



QualiMoVET National Study Hungary

Programmes and modules for socially disadvantaged young people
Good practice programmes in Hungary



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Lifelong Learning Programme



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QualiMoVET

“Quality signet for modular VET for disadvantaged young people”

Introduction

According to the resolution of the **European Union** approved in June 2002¹, **Lifelong Learning** refers to the following: „Education and training are an indispensable means for promoting social cohesion, active citizenship, personal and professional fulfillment, adaptability and employability. Lifelong learning facilitates free mobility for European citizens and allows the achievement of the goals and aspirations of European Union Member States (i.e. to become more prosperous, competitive, tolerant and democratic). It should enable all persons to acquire the necessary knowledge to take part as active citizens in the knowledge society and the labour market.”

Relevant European documents mention two basic functions of Lifelong Learning:

- To promote employability and participation on the labour market, to provide for quality jobs for the highest possible number of citizens thus diminishing social exclusion.
- To promote active citizenship in all fields and at all levels of economic and social activities thus promoting social cohesion.

European documents emphasize the key role of personal motivation and the wide range of learning possibilities in the successful implementation of lifelong learning programmes. It means that the demand for learning will be intensified and training programmes will be diversified at the same time, especially in the case of „remote" target groups.

As the European Union has put it forward, the establishment of a knowledge-based society is based on the practical implementation of the idea of Lifelong Learning in each Member State.

Possibilities for Lifelong Learning – institutional background for vocational education and training in Hungary

The most important field of vocational education and training is **education provided within the school system** aiming at obtaining primary, secondary and tertiary degrees or vocational qualification. Its legislative control is provided by the Act on Public Education, the Act on Vocational Training and the Act on Higher Education.

Another important field is **education provided outside the school system** i.e. labour market training courses in most of the cases. In this case, legislative control is provided by the Act on Adult Learning, whereas vocational education and training is regulated by the Act on Vocational Education and Training and training to promote employability is regulated by the Act on Employment.

¹ Council Resolution of 27 June 2002 on lifelong learning

Most important forms of the education market:

- Labour market training programmes, as provided within the school system. These programmes may not only fulfill „external” demands but also create opportunities of career choice or vocational qualification for those participating in these programmes if they cannot carry on with their studies in the framework of tertiary education.
- Privatised training institutions, education centers, transformed from further training institutions of the Ministries into education businesses thus traditionally possessing the infrastructural and professional background as well as the staff for vocational education and training courses.
- The Regional Training Centers provide training, re-training and further training at different levels. Some of them provide education within the school system and internal development courses for employers while serving as exam centers for certain institutions and providing labour market services as needed.
- Businesses specialised at organising and providing training services; most of them provide organising services, not having their own individual professional profiles. This way they can flexibly adapt to various market demands.
- Businesses established to provide training for a given professional profile; some of them were transformed into private businesses from the former training centers of the large state owned companies. These training centers usually do not form national networks but their former parent company buys their training services.
- Non-profit organisations providing training services.

The **QualiMoVET** (*Quality signet for modular VET for disadvantaged young people – „A hátrányos helyzetű fiatalok szakképzésének európai minőségi tanúsítványa”*) project is realised as part of the Leonardo Da Vinci: Lifelong Learning Programme Innovation Development project.

Objective:

- General objective: social integration of disadvantaged young people by promoting their chances on the labour market.
- Specific objective: defining a minimum standard, related to the vocational education and training of disadvantaged young people and to be recognized and used in each Member State, that is necessary to obtain the QualiMoVET quality signet.

The quality of the education and training for disadvantaged young people is an important issue as the responsibility of the state is particularly emphasised, as in their case the chances of social success are more profoundly determined by the education system than in the case of young people coming from average families. In the latter case, parents compensate the quality of school services by socialisation within the family or providing for (buying) complementary education services (e.g. private lessons). Furthermore, parents in average families are able to obtain the best possible services for their children by fully promoting their own interests (e.g. selecting school). By contrast, disadvantaged young people can be considered disadvantaged for the very reason (among others) that they are not supported by a family that is able to promote their interests or to provide for complementary education services i.e. to compensate for shortcomings thus the state may be considered to be solely responsible for their education.

The present study basically aims at giving an overall picture on the vocational education and training of disadvantaged young people in Hungary. When we wish to determine the quality of education available for disadvantaged young people, we cannot ignore the immense difficulties of measuring the quality of work done in educational institutions. This is why our institution, the Regional Training Center of Székesfehérvár, attempted to summarize the state of the issue in Hungary by involving several vocational training institutions and relying on expert interviews in addition to its own experiences, to be able to answer the questions as accurately as possible.

QualiMoVET

„Quality signet for modular VET for disadvantaged young people”

Dimension	Quality indicators	Summarised reply (Based on the experience of the RTCSz and the results of interviews)
1. Curriculum/ competence standards		
1/1	Are there any specific conditions of the curriculum and the didactics?	<p>Yes. Curriculum refers to the planning of training i.e. the preparation, execution and evaluation of the training – learning process. The document describes the aims, the learning process (curriculum, methods, etc.) and the evaluation as well as the relevant procedures. However, the Act on Vocational Training (LXXVI/1993) does not use the term curriculum but replaces it with terms process plan or programme, meaning document (or syllabus, in the case of vocational training in the form of school education). The criteria for training programmes are regulated by the Act on Adult Learning (CI/2001). In the case of vocational education and training, the training programme shall be compiled in compliance with the professional and examination requirements of the given profession (PER)² also considering local conditions and the demands or abilities of the potential students. Special requirements may be represented by professional qualification as prescribed in the PER, material conditions or medical examination. (In several cases, the latter one does not specify the area of examination so that the aptitude can be obvious). The input criteria of the PER are impossible to comply with for special groups, in several cases. A disabled person confined to a wheelchair for example will fail at the input level even if otherwise he/she possesses the necessary skills for learning or working in the given profession (e.g. horologist). Adapting to the needs of the target group may create other demands, e.g. barrier free access for the disabled.</p>
1/2	Is access flexible and open?	<p>Yes. The modular training structure provides access for the training programme, however, this access may be limited to a variable extent depending on the nature of disability, e.g. for young people with different mental capacities.</p>

² PER: Documents issued in the form of decrees by the Ministers responsible for vocational qualifications. These documents include professional requirements for the different qualifications as defined by the economy and employers as well as the rules of exams for state-approved vocational qualifications.

		In accordance with open learning, the knowledge content to be acquired can be learnt in several steps, in a flexible system adapted to the preparedness of students. This possibility is facilitated by the modularity of education that enables students to acquire individual parts of knowledge in units (modules). In such training systems individual modules are characterised by pre-defined and measurable input and output knowledge contents. Training modules developed in this way enables the linking of different modules or the building of modules on each other thus providing for the acquisition of higher knowledge levels in a systematic manner.
1/3	Is the curriculum competence-oriented / based?	Yes. The aim of the training programme is to organize the acquirement of competences in such natural working forms and environments where the learnt information may be transformed into valuable, valid and useful knowledge as efficiently as possible. According to experiences, knowledge is acquired through practical activities.
1/4	Does the curriculum ensure the development of a) key competencies? b) vocational competencies?	Yes. a) The development of key competences is part of vocational education and training in the modular, practice-oriented training programmes. During the interviews, the same reply was given by everybody i.e. students shall possess the key competences before starting vocational education and training (that is providing these competences is not included in the training programme) but these are developed in the frame of the training, e.g. language skills, communication skills. The term "key competence" also involves, beyond the above interpretation, the acquirable or required job competences. These competences may be acquired mostly by working in a practical situation and by internal or external training courses. External training demands are partially met by adult education institutions, which, being often market participants themselves, are more flexible in giving fast responses to economic demands regarding not only the content of training services but also the services themselves. b) The basic task of training programmes is ensuring the development of professional competences, as one of the characteristic features of programme development for competence-based labour market training courses is to determine the targeted knowledge elements or levels to be completed by the end of the training on the basis of the position to be filled or the activities to be completed. As a result, students acquire professional knowledge that is composed of the working competence defined in the professional and examination requirements of the given qualification, i.e. the professional knowledge, skills and experience necessary for creating new values and the sum of attitudes.

1/5	<p>Do the programmes / modules allow flexibility</p> <p>a) concerning the demands of the individual?</p> <p>b) concerning the competencies of the individual?</p> <p>c) concerning the interests of the individual?</p> <p>d) concerning the connectivity of programmes or modules?</p> <p>e) concerning partial and full qualifications?</p>	<p>Yes.</p> <p>a)c) Regarding individual demands and interests, student lagging behind or performing poorly may participate in catching up and rehabilitation courses. For the same target group, partial qualifications are available in adult training programmes. Individual demands and interests regarding organizing and implementing courses may only be considered if they do not conflict with the interests of the group.</p> <p>b) In the training programme, individual competences are considered in the case of modular training, at the level of modules based on prior knowledge measuring tests or on existing, overlapping qualifications. The training institutions assess, evaluate and consider the knowledge/competence of students with prior knowledge but lacking qualification i.e. the institution shall determine an individual study path for students that results in optimal performance in learning and at examinations while being time and cost effective.</p> <p>d) Linking of programmes or modules is regulated by the PER, PER serving as a base for state-recognized qualifications. In the case of qualifications not recognized by the state, the training institution may link any modules upon demand (on behalf of students or employers) in a flexible way. The modules themselves are linked in a logical order based on professional and methodical aspects, some modules, however, being independent, may be studied parallelly.</p> <p>e) In the case of disadvantaged students, the flexibility of partial and full qualifications is crucially important. If a given qualification does not cover all the modules/the whole knowledge of the relevant qualification, partial qualifications may also be acquired, i.e. when one qualification fully includes the other (e.g. restaurant manager qualification includes the requirements and knowledge of catering sales qualification; the same applies to system engineer and computer operator qualifications) or there is a partial overlap (e.g. the 5 modules of the social security and wage administrator qualification may also be divided into two partial qualifications: social security administrator and wage administrator, with two modules being the same for both qualifications). (Partial qualifications qualify only for one position, and are simple and not too complex in most of the cases.) It enables students to target and acquire lower qualifications, or, where the PER allows it, failing at examinations for certain modules may still yield a qualification, if at a lower level. This way, students do not suffer from (further) disadvantage by not being able to acquire full qualification due to his/her knowledge level and competences.</p>
1/6	<p>Is the curriculum work-process oriented?</p>	<p>Yes.</p> <p>When planning competence-based training programmes, the accurate definition of competences is based on job analysis, the position to be filled and the activities to be performed, thus, the output requirement of</p>

		<p>the training is compiled from the determined activities, the knowledge elements necessary for performing them and the level of acquiring these elements. It should be noted that vocational education and training should always walk hand in hand with economy, as it is the economy that defines each important feature of the training programmes. The key to the practical success of a given qualification (i.e. that of the future employee) is keeping up with developments and changes. It means there is a need for continuous renewal that may only be achieved by continuous job analysis and monitoring economic processes.</p> <p>The programmes of state-recognized qualifications³ are always based on job analysis; for the PER of modular training courses, the contents of a given job, the necessary competences for the relevant position and the necessary resources for the job have been analysed.</p> <p>In the case of qualifications not recognized by the state, training programmes are usually based on job analysis, too, e.g. the DACUM method⁴. The aim of the method is to prepare students for jobs required by a given business organisation.</p>
1/7	<p>Which forms / methods of evaluation are used</p> <p>a) to measure output requirements?</p> <p>b) to measure the acquisition of competencies?</p> <p>c) to measure the competencies and applicability of the pedagogical personnel?</p>	<p>Evaluation methods and forms are defined by the individual PERs and the training programmes of the training institution and other training documents.</p> <p>a)b) Based on this, the forms used for the evaluation of output requirements and acquiring competences are evaluation while completing the module (knowledge evaluation tests, performance tests, practical activity, sometimes with IT support), final examinations for the module, and the qualifying examination at the end of the training programme. In the case of the disabled, preparation for examinations and the examinations themselves are adapted to their needs by considering requirements for vocational aptitude and medical examination defined by the PER. Furthermore, the disabled are supported in complying with their duties. In accordance with their disabilities, the disabled are exempt from completing certain training units (modules) as well as from taking the relevant examinations. In examination situations, excess time for preparation is provided; in the case of written tests, tools of aid (e.g. computer) is made available; written and oral tests are permitted to replace each other upon request.⁵</p> <p>c) The employability of the training staff is utterly determined by their qualifications and professional experience. When selecting trainers, the results of teacher evaluation forms and previous <u>qualification</u> by the management are also taken into consideration.</p>

³ State-recognised qualification: A qualification with national scope that is listed in the National Training Registry and has uniform contents and requirements

⁴ DACUM: Developing a curriculum: job assessment method

⁵ Art. 11.§ 6. of the Act on Vocational Training

2. Learning support system and infrastructure		
2/1	Is there any counselling provided before students enter?	<p>Yes. Usually 3 levels of counselling are available, depending on the extent of need: Level 1: orientation: only providing information Level 2: counselling: providing information while facilitating understanding and decision making Level 3: psychological counselling: support targeting the personality itself.</p> <p>According to the list above, the available forms of counselling are as follows: personal information service, conversation, training counselling, job market counselling. These counselling may be realised in the form of software supported job orientation tests.</p> <p>Besides the training institutions, employment organizations also participate in counseling.</p> <p>In the case of young adults, personal counselling is often replaced by the internet (such initiatives in Hungary are the websites www.palyavalasztas.hu or www.epalya.hu). However, this solution presumes high level computer skills while not being able to replace personal meeting and counselling. As full-scale, state-financed personal services would be too expensive, such state-financed services are reserved for those most in need (the unemployed).</p>
2/2	Is there anybody to clear the situation of the target group / individual before introducing a programme or module? (Something like assistance: e.g. if there are family, drug etc. problems.)	<p>Yes. During the application process, the staff of the training institution or support organizations identify these issues and the potential solutions, depending on and considering the disadvantage. The revealed issues are dealt with by the psychologist of the institution.</p>

2/3	Does the possibility exist to embrace / rely on the culture / environment of the individual?	<p>Yes. We may rely first of all on the families, as the financial and moral background for learning, especially in the case of young people, is provided by their families. However, experiences show that in cases where the support of the micro-environment would be most appreciated, co-operative supporting parents or partners are not available. A specific aim of the training, among other things, is to make students realize their need of relying on themselves, by enhancing self-confidence. It is particularly important for the disadvantaged. As for the age of the target group, the older the students are, the less significant is the role of the family background.</p>
2/4 (2/2)	Is any assistance provided for the target group / individual to reveal if they have entrance problems before starting the programme or module? (e.g. language problems etc.)	<p>Yes. In the case of vocational education and training programmes, preparatory competence courses are available. When the applicant lacks a primary qualification, it is possible to obtain it; upon successfully taking the examination, the student may apply for vocational training.</p>
2/5	Is the target group involved in decision making about the programme? (e.g. necessary support etc.)	<p>Basically not, but the scheduling of the programme may be adapted to the needs of the group in certain cases. E.g. the duration, schedule or location of the training may be adapted to the needs of the student group. In the case of training programmes provided within the school system, decisions on the programme are approved by the student committee and the parents' organization.</p>
2/6	Is the programme accessible for the target group / individual? (e.g. Are local factors taken into consideration?)	<p>Yes. Some of the training opportunities are published on the lists of job centers but these represent only a fraction of the opportunities. Other training programmes may be searched by homepages and search engines, but the sites are not always up-to-date. The fact that underqualified people are not regular users represents a grievous problem; public facilities are being developed (e-points, internet cafes, etc.) but the knowledge necessary to interpret information accessible via the internet is poor.</p>

		<p>On the homepages of training institutions, all information related to the organized training courses (training programmes, training plans, etc.) are accessible. Most institutions operate phone-based and personal client services, too. Written information is available upon request.</p> <p>Some training courses are also available in the form of e-learning and distance education. In the case of sufficient student numbers, training courses may be implemented on-site.</p>
2/7	<p>Is any assistance provided to remove psychological barriers of learning?</p>	<p>Yes. Students may receive help from psychologists, consultants, mentors or special needs trainers.</p>
2/8 (1/5)	<p>Is any individualized pedagogical assistance / guidance / support provided for the target group / individual? (e.g. coaching, advice)</p>	<p>Yes. The analysis of the main development characteristics of fully customised programmes proved that the method provides the conditions of successful learning for each student, thus success is available for everybody. Each student is able to develop compared to his/her input levels. It does not apply only to knowledge, but also improved attitude and the approach of students to the module and learning itself. In customised support, the trainer is responsible for selecting the method of influencing/correcting students. Trainers may support individuals or the target group by consultation, coaching, extra classes, catching up activities. (For most trainers, the extent to which their students/graduates are able to master professional knowledge is a matter of reputation.) Personal coaching is also possible in specific cases. There were examples of students with hearing impairment or with speech impediment successfully applying for certain jobs. They were supported by a sign language interpreter during preparation.</p>
2/9 (1/7)	<p>Is individualized feedback regularly provided? If yes, how (in what from) is this organized and provided?</p>	<p>Yes. Evaluation within the module is performed in the form of knowledge assessment tests, essays, practical tasks and tests with IT support. Students are evaluated, usually in the form of oral evaluation, by the trainer, according to their performance. Due to the specific features of the target group, the trainer never applies negative evaluation but positive feedback and guidance.</p>

3. Preconditions of entry of the target-group (institutional level learner level)		
3/1	Do selection procedures for the target group exist before they start a programme or module, e.g. analysis of competencies? If yes, is the selection subject-oriented?	Yes. During the admission process, applicants are assessed by general knowledge tests and logic tests before starting a programme or module. Based on written test results, the motivation level of applicants is assessed by interviews. In the case of vocation-oriented selection, the assessment aspects are physical appearance, communication skills, professional dedication and, in certain cases, clean record and medical examination for job aptitude In the case of training courses requiring prior knowledge, applicants (not possessing a certificate) are selected by the results of prior knowledge tests. (In the case of self-financed training courses, there is no selection process, but this type of training is rarely applied for the target group.)
3/2	Do associated programmes for parents (other family members) exist?	No. To facilitate team-building and communication, some institutions have made several attempts for organising “family activities” (eg. joint excursions, parent-student party), but they proved to be unsuccessful.
3/3 (1/4)	Are the members of the target group functional literate? Have the members of the target group the basic skills (writing, reading, arithmetics)?	Yes. (in general) During the interviews, everybody gave the same reply, .e. students need to possess the key competences in order to start vocational training, nonetheless these skills, like counting and communication skills are continuously developed throughout the training. But in the case of certain groups, that have not finished primary school education, basic competences need developing (e.g. in the frame of competence courses). It is promoted by “Pathway to Work”, the national inclusion scheme.

3/4	<p>Have the members of the target group IT skills / competencies? (e.g. to be engaged in E-learning programmes)</p>	<p>Yes. (in general) However, the target group is heterogeneous. Young people in general have advanced computer skills, while the elderly have difficulties with or cannot use computers at all. Depending on the type of the training programme, computer skills are also developed during training.</p>
4. Process and support of acquisition of competencies		
4/1	<p>What competencies can be acquired during the programme or the module?</p> <p>If yes, what specific methods are used?</p>	<p>Students may acquire individual (e.g. independence), social (e.g. manageability), methodological (e.g. focusing, planning skills) and vocational competences. The competences basically need to comply with the PER, but, in addition, students may acquire other competences during the training. Learning methods: study groups, providing for special curricula, learning methods and technical means</p>
4/2 (1/4)	<p>Is it possible to develop vocational competencies by completing this programme or module?</p> <p>If yes, what specific methods are used?</p>	<p>Yes. The development of vocational competences is one of the basic aims of training programmes. It is essential for vocational education and training. When selecting methodology, we consider student requirements, curricular features, available time, types of tools to be applied, financial resources and available tools and equipment. It is the trainer's task and responsibility to select the most appropriate method to be applied with the given target group and assignment. Learning methods: practice-oriented training courses, promoting individual advance, support in catching up, educational portal on the internet. Students receive instant feedback in class. Besides explanations, lectures include discussions, demonstration, role-play and teamwork.</p>

5. Process and support of validation of competencies		
5/1	Are competencies recognised / validated on the basis of how they are formed?	<p>Yes. In module training, the application of the principle of recognition is compulsory. Existing competences may be recognized in several ways:</p> <ul style="list-style-type: none"> - formal recognition by evaluating competences (level of compliance with the requirements) at the final exam (certificate or, if a module is not completed by a student, a registry sheet certificate of the completed modules), - recognition by prior knowledge assessment, in written form, in practice (in the case of qualifications demanding practice), or orally. (In the case of some training courses, students already admitted may also be tested for prior knowledge to facilitate the establishment of groups, e.g. language skills, computer operating skills.) - social/professional recognition (on the labour market, within business organisation). <p>Consequently, upon request from students, the training institution is obliged to assess and recognize existing competences and recognize formerly acquired certificates, considering them during exams and the courses.</p>
5/2	Are they tested in a valid and objective way?	<p>Yes. Obviously, in the case of existing diplomas and certificates, competences are tested by exams. Where competences are recognized by prior knowledge tests, evaluation tools (e.g. tests, exercise sheets) compiled by trainers are used that also consider the competences to be acquired.</p>
5/3	Are special tools used to recognise / validate informally or non-formally acquired competencies? If yes, what tools are used?	<p>Yes – No (impossible to manage centrally) Non-formal training is a training activity that is performed outside the formal training system. Its aim is to serve special training purposes based upon the needs of a certain group of students. They are typically organised and controlled courses (e.g. RTCSz, further training courses at companies). Consequently, the recognition of competences acquired there are obvious, since they are basically training courses aimed at vocational qualification (with exams) and continuation courses (although participants do not receive a certificate, the employer confirms participation).</p>

		Competences acquired informally develop slowly, in a long time, and cover the knowledge elements of several fields. Their formation is not dominantly related with education; they are developed by a multiplicity of various spontaneous effects. However, purposeful and conscious work on behalf of the trainer may greatly contribute to intensify them, or even to implement the acquired knowledge elements in practice. There are no tools available to measure them.
5/4	Who (what organization) recognises / validates informally or non-formally acquired competencies and how?	Non-formally acquired competences may be verified and hence recognised at institutions authorised for organizing examinations. In Hungary, informally acquired competences cannot be recognized. The assessment/approval process includes only competences that may yield formal certificates or qualifications.
6. Methods and tools for encouraging learning a) School-based b) Out of school		
6/1	Is counselling provided through the programme or module?	Yes. The training institution provides for a study consultant or a teacher for students with special needs who provides help in planning and implementing the learning process. This method provides professional help by which students may overcome learning difficulties. Depending on target group, learning methods are also taught for student groups, prior to vocational training.
6/2 (2/8)	Do individualized learning pathways exist? If yes, what kind and how is this organized?	Yes. Among the conditions of self-regulation for learning, providing for customised study paths is the most complicated task. Customised study paths are realized in the form of coaching, catching up, personal consultation and specific projects for the disadvantaged. Talent development should not be omitted. Facilitating the professional development of extraordinary talents is a priority task, especially in this target group (role model).

		<p>Customised study paths could also be organised upon recognizing prior knowledge, meaning that one may get exemption from a period of the training schedule or from some parts of the exam.</p> <p>It is the training institution's duty to assess, evaluate and recognize the knowledge of students having prior knowledge but no vocational qualification and, based on these data, determine customised study paths that result in optimal performance in learning and at exams while being time and cost effective. E-learning provides considerable support to the realization of individual study paths. It facilitates knowledge transfer. In order to be capable of deciding when and what kind of knowledge is needed and how and when to acquire it, students need the contribution of trainers or mentors.</p> <p>Personal coaching is also possible in specific cases. There were examples of students with hearing impairment or with speech impediment successfully applying for certain jobs. They were supported by a sign language interpreter during preparation.</p>
6/3	<p>Do practice based methods (e.g. workplace-based learning, project work) exist?</p>	<p>Yes.</p> <p>The application of practice oriented methods depends on the specifics of the profession. When acquiring practice-demanding professions, practical training is completed in the frame of workplace-based traineeship. (It means that the student takes part in a deployed training that facilitates the acquisition of a given job in a real-life environment.)</p> <p>While solving a practical task or problem during project work, students acquire knowledge elements from different fields of science that would have otherwise been taught only in the curriculum of different subjects. This way, students can recognize the connection between knowledge elements. During project work, students develop skills inevitable for working and everyday life, like co-operation, taking responsibilities, self-evaluation, IT and communication skills.</p>
6/4	<p>Is reflection on the learning process encouraged?</p> <p>If yes, in what way?</p>	<p>Yes</p> <p>Feedback is possible by publishing individual remarks or suggestions.</p>

7. Recognition of partial / full qualify- cations		
7/1 (1/5)	Are modules connected to develop a vocational competence?	<p>Yes. Basic, vocational and supplementary modules as well as labour-market training courses link in a logical order hence developing and promoting the establishment of vocational competences. When providing training for the disadvantaged, supplementary modules are of special priority (learning techniques, catching up).</p> <p>PER gives directions on linking of modules, since it serves as the basis of state-recognized qualifications. If there is a partial overlap between certain vocations or qualifications or one completely comprises the other, partial qualifications may be acquired. (E.g. restaurant manager qualification includes the requirements and knowledge of catering sales qualification; the same applies to system engineer and computer operator qualifications).</p> <p>In the case of disadvantaged students, the flexibility of partial and full qualifications is crucially important. It enables students to target and acquire lower qualifications, or, where the PER allows it, failing at exams for certain modules may still yield qualification, if at a lower level. This way students do not suffer from (further) disadvantage by not being able to acquire full qualification due to his/her knowledge level and competences.</p> <p>In the case of training courses not recognized by the state, trainers may combine any modules upon demand (from students or employers), in a flexible way.</p>
7/2 (4/2)	Does the programme or do the modules aim for the development of a vocational competence?	<p>Yes. In the case of vocational programmes/modules, the most important aim of training is the development of vocational competence.</p>
7/3	Is it possible to get to know different workplaces during the placement?	<p>Yes. Depending on the specific features of the profession, there are opportunities to become familiar with different employers during the training, e.g. site-visit, practice in real-life situations. It is typically the case when acquiring practice demanding professions.</p>

7/4	Does the possibility exist to get a certificate from the companies on the basis of the placement?	<p>Yes – No</p> <p>Companies generally do not issue any certificate about the practical period for the students. (The aim is not receiving a certificate but collecting experiences in a real working environment.) However, in order to apply successfully for exams, the practical period has to be confirmed for the training institution.</p> <p>In special cases, the confirmation/certificate is issued according to the practical period spent at companies. E. g. if a company works with specific software applications and a student acquires the relevant operation skills during his traineeship, he can utilise this knowledge when working for employers having purchased the same software applications.</p>
7/5	Does cooperation with other institutions / providers of similar programmes or modules exist?	<p>Yes.</p> <p>Training institutions co-operate with professional consultation organisations, suppliers of special products (e.g., in the case of training courses on medical electronics, with hospitals), companies offering traineeship opportunities (e.g., in the case of training for sales persons, co-operation with commercial units) and other institutions of education. Depending on the institution, a close relationship may exist with the parent and partner institutions. Some of the training institutions keep contact with labour organisations.</p>
8. Employability		
8/1	How are regional labour market demands taken into consideration when introducing a programme or module?	<p>When launching a given programme, regional labour demand has to be considered since the aim of vocational training is to enhance the target group's employability. That is why the organizing of the training courses supported by labour organisations is based on these data.</p> <p>Given the characteristics of the target group, labour market demands cannot always be considered, e.g. in the case of students confined to a wheelchair or pre-contracted tenders.</p> <p>In order to lay down the foundations of active employment policy, vocational training should respond to the demand for professionals in the key industries and the sectors to be developed; the characteristics of employment in stagnating sectors or ones facing regression or less inspired by technological development should also be considered.</p>
8/2	Are the demands of the regional labour market satisfied?	<p>Yes.</p> <p>See 8/1</p>

8/3	Do any partnerships with companies exist to realize / help the transition from learning to working?	<p>Yes. There is cooperation between companies and training institutions primarily in those fields that require traineeship. In this case, the company provides students with an opportunity to gain experiences. The chances of finding a job may also be influenced: students having already proven their qualities might be offered a job at the workplace where they spent their traineeship periods, also they might find jobs more easily with all the experience gained during the traineeship. The support given by the trade chambers also promotes cooperation. More importantly, training institutions should be informed about the development strategies of companies in order to design their training policy accordingly.</p>
8/4	Is there any assistance provided to help with finding a job?	<p>Yes. Students receive help in the form of training on job search methods. During the training, trainers teach methods facilitating job search.</p>
8/5	Does counselling exist after the programme or module?	<p>Yes. Graduated students may obtain help primarily from the employment consultants of partner organisations (e.g. civil organisations) and the labour organisation.</p>
8/6	Does follow-up exist after the programme or module?	<p>Yes. In the case of programmes supported by the state, follow-up after the programme is realised by sending out a questionnaire about the progress in finding a job 3 and 12 months later. In the case of other types of training, the regulation of the training institution deals with the issue of follow-up.</p>
8/7	Does cooperation with companies exist? If yes, a) how is this organized? b) are companies anyhow rewarded for their readiness for cooperation or workplace provision?	<p>Yes. Companies co-operate in the frame of trade chamber organisations. Companies receive reward in the form of awards founded by the Chambers. This is not the case for all of the companies, as companies rather compete than co-operate.</p>

9. Methods and tools of social integration		
9/1	Is the certificate at the end of the programme or module recognized by a) the companies? b) the society?	Yes. The certificate received at the end of the programme is recognized by both the companies and the society, these serving a social interest. A certificate of qualification is a basic condition of being employed in a give position. Modules are not recognized in such an environment, as the student does not receive a certificate (in the sense of “diploma”) upon completing a module (only a certification document). These may only be recognized by training institutions when starting a training, when verified by an exam at the end of the module, or based on prior knowledge assessment.
9/2	Does vocational / occupational mobility and cross company flexibility exist?	Yes – No There is a vocational mobility on the employees’ side motivated by economic pressure. There is no flexibility among companies: temporary loan of manpower in the case of skilled employees results in conflict of interests due to competition.
9/3	Is it possible to find a job for the target group / individual – providing employment for a longer period of time? In which sectors are members mainly employed?	No. The sector of employment depends on the training programme, but long-term employment cannot be guaranteed. Usually, long-term employment is only possible by protected organisations (operating independently of market conditions). Employment (even temporary employment) of disadvantaged people is more significant in the case of municipalities, as certain resources are separated for the very purpose of “utilizing” this target group (communal work programmes).
9/4	Does an advancement of voc. mobility and flexibility of the target group / individual exist after programme / module completion?	Yes. Continuously reproducing and developing the level of competence – thus periodic employee training – is rendered essential by strong competition, even in the case of employing the most suitable labour available at the labour market at the given time period. Mainly continuation courses are available, which focus on the development of skills as expected by the employer. In addition, training is compulsory when purchasing new machinery or technology.

10. Pedagogical personnel		
10/1	<p>What special qualifications do those dealing with the target group have?</p> <p>(e.g. teacher, tutor etc.)</p>	<p>The professionals working with the target group (teachers, instructors, mentors etc.) have tertiary or secondary vocational degrees, as prescribed by the law. Furthermore, they also have adequate special qualifications, matching the specific requirements of the target group (e.g. remedial teacher, social worker, psychologist).</p> <p>It should be noted that, according to the results of several sociological surveys, there is a correlation between the professional preparedness of trainers and the quality of training. Thus, special emphasis should be placed on the selection of trainers. Unfortunately, experience shows that the less qualified trainers (or qualified ones nonetheless having communication issues with the target group) end up training the very groups with the highest number of disadvantaged students; these trainers have to cope with the most difficult tasks so that the trainer institution can compensate for domestic disadvantages.</p> <p>All surveys indicate that the efficiency of education and training is profoundly influenced by the intensity of connection between the teacher/mentor and his/her students. It depends, among other things, on the number of students he/she has to work with. It justifies reduced group size in the case of the target group and the intensive, encouraging support from the trainer's side.</p>
10/2	<p>What special competencies are needed to work with the target group?</p> <p>(e.g. minority cultural etc.)</p>	<p>It is a fact based on experience, but also proven by statistics, that members of disadvantaged groups of society leave school education with bad results and the intense sense of failure. Their self-awareness, self-confidence, self-respect is low, they have difficulties with communication, they do not know the world of labour and the road leading there; almost none of them do conscious carrier planning and they generally lack motivation. They are typically quick to give up critical situations and they lack on future planning.</p> <p>The key to the solution of those problems may be represented by the attitude and personality of those working with them. The trainer may have an influence on the learning process when possessing the necessary sensibility and flexibility, while considering both long-term aims and the present situation together. The personality of the trainer and his attitude to "otherness" (cultural, etc. diversity) essentially determines not only the training process, but the educational, socialization process, too. It also influences the development of the disadvantaged young people's personality, their motivation and their later life. Attitude patterns, communication and the authenticity of communication on behalf of the trainer/instructor/mentor determine the behaviour patterns shown in the adult life of the individual.</p> <p><i>„...The tool of the teacher is not the overhead projector, or the book and particularly not the syllabus, curriculum. No.</i></p> <p><i>The tool of the teacher is his own personality. This is the only tool of influence.” (Vekerdy, 2006)</i></p> <p>Special competencies/personal attributes of trainers matching the problems of the target group are the following: e.g. acceptance, empathy, multicultural approach, organisational skills, communicative competence, motivational competence, evaluating competence, competence in conflict management,</p>

		sensibility for problems and competence in solving problems, „positive aura”. The trainer should be able to respect everybody and has to be able to discover individual good traits, values in everybody. He should not demand the impossible, he should measure everyone to him/herself, his/her own existing abilities, he should demand gradual development, progress only in relation to existing competences. He should rather praise, encourage, drive, reward than punish.
10/3	Where and how are these competencies developed? How are they trained to be able to deal with the target group?	The competencies of the professionals working with the target group are developed by vocational continuation training and by visits to institutions working with such target groups, by means of exchanging experiences.
10/4	Is the personal appropriateness of the pedagogical personnel validated? If yes, how is this done?	The personal aptitude of trainers is checked by visits to classes, personal discussions, evaluations performed by leaders of working communities, opinions based on anonymous student questionnaires.
10/5	Is the pedagogical personnel involved in target group relevant decisions? If yes, how is this done?	Yes. The training staff is involved in decision-making concerning the target group by means of trainer discussions, methodological consultations (e.g. influencing time limits, use of demonstrative tools – educational material); in the case of problems, external help (e.g. family assistance, psychologist) may be involved, too.
10/6	Is any special encouragement for the pedagogical personnel provided? If yes, in what from?	Yes – No In the case of professional issues, management control and staff meetings are typical, but help may also be requested from the competent chamber or vocational organisation. Up-to-date methodology is also available for trainers. Nevertheless, in several cases colleagues do not co-operate nor do they provide professional assistance to each other, basically as every trainer is anxious to keep his/her job (e.g. good ideas are not shared, neither the dissemination of good practices is typical).

10/7	How and how frequently is their further training organized?	Members of the training staff can participate in continuation trainings according to the training institution's training programme (normally annually) or, upon the proposal of the professional manager, practically anytime, without limitation, in order to obtain the necessary knowledge.
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Examples of good practice:

1. „To find the way to get a job” national programme

For disadvantaged people between 18-35, „young adults” without completing primary education

The fact and tendency that a significant and increasing proportion of the population, mostly of low education level, unskilled, unable to get regular jobs, has followed a passive lifestyle of living on subsidies for years, practically continuously, has generated increasing social tension in recent years. This increasing proportion of the population has been trying and has been forced to live under the poverty threshold, on regular social assistance and other social grants, or, to a smaller degree, on community work provided temporarily by municipalities or on payments for occasional or temporary work. With the passing of time, after a series of failures in getting a job, lots of them has resigned in this homely and difficult way of existence, their motivation to get employed and learn decreases to the minimum. In these families, already several generations have been affected by unemployment, representing a negative model and life pattern for the children being born and growing up.

The **main objective** of the programme is to improve both the short- and long-term chances of education and employment for persons receiving subsidies. The **direct objective** is: to make students learn to read, write and calculate and make them acquire the basic knowledge of a profession at such a level that they would be able to show a good performance in certain specialised jobs taught on-site.

(Significance of learning of basic competences: almost every job requires literacy i.e. the understanding of written work procedures and user's manuals for tools and materials, the capacity to record completed tasks and other achievements, to calculate area and various other parameters independently, to write CVs, to act successfully on job interviews etc.).

Trainings groups are composed of highly disadvantaged people living under unfavourable living conditions, representing very different levels of knowledge, having experienced lots of learning failures previously, thus being mostly undermotivated and hard to inspire regarding continuous, disciplined learning. For a significant proportion of these people, already low motivation is further weakened by the fact, that their involvement in the programme has not been facilitated by positive inspiration but a “negative one”, or by external enforcement, using threats of withdrawing regular subsidy if they do not accept the free training opportunity offered for them. The amount of the subsidy during the training course (HUF 28.500 /month) seems to be low and those who got extra income from temporary or periodic unregistered jobs, will lose this hidden subsistence source for the time of the training course if they participate at the lessons regularly and orderly.

For this target group, some of the training courses provide an opportunity to catch up and to complete primary education. Other courses provide competences for socialization, basic knowledge competences (oral communication, writing, reading and calculation) or prepare for participation in specific vocational training courses.

As of this moment, the training courses for catching up has been started. These will be followed by further catching up courses, courses for preparing for vocational competences and vocational training. The RTCSz, in its present phase, has finished with completing the first training courses.

Training methodology to be applied

The personality of the trainers and instructors working with the students and the applied training methodology are essential in keeping student groups together, decreasing the drop-out ratio as much as possible, completing the training course successfully and promoting the development of individuals while strengthening their learning motivation. "Co-operative" and "project-oriented" educational and personal development methods should be applied which are able to activate, motivate the groups with heterogeneous composition as well as each individual in the group. These methods should be based on organizing and managing common internal work and task solving in the several smaller groups formed within the student group.

Some important principles and characteristics of the learning method:

- Clear and unambiguous rules should be set.
- Demands concerning the abilities of disadvantaged students should be realistic.
- The instructor should carefully design lessons, tasks of personality development and enhancing competences, group composition, individual roles, and the joint, instructive assessment of the tasks completed.
- Small groups of 4-5 and, in specific situations, student pairs should be diverse regarding knowledge levels and other features.
- Tasks should be diverse, imaginative, creative, project oriented and matching knowledge levels and interests in the group while activating members and inspiring the expression of their inner values and existing skills.
- Tasks to be completed in small groups should be interesting, enjoyable; they should be perceived as an adventure and provide for a good atmosphere!
- The proper selection of topics for tasks and discussion is important, especially in the first period. The elaboration of such topics should be inspired which are easy to identify with while provoking an emotional response, in areas where students have their own experiences a. (E.g. their own life, personality, family, surroundings, interests, idols, etc.)
- Each member of the small groups should actively participate in solving tasks, playing different roles!
- Students should be motivated to learn to work in small groups and enjoy it. They have to accept each other, everyone should feel important, they have to learn to help and appreciate each other while trying to learn from each other!
- Team spirit and the skill of disciplined and devoted co-operation should be promoted by working and solving tasks together!
- Assessment should be objective, but tolerant enough; it should focus on highlighting, recognizing, stressing primarily the positive values and achievements! Students should be praised a lot and criticised only to a minimum extent! The trainer or teacher should care that each student experience success!
- The trainer and the instructor should have authority among students. Their behaviour and their life style should be examples to be followed.

In this method, the students also teach each other; the intensity and effectiveness of such learning is higher than that of traditional education. Continuous differentiation of the students enables them to use, show and develop their skills. Assistance, affirmation and consultation provided by the trainer during the training process transform students into partners, decreasing their minority complexes. It promotes the emerging of personal values, involvement and active and creative participation in common work.

Experiences with the programme so far (by the RTCSz)

- Participants represented very different levels of knowledge and motivation. During the training, their learning difficulties (e.g. dyslexia, dysgraphia, dyskalkulia, illiteracy, even slight mental handicap, alcoholism) were identified that also had to be dealt with.
- In most groups, some students had absolutely no wish to fit in, they were antisocial and generated unnecessary tension. Furthermore, a certain tendency to expel non-Roma participants could be detected in some groups, since the beginning. These problems caused continuous tension during the whole training; the solution and management of these problems wasted valuable time and energy.
- Issues related to family and children were continuously present during the training, causing problems (e.g. babysitting).
- Members of the group were aware of their rights but not so much of their obligations. Conflicts originating from this also had to be managed continuously.
- Lack of permanent attention and discipline was characteristic. /attention span of max. 35 minutes/.
- By the end of the training, a core team of 5-6 persons was formed everywhere whose members have been found suitable for participation in further trainings, by their attitude.
- Most students did not attempt to integrate Lack of behavioral culture according to the accepted social norms of personal hygiene and socialization were typical.
- Strictly controlled, time-limited tasks based on job orientation tests completed in the frame of the training module preparing for work were solved effectively and with students concentrating on the task efficiently. In the tests presuming greater independence and more thinking, less patience and persistence was experienced. Coherence of elements was hardly perceived if at all, thus in lots of cases they had not finished the tests.
- Extreme levels of anxiety were observed mainly for women.
- Each student arrived to the conclusion that it had been a wrong move to quit learning earlier – either because of domestic or for other reason. During these present training, they would like to obtain some partial qualification, so make their living more secure.

According to the experiences collected thus far, they are recommended to fill positions where is organised, strictly controlled and well managed.

Number of participants so far, by location:

Location	Period	Starting number (persons)	Final number (persons)
Pápa	02.06.2009.-29.06.	15	15
Ajka	02.06.2009.-29.06.	27	27
Berhida	02.06.2009.-29.06.	15	13
Ercsi	08.06.2009.-03.07.	21	20
Székesfehérvár	15.06.2009.-10.07.	20	19
Total		98	94

2. „Bridge to the labour market” programme

Targeting disadvantaged people and those with altered working abilities

The start of the programme was justified by the fact, that in Székesfehérvár and Fejér County – similarly to the national average – employment levels in the case of people in their active age are under the European average. For the institutions of the employment policy, the greatest challenge is to facilitate the success of the disadvantaged, especially those with altered working abilities, on the labour market.

When compared to national data, the number of jobs created for those with altered working abilities is low in Fejér County; few employers are willing to employ these people openly. Those with altered working abilities, living in small settlements and receiving social allowance, are in the worst situation. At these settlements, there are jobs, they cannot get assistance in finding a job, their situation is almost hopeless, the social problems peak at an almost unmanageable level.

By founding the Híd Támogató és Szolgáltató Iroda (Bridge Assistance and Service Office), the RTC provided such labour market services in the frame of its activities, which, to that point, had been impossible or hard to access. In the programme, special emphasis was placed on personal development, the development of key competences and providing labour market mentor activity.

Objectives defined in the frame of the programme:

- Improve earning capacity of people with altered working abilities, improve of the ratio of work-related income in the families concerned.
- Improve qualification levels in the target group.
- Promote job opportunities in business organisation.
- Decrease the prejudice of employers.
- Operate complex assistance services for people with altered working abilities and employers
- Career guidance and competence assessment services at the place of living.

The programme was divided into three main phases, regarding professional contents:

1. Preparatory phase:

- Providing information for people with altered working abilities, also motivating them, to inspire as many of them as possible to opt for the services provided by the occupational rehabilitation.
- Mapping of employers, assessing their needs and level of acceptance, their motivation and their level of co-operation.
- Involving highly disadvantaged people with altered working abilities into the programme.
- Selecting and training mentors.

2. Personal development, preparation for starting a job

- Organising the activity of the assistance service, establishing professional staff, assigning psychologist, occupational health specialist, social worker, labour consultant, allocating work with the team of mentors.
- Preparing personal development plans.

- When developing key competences, organising short training programmes according to the “demands” of the people with altered working abilities participating the programme.
- Building contacts with employers
- Psycho-social consultancy, providing for the “stability” of the target group during the whole programme.

3. Putting people into jobs, follow-up phase

- Organising of on-site practical training at the hosting workplaces during the training course.
- Training on finding a job.
- Putting people into jobs, continuous contact with the employees
- Developing the services of the Bridge Office

Results of the RTCSz in the programme:

In the first phase of the operation of the Bridge Assistance and Service Office, the main task was to promote the project in a wide circle. In the first phase, 370 persons were informed and motivated, by newspaper articles, information-recruiting meetings, and through the customer services of the RTCSz and its partners. As a result of the publicity achieved this way, 239 people with altered working abilities registered to participate in the programme with the intention of getting employed and further 178 people were registered during the implementation of the programme, so the programme established contact with altogether more than 400 people with altered working abilities.

167 people participated in the occupational rehabilitation training programme in the frame of the main project. Filling positions was assisted by a mentor team, by exploring workplaces and continuously assisting the employees. In the first phase of the programme, 40 people, while in the second phase, 25 people were employed. The mentors continuously maintain contact with people with altered working abilities who were employed in the frame of the programme and with their employers, thus preventing initial difficulties from endangering long-term employment. This ratio of employment illustrate well the effectiveness of the method, whose most important features are acting upon the personal needs, involving mentors warranting continuous involvement in the programme and regarding employers as another target group.

3. „HHH” programme

Programme to promote the social integration and employment of highly disadvantaged people

The aim of the programme was to improve the employment chances of disadvantaged people – with special regard to the Roma and the disabled. The training plan of the Regional Training Center had been prepared according to preliminary consultation. When selecting specializations, the demands of the regional labour market were considered. The training plan was systematically consulted with the concerned employment centers of the county, who approved in writing the specializations of the training plan and confirmed that they would provide assistance for participants.

While organizing the programme, mayors of the region (317 municipalities) were asked in a written form to provide help in involving the target group at their settlements into the training. We asked the same from the family assistance centers, crisis management centers, and the joint social institutions. We have received written feedback from only 13 municipalities! We visited the employment agencies (24 agencies) of all the three counties. We provided all the relevant programme information for the colleagues working as trainers, we handed over training information brochures, training flyers, we updated these several times, to be able to inform those interested. We maintained continuous contact with the training classes, when sufficient numbers of participants had applied, courses started immediately.

We paid special attention to settlements with large Roma populations. We organised meetings with the help of the leaders of the local Roma Minority Self-Government Organizations: This way we organized more than 30 meetings with people of the target group and we informed them about the opportunities provided by the programme. We collected their special demands, troubles, problems.

Courses:

Fejér County:

- Waste collector
- Sewing worker
- Identifier and grower of herbs
- Trained chef

Veszprém County:

- Trained vineyard worker
- Trained caretaker in parks
- Basket weaver and manufacturer of weaved furniture
- PC operator
- Personal guard, security guard
- Operator of heavy and light machinery

Komárom-Esztergom County:

- PC operator
- Personal guard, security guard
- Operator of heavy machinery
- Merchant entrepreneur

During the program we also established contact with imprisonment institutes; as a result we also started courses for the persons in custody. In Fejér county, 7 courses (Baracska 3, Pálhalma 2, Székesfehérvár 2) with 133 persons, in Veszprém county, 1 course (Veszprém) with 12 persons were organized, that is altogether 8 courses with 145 participants were implemented in imprisonment institutes.

Altogether 700 persons participated in the programme.

Training courses were always combined with different supporting services: preliminary knowledge assessment, job orientation, personal development and self-awareness courses, job finding techniques.

Experiences based on the opinion of students completing the courses of the programme:

Courses were conducted in good order. Participants of the Operator of Heavy Machinery course considered the number of practical lessons too low while participants of the Supermarket Assistant course thought that there were too many of them. Requirements at the computer courses were generally considered to be too strict, participants, however, were satisfied with the ratio of theory and practice and with the activity of the trainers. The participants were generally satisfied with the requirements as well as with the preparedness and approach of the trainers in all the three counties. However, they would improve the availability of course materials. Participants were generally satisfied with the equipment and the technical conditions. In the case of most of the courses, they found the requirements rather strict, but they were satisfied with the level of training. They were also satisfied with the preparedness, methodological culture, assistance readiness of trainers and instructors as well as with the organising of courses.

48 % of the participants were of Roma origin (estimation).

Student satisfaction could be evaluated in the case of 696 persons. Based on the data, the average of the students' grade for **satisfaction** shows a value of **4,0**, measured on a scale of 5.