Social Renewal Operational Programme New Hungary Development Plan (2007-2013) and is financed by the European Social Fund. The main goal of the project is the development and testing of a “validation model” operable in the conditions of Hungarian higher education. The first step taken in the project had been the mapping of the existing but not institutionalised validation practice in Hungarian higher education institutions. Information had been collected through interviews and document analysis in 40 institutions (with additional information collection in other sectors). The main finding of the mapping exercise is that in most HEIs some “soft” validation practices can be identified (mainly in relation to the credit transfer system that has been regulated and initiated for ten years from now in Hungary).<sup>34</sup>

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<sup>33</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

<sup>34</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

2. Önkéntes Központ Alapítvány (Volunteers Centre Foundation) had also participated in the 'Assessing Voluntary Experiences' (AVE) in a professional perspective' international research project under the Leonardo da Vinci programme since October 2003, together with partners from six countries. The project participants developed a tool (a 'portfolio of competences') and a methodology that can be applied in assessing learning and competences acquired in the course of volunteer work that are potentially important in future careers and can help people with experience in volunteer work in finding jobs in the future. <sup>35</sup>

### **2.2.2 Description of methods used<sup>36</sup>**

In the case of certain types of courses, for example foreign language courses, for decades now, students with varying language skills have been level-tested in order to group students of a similar standard together. The usual tool used for this process is a test of knowledge based on the requirements of the given training programme. Such tests are also well known and extensively used in formal (school) education.

### **2.2.3 Advantages/disadvantages of the methods used<sup>37</sup>**

The written test method is generally preferred because it is a cost-effective solution. It is cost-effective because it is standardised, inexpensive, used in large groups, it is easy to evaluate, and it is possible to use it in electronic form.

### **2.2.4 Benefits for the individuals (target group)<sup>38</sup>**

There is no evidence-based evaluation on the benefits to individuals of accreditation of prior learning. There are only assumptions concerning the personal benefits and the motivation of the individuals (i.e. that it is a shorter and more cost-effective way to get a qualification).

## ***2.3 Condition on implementation of the APL in the country in the context of organisation, individuals and VET teachers, counsellors***

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<sup>35</sup> <http://oka.hu/cikkek/kompetencia-portfolio-oenkenteseznek>, : <http://www.oka.hu/alap.php> The Foundation was set up by five non-profit organisations including Foundation for Democratic Youth, and plays an active part in enhancing awareness of voluntarism in Hungary and organises awareness campaigns.

<sup>36</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

<sup>37</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

<sup>38</sup> CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

### **Role of the formal education and training sector, including providers<sup>39</sup>**

The situation in Higher Education: Taking prior work experience in HE practical training into consideration is also a widely used practice (but according to the current Act on HE the maximum number of credits available from prior work experience is 30). Students are exempted from certain requirements, mainly in part-time and special professional training – but this practice is rather “hidden”, meaning not transparent, not regulated, not formalised. This practice of “validation” strongly depends on the type of training and the attitude of teachers. According to the HE Act applicants can be given extra points in admissions procedures if they can document certain skills relevant in the given education programme (for example foreign language competence certified by a language proficiency examination).

### **Role of existing information, advice and guidance networks / institutions<sup>40</sup>**

The Hungarian guidance system is very fragmented and each sub-sector in education (public education, VET, HE) and the labour market operates their own system. Adult training providers give some information on the procedure for the assessment of prior learning assessment on their websites (as part of the information on training programmes and service provision). Under the supervision of the Ministry of Labour and Social Affairs, the National Guidance Committee was established in 2008. The role of this Committee has been to develop a national strategy for LLG and to coordinate the activities of different stakeholders.

### **Validation in the private sector and the role of private sector actors<sup>41</sup>**

As noted in the previous European Inventory report for Hungary<sup>42</sup>, Hungarian umbrella organisations on a sectoral level have not really begun to set up concrete initiatives regarding the validation of non-formal and informal learning. In general, there is an expectation that the initiative will be led by the government and national bodies (ministries). There seems to be a centralised approach in operation - which is top-down instead of bottom-up (coming from the industrial bodies or industries themselves). Informal and non-formal learning is usually recognised without any formalised procedure in the labour market, through facilitating access to certain jobs (the requirement of several years' professional work experience is included in most job advertisements) and also through promotion.

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39 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

40 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

41 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

42 Drozd, A. and Hawley, J., 2007, European Inventory on Validation of Non-formal and Informal Learning: Hungary.

[http://www2.cedefop.europa.eu/etv/Information\\_resources/EuropeanInventory/publications/inventory/chapters/2007/hungary.pdf](http://www2.cedefop.europa.eu/etv/Information_resources/EuropeanInventory/publications/inventory/chapters/2007/hungary.pdf)

## **Validation in the third sector and the role of third sector actors<sup>43</sup>**

So far very few attempts have been made to introduce validation of non-formal and informal learning in the Hungarian third sector. At present, only examples of experimental methods can be identified, as there is no research on the sector and NGOs practices concerning validation. Here, some examples can be identified of new initiatives and increased awareness within the sector. For example, the National Volunteer Centre provides downloadable documents for individuals to create a "volunteering portfolio", in which they can record experiences gained through volunteering. However, the spread of this type of document is reported to be limited to date.<sup>44</sup>

### ***2.3.1 Relevant organisations, stakeholders helping in the implementation process of new tools***

### ***2.3.2 Awareness of VET teachers, counselors, advisers on the importance of the validation of non-formal and informal learning***

#### **Awareness-raising and recruitment<sup>45</sup>**

Adult education and training providers give information mostly on their websites to their expected clients on the assessment of prior learning, as it is part of the obligatory adult education and training services. As there is no functioning validation system, there is no guidance on validation apart.

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43 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót

44 GHK, 2010, Study on Volunteering in the European Union, National Report for Hungary.

[http://ec.europa.eu/citizenship/news/news1015\\_en.htm](http://ec.europa.eu/citizenship/news/news1015_en.htm),

45 CEDEFOP: European Inventory on Validation of Non-formal and Informal Learning 2010 Country report Hungary, by Eva Tót