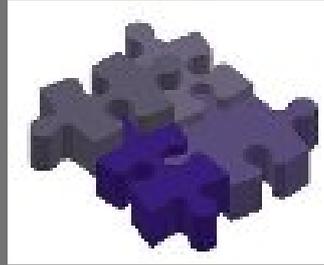


2010



Report on National Adaptations – Hungary (N° 46)

Project:
Development of a Common Training Programme for ABI Caregivers (ABI)

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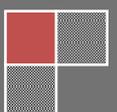
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Introduction: This section introduces the main sections of the report as well as the primary people involved in conducting the analysis and producing the report. It provides any information that might be needed by the reader to understand the background to the analysis, e.g. who initiated it and why.

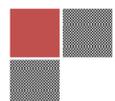
Aims and objectives: This section describes the purpose(s) of the analysis.

Methodology: This section describes the analysis techniques used and provides step-by-step descriptions of the work carried out.

Results: This section presents the findings of the analysis.

Recommendations: This section puts forward recommendations, based upon the findings reported in the previous section.

References: This last section lists the sources reviewed or consulted during the analysis



PREAMBLE

Acquired brain injuries (ABI) are an epidemic of modern society and one of the biggest medico-social problems in the western countries. High quality care is usually available in the domains of acute medicine and surgery. In the later stages as difficulties arise, all too often little is done for the long-term, often permanent problems victims and their families are facing after an ABI. The consequences of ABI are often extensive and wide ranging and can cause distress and concern for staff working directly with persons with ABI, especially new employed, low experienced staff and staff in pre-existing community service models (for persons with developmental disabilities, mental illnesses, nursing homes..) . Long-term care poses different questions and problems than acute care. The growing number of people with ABI in the community, the increased interest in ABI, the growing number of people working in the field, and the belief that ABI present problems that are not well understood or treated, have created a genuine need for specialized, formalized " how to do". A questionnaire survey report of staff working directly with persons with ABI in different institutions and organizations in Slovenia in 2008 concluded that 95% of staff needed specialized training, 80% agreed that the training curriculum should include some specific topics like cognitive, psychological and social consequences of ABI, and behavioral approach for managing challenging behaviors and promoting positive skills.

1. EXECUTIVE SUMMARY

This report outlines the process undertaken within the Consortium of the "ABI" project (Development of a common training programme for ABI caregivers), started in October 2009 and being scheduled for 25 months.

The aim of the ABI project is, by introducing knowledge and experience from different countries, to develop a common training programme for long-term ABI caregivers/providers as a uniform formal approach in staff training at a European level. The ABI project will ensure them the acquisition of necessary knowledge, skills and attitude needed to provide quality services. It will also provide recognition of competency level and potential and improve the appeal of working in services for long-term care and support for ABI.

The ABI project partnership includes the following 8 partners:

- Zavod Zarja / Slovenia (applicant organisation, coordinator),
- Zavod Korak / Slovenia,
- Zavod Naprej /Slovenia,
- VDC Nova Gorica / Slovenia,
- Regionális Szoliális Forrásközpont Nonprofit Kft. / Hungary,
- Mutualite Francaise Anjou-Moyenne-Arceau-Anjou / France,
- Berufsforderungsinstitut Oberosterreich / Austria,

- European Association of Service providers for persons with disabilities (EASPD) /
- Belgium.

As part of workpackage 5 of this project (on the integration of the training programme), the partners have conducted an analysis within their country on the requirements and standards in the legislation, concerning the implementation and the certification of the training programme developed during the project's lifetime. Also the necessary adjustments of the training programme, needed to meet these requirements at national level, will be included in this report.

2. INTRODUCTION

Please, write in this section an introduction to the analysis you made:

- *How did you start?*
- *What did you do?*
- *Who was involved?*
- *Etc.*

We called together a professional team to prepare the analysis the participants of which were the following:

- Füzessy Józsefné executive director, the professional manager of the ABI project
- Antal Zsuzsanna the manager of the ABI project in Hungary, adult training expert from the formal vocational training system
- Vary Balázs, executive director, training manager of the Nyelvhatár Bt. (LLL field)
- Magyar Mariann, training manager from the formal vocational training system
- Simonné Janzsó Tünde learning expert in the LLL and from the formal vocational training system

Antal Zsuzsanna informed the participants on the contents, objective of the "Report on National Adaptations – Hungary" and on the methods. The participants received the material translated into Hungarian as well after the information.

At the meeting each topic of the analysis was discussed.

Nyelvhatár Bt. was assigned to prepare the analysis and it was revised by Füzessy Józsefné, the executive director of Regionális Szociális Forrásközpont Nonprofit Kft.

Subjects of the interviews made with the experts were and validate the information:

- Antal Zsuzsanna the manager of the ABI project in Hungary, adult training expert
- Magyar Mariann training manager
- Simonné Janzsó Tünde learning expert in LLL
- Vary Balázs, executive director, training manager of the Nyelvhatár Bt. (LLL field)

Antal Zsuzsanna

Her professional experiences:

She has been the project manager of RSZFK for 10 years, she is an adult training expert

She worked as a visiting master at the Faculty of the College for Health of the Pécs University of Sciences in Szombathely. She has participated in several re-training courses as a trainer, at the moment she teaches young children's caregivers and nurses' pedagogy at a course ending with the acquisition of a qualification mentioned in the National Qualifications Register (OKJ) within the framework of LLL .

She manages Leonardo programmes at RSZFK.

Studies:

1996- 2000 Pécs University of Sciences

Adult training manager, university diploma

Magyar Mariann

Her professional experiences:

She has been the project manager, training manager of RSZFK for 7 years

Since 2003 RSZFK has been an accredited adult training institute where she manages, organises the training activities. Her tasks are the management of adult training courses and LLL courses, transacting the institutional and training accreditation and she is a visiting teacher.

Furthermore, her tasks include the planning, elaboration and realisation of the applications for programmes in Regional Operative Programme, EQUAL, HEFOP, TÁMOP, Leonardo Da Vinci projects and the projects of the Hungarian Ministry of Social Affairs and Labour.

Her studies:

1993- 2003 ELTE, Sociology and Social-Politics Institute

Social politician, university diploma

Simonné Janzsó Tünde

Expert, teacher of oligopren pedagogy- psycho pedagogy. She also majored in health improving mentalhygienics, as an expert she leads trainings in LLL (learning technics, group building, self efficacy) and organises courses, and compiles training materials and works as an instructor.

Studies: She graduated in Bárczy Gusztáv Gyógypedagógiai College, Budapest.

Vary Balázs

Executive director of the Nyelvhatár Bt. (training school) and training manager.

His tasks are the management of adult training courses and LLL courses, transacting the institutional and training accreditation and he is a visiting teacher.

3. AIMS AND OBJECTIVES

The main aim of workpackage 5, is to bring the training programme in line with national and European standards and regulations.

As a first step, this analysis wants to give a clear overview of the legislation and standards in *Hungary* concerning this topic and the implementation and accreditation processes needed at national/regional level.

More in detail, this analysis will provide:

- General information on the implementation of the European Qualification framework (EQF) / National Qualification Framework (NQF) in *Hungary*.
- A description of the education and training system in the country.
- An overview of the bodies, responsible for accreditation of training and education programmes.
- An overview of the steps to be taken to implement the ABI training programme in *Hungary* and the possible barriers and challenges to be faced.

4. METHODOLOGY

Desktop research

In order to get an overview of the standards with regard to education and training in the different partner countries and the requirements for accreditation at national/regional level, a set of guidelines was conducted by EASPD, giving the project partners the opportunity to start a desktop research. All partners were asked to use these guidelines as a basis for their national report, which would help EASPD compiling the synthesis report on the differences between the partner countries in a later stage of the project.

The guidelines consist of a series of questions, which serve only as a basis for the research to be done and should not be seen as an exhaustive list of topics. Each of the partners was given to opportunity to add freely important information specific to their country or region.

The questions to be answered by the project partners in the national report, were:

EQF/NQF:

1. How is the European Qualification Framework (EQF) and the National Qualification Framework (NQF) implemented in your country/region?
2. What is the planned timetable for the introduction of the EQF and the NQF in your country?
3. Who is/will be in control of the EQF and the NQF when it is properly established?
4. How are social care and medical trainings included in these frameworks?

The organisation of the education and training system:

5. How is the education and training system organised in your country/region?
 - How is the formal vocational training system organised? Which training programmes do exist? How are they awarded?
 - How is the broader Lifelong Learning policy implemented in your country/region? Is it awarded and how?
6. How are these training types connected to each other?
7. Which bodies are responsible for the accreditation of training and education programmes of the formal vocational training system in your country/region? Who is responsible in your country for setting up and approving awards? Is this done at national or regional level?
8. Which bodies are responsible for the accreditation of the broader lifelong learning programmes in your country? Can these programmes be formally recognised? How?

How to move on:

9. Which steps need to be taken to implement the ABI training programme into the education system of your country/region and into your NQF?
10. What more would we have to do to get it an EQF reference?

Given the importance of validated information, the partners were asked to add the references of their information in the report. In addition, 2 experts from the education field were involved in validating the information collated.

Interviews

Apart from the desktop research, also an interview took place with 4 experts from the education field: 2 from the formal vocational training system and 2 from the lifelong learning sector.

The aim of these interviews was to collate the judgments of experts directly working in the field, on the chances of success in getting the ABI training programme accredited in Hungary.

The interviews had an half-open structure and contained following questions

1. What would we have to do to get the ABI training programme implemented in your country (and on the NQF)?
2. What chances of success in this do you think we have?
3. What are the obstacles which we would need to overcome?
4. Which national/regional adaptations of the ABI training programme are needed in order to get it implemented?
5. How long do you estimate such an implementation process will take?
6. Is there anything which the ABI project partners could do at a European level which might improve the chances of success?
7. If you do think we could get the ABI training programme on your NQF, what more would we have to do to get it an EQF reference?
8. How long would this take and who would actually do it? – would it be us or is it done automatically at a local level?

The results of these interviews, together with the results of the desktop research, were brought together in the next section of this national report.

5. FINDINGS / RESULTS

EQF / NQF

The National Qualifications Framework

The National Qualifications Framework (OKKR) does not work in Hungary yet. The ministerial meeting of the Ministry of Education held on the 11th April 2006 approved the information given on the international conference in Budapest provided on the European Qualifications Framework. Based on the information, the participants of the meeting brought a decision on „the identification of the domestic tasks related to the European Qualifications Framework, built on national consulting and the experiences of the conference and a concept on the National Qualifications Framework” .

The elaboration principles and structure of the National Qualifications Framework (OKKR) are compatible with the European Qualifications Framework (EKKR), typically the characteristic output learning results serve as the basis of comparison on four areas (knowledge, skills and abilities, viewpoints and attitudes, autonomy and responsibility).

Historical retrospect in connection with the National Qualifications Framework:

1. The phases and results of the OKKR-elaboration process so far are more or less similar to the equivalent development processes of the European countries. We are in the phase of elaborating the concepts and planning together with around 15-20 other European countries.
2. Between 2007 and 2009 the work teams and co-ordination bodies were established that are able to achieve the realisation and the compatibility work of the EKKR by embracing the complete process lasting until 2013.
3. Government Decree no. 2069/2008 on the establishment of the OKKR marks political agreement and intention. The previous decree is the basis of the work of 2009-2010. A new government decree is necessary in 2010 on the method and tools of the realisation.
4. The controlling authorities and experts of the branches of education are conscious of the task.

Over the above-mentioned parties – affected institutions, directors, managers, players of the labour market, an extended social circle – the level of information is rather low.

Tasks scheduled until 2010:

1. Finalisation of the concept.
2. Description of levels.
3. Testing the conforming opportunities to sub-branches

4. Proposal on the control and operation mechanisms.
5. Proposal on the contents and realisation of further tasks (preparation of the government decree).

Tasks between 2010 and 2012 :

1. Conforming the sub-branches' qualifications to the OKKR.
2. Solving the organisational and content questions of the control and operation.
3. Report on the conforming to the European qualifications framework.

Scope of the framework: It is a comprehensive national framework which includes the qualifications of all the educational and training sub-systems.

Number of levels: Yet to be decided

Characteristics describing each level: The characteristics describing each level are under development.

Political and legal basis of the NKKR: The work started in 2007 in the framework of the New Hungary Development Plan (2007–13). The NKKR development is based on Government Decree no. 2069/2008. It stipulates the schedule, defines the tasks, responsibilities, the financial and human resources.

The current phase of the work: Phase of concept elaboration and planning.

Involving the stakeholders into the process and consulting: the Ministry of Education and Culture initiated the work in close co-operation with the Ministry of Social Affairs and Labour. Scope of stakeholders involved: national institutions, social partners, universities, organisations of teachers, parents and students.

Compliance to EKKR: The compliance process will start in the second quarter of 2011 . The reference report is expected by 2013. The Division of European Union Affairs is liable until the final decision is made

1. How is the European Qualification Framework (EQF) and the National Qualification Framework (NQF) implemented in your country/region?

Regarding the number of levels in the qualifications framework it seems that consent is being generated on 8 levels within the scope of professional developers. The description method placing the learning result into the centre means a radical change of educational aspect at the same time. It means the diversion from the input aspect to the output aspect, learner-centred education instead of teacher-centred education , the renewal of teaching and qualification as a paradigm of active learning. The

phases of the Hungarian National Qualifications Framework (OKKR) that have lasted since 2006 and results so far are more or less compatible to the similar development processes of the European countries.

As everywhere the realisation of the qualifications framework is connected to the support of important social objectives. The two most important economic and social political objectives serving as the basis of the Hungarian educational system are the strengthening of the competitive ability of our country and that of social cohesion. Such objectives can be served efficiently with the tools of education if the systems serving life-long learning are built.

The development necessary for that must insure:

- Connection of each element of the educational system,
- Connection of the results of formal and informal learning,
- More flexible adaptation of the educational offer to the learning requirements and needs ,
- Creation of the conditions of customisation, independent and motivated learning,
- Strengthening of individual decision-making ability related to learning,
- Strengthening the labour-market and social relevance of educational services.

OKKR supports the achievement of the above objectives that it is able to insure in the longer run

- Harmonisation, organisation (levelling) of the output controllers into a system ,
- Setting the further development directions of the sub-branch qualifications systems,
- Orientating the planning of educational-training programmes,
- Harmonisation of the quality insurance systems, strengthening of their external references,
- Certification of individual qualifications,
- Strengthening the professional political co-ordination within the educational sector and consultation with social partners,
- Compliance to the European qualifications framework.

The OKKR is realised based on Government Decree 2069/2008. (VI. 6.) Korm. and the research results, committee work materials founding that decree. In the first phase of the works going on within the framework of the OKKR-project the overview of international development works and the synthesis of domestic processes so far had taken place until the end of November 2009. In parallel with them, the experts representing the sub-branches (public education, professional qualification, higher education, adult education) made actual proposals on the levels and describing method of the OKKR .

In 2010 the project wishes to move on in the following directions:

- Organisational, regulation and legal aspects,
- Overview of informal and formal learning results,

- Preparing pilot areas for generating the descriptions of sub-branches' qualification levels and description templates of individual qualifications,
- Creating the frames of further co-operation with employers,
- Preparation of educational and research programmes on the areas of learning result-based curricula, subject requirements, evaluation and measuring.

It is expected that a new government decree will stipulate the further framework of the development work.

2. What is the planned timetable for the introduction of the EQF and the NQF in your country?

The completion time of the final version of the reference report in Hungary is 2013 (based on an estimation made in September 2009).

3. Who is your co-ordinating/controlling organisation?

The educational and cultural and the social and labour portfolios must prepare a proposal to the government in 2010 on the establishment of the OKKR and furthermore on the creation of the conditions for the legal, professional politics, budgetary conditions of joining to the European Qualifications Framework (EKFR) . The target date of introduction is 2013. The OKKR sub-project of "Special Project of TÁMOP 4.1.3 System-level development of higher-education services" serves as a concept background of that proposal which is realised by the Educational Research and Development Institution (OFI).

4. How can the training of social and health workers be inserted into that system? Can we make a proposal to what level our education can be put into the national qualification system?

After a while (following the closing of the development phase) all education and qualifications acknowledged in Hungary will have to have an OKKR identification number and all deeds (certificates, diplomas) will have to include the OKKR classification. The classification based on the OKKR (individual compliance) shall be realised during the normal operation of the qualification systems of each sub-. The system established based on the OKKR much spread to public education, higher education and adult education. In parallel with the qualification and examination systems of each sub-branch the OKKR must become suitable gradually to integrate the results of formal and informal learning as well.

We propose that the training material elaborated within the framework of the ABI programme should be put on the 4th level.

The current education and training system in Hungary

Duration (years)	Form of education	Age
3-4	kindergarten	From the age of 3
4/6/8	primary school	From the age of 6
8/6/4 or 4/5/6	grammar school or vocational school	From the age of 10/12/14
3/4	basic education in higher education	From the age of 18
2/1	master education in higher education	
3	doctor education	

Public education

Children enter the gate of Hungarian public education at the age of 3 then they start going to kindergarten. Schooling liability starts after the age of 6 or 7 depending on the child's maturity to school. Schooling liability lasts until the age of 18. In addition to the original traditional system of 8+4 years of primary school-secondary school there are more and more educational systems of 6+6 and 4+8 years where children do not continue their secondary school education after 8 years but after 6 years or even after 4 years in primary school, but they spend 12 years together in primary and secondary education in an unchanged way. When they leave the secondary school the learners take a final examination. In addition to secondary grammar school they can select vocational secondary schools where after the education of 4 years they can learn a vocation within 1 or 2 years.

Higher education

The higher education gradually shifts from the traditional uniform 3-4-year college and 4-6-year university education to the three-level system during the *Bologna process*. In that system a part of the students completing the 3-4-year basic education can be admitted to the 1-2-year master courses (in teacher specialisations this takes 2, 5 years). The highest level is the doctor education lasting 3 years.

The students admitted to undistributed education do not have their studies distributed into basic and master levels but they do their college and university studies in continuous education and they receive a college or university diploma depending on their qualification institution. There are students still present in this traditional system that started their studies before 2006 but in 6 specialisations (doctor, dentists,

pharmacist, veterinary doctor, lawyers, architects) the traditional, un-distributed education still exists in later years as well.

Financing

The state budget and the maintainer's contribution insure the coverage necessary for the operation of public educational which are supplemented incidentally by fees of services utilised by the child, learner (service fee) and the own revenues of the public educational institution. The law on the annual budget includes the amount of the normative contribution of the state budget.

Quality insurance

The institutional evaluation system includes both the self-evaluation of the institution and the external evaluation of the maintainer. In Hungary there is no regular external evaluation-level that would be evaluated by a professional control. It is the institution maintainers' task to *evaluate the professional work of each public education institution*, which is stipulated in the law on public education, by stipulating accurately the scope of tools that they can use during such activities.

Continuous professional education, re-training, adult education

After the school-leaving age (the 18th year) there are two basic types of organised learning: the school-system adult education and the education outside the school-system. The basis of the school-system adult education was built after the Second World War and they provide certificates equal to the certificates provided by the day-school education system. Its importance is shown by the fact that almost one third of adult population acquired their highest qualification in evening and correspondence education.

The importance of primary-level adult education reduced in proportion to the increase of qualification level of the population but around one sixth of secondary-education learners and around 40% of students still learn while working.

In addition to institutions that had existed for long (schools and re-training institutions) in the first half of the 1990's the state established a new type of (adult) education institution system in order to manage the high level of unemployment, namely the network of regional labour force development and educational centres composed of 9 units. Also since the 1990's by the complete ceasing of the state's educational monopoly a really wide-scope of educational market has been generated and several thousands of enterprises have started to offer educational and training

programmes. The state took and has been taking steps – mainly via legal statutes – in order to regulate the educational market.

The school-system adult education has three levels: at the bottom-level the adults have the opportunity to acquire the primary-school education (but this educational form has been considerably pushed back, it affects only 2-3 thousands of adults every year).

People that wish to further learn as adults in secondary and higher education can acquire higher-level general or professional qualifications in evening or correspondence courses.

The education out of the school system can be general, language or professionally oriented but in addition to training programmes started, organised with employment-purpose for the unemployed (young or adult people starting their career) it includes also the adults that have already a qualification or the further education of the employed.

In addition to education programmes financed partly or fully by the state there is an important proportion of education in the profit-oriented sector (at the so-called education market) and at the work places.

The compulsory re-training or, the compulsory professional retraining of certain groups of jobs for example public officers or education employees and special jobs are regulated by individual decrees.

In Hungary the participation of adults in organised education has been at a very low level for a long time it is much below the European average (in accordance with the latest available data in 2008 it was 3.1% compared to the EU average of 9.6%).

Professional political and regulation environment

The Law on Adult education of 2001 (2001/Ci) is a frame-like legal regulation, which did not abrogate the earlier legal statutes (on public education, professional education, employment.) . It regulates training organised in an adult age, outside the school system and furthermore the services connected to education and the support system. The scope of the Law on Adult Education shall be applicable to each Hungarian citizen that has fulfilled their study liabilities (that lasts until the 18 years of age as the school leaving age).

Secondary-school studies may be followed after the age of 23 only within the framework of the adult education programme.

An institution shall have the right to deploy adult education activities (training and/or services supplementing adult education) if the institution is listed in the national register of adult education institutions. The recording into the register (registration) takes place upon a petition, its condition is that the organisation providing the education shall have the deeds proving the firm establishment, in the case of organising language examinations or professional examinations the right to organise the examination shall be proved and the necessary procedural fee shall be paid.

The petition shall be submitted to the labour centre that is regionally competent and the register is valid for 4 years. Pursuant to the provisions of the 2001-year-law on adult education the institution realising the education shall conclude a contract with the participants of the education. The contract shall include the qualification and competences that can be acquired via the education, training course, the place, the length, the schedule of the education, the price of the education and the examinations and the method of performance control and evaluation.

If the employer obliges the employee to participate in education or concludes a study contract with the employee then a law (Law XXII of year 1992 on the Labour Code) provides for the length of holiday that can be taken with the aim of learning and the method of its taking.

The government took its position in several strategic documents that **In Hungary the system of evaluation and counting-in of previous knowledge**. In addition, pursuant to Paragraph 17 of the 2001-Act on Adult Education” The education programme shall be adapted to the previous different qualifications and abilities of adults participating in the education. The adult applying to the education shall be entitled to request the preliminary survey of his/her knowledge level, which the adult education institution shall be obliged to evaluate and take into consideration.” The rule does not include any details on the method, financing of the measurement and the method of counting in therefore the practice of the education institutions vary greatly. There is no data on the number of adults using the service. Within the framework of the second National Development Plan (2007-2013) an independent project was also planned, which is the elaboration of the model of recognising preliminary knowledge and to be established in higher education, the so-called validation model .

Sharing the liability

The control of the school-system adult education is the liability of the minister of education. He shall define the conditions of education organisation, the professional subjects and he shall insure the publication of the central programmes of professional subjects. The school-system adult education is organised in the same way as the day-learner (youth) education and offers the opportunity to acquire the same-value qualifications.

The social partners participate in the shaping of professional qualification (which is one of the most important areas of adult education) via consulting bodies established pursuant to legal statutes . The National Interest Agreement Council (OÉT) is the forum for discussing strategic questions.

The National Professional Qualification and Adult Education Council is the national body that assists fulfilling the management tasks of the sector, prepare professional decision-making, provides their opinion and submits proposals.

The Adult Education Accreditation Body (FAT) is liable for the accreditation of institutions and programmes and fulfils quality insurance tasks.

If they request state grants, the adult education institutions must establish their own professional and consulting bodies of the representatives of the professions and other interested organisations.

The chambers, in addition to provide their opinion on the national strategies, play a role in the elaboration of the requirements of each qualification, the organisation of examinations, the examination of masters (and the preparation to such examinations) and they organise training courses themselves as well (mainly out of resources gained via grant applications).

Financing

The resources of the school-system adult education are the same as the resources of the day-system education. The financing of practical education is the half of the financing of the day-time standard and the financing of correspondence education is the fifth of the day-time standard.

The financing of adult education lies on four posts (figures on the proportions are available only from 2007):

- the central budget (maintenance of regional educational centres and the education of target groups, 12%)
- each part of the Labour Force Fund (basically for training the unemployed and certain target groups, 12%) the compulsory contribution of employers in the form of professional education tax (which is 1.5% of the costs of wages and in the form of training the employees (its proportion is 33% in the financing)
- the participants of the education (mainly the costs of travelling, course books, in a less ratio
-
- tuition fee or education contribution), their proportion in the financing is 33%
- other resources, e.g. applications for grants 10%

The economic organisations shall pay the education of their own employees if the education is not initiated by the employee. In this field, it is an encouraging tool of the government that the companies may spend one third of the compulsory professional education contribution (one third of the 1.5% of the costs of wages) and the small

and micro-enterprises may spend 60% of that tax on the education of their own employees.

Programmes and service providers

The objective of the school-system primary school adult education is to give assistance to adults that fell off the education earlier or that were unable to complete their primary school study liabilities when still before the school-leaving age in order that they can acquire the primary level school qualification (this is the preliminary condition of learning certain trades).

The objective of secondary-school adult education can be the acquisition of the final examination certificate or a specified qualification.

These two forms of education are realised in institutions that constitute part of the school system and that are recognised by the state (the most characteristic feature is that there is an adult department in the institution). The school-system adult education can be organised either during the day or in the form of evening courses but in remote education form as well.

In higher education, diplomas can be acquired while being employed (in partial-time training courses) , the number of lessons of the education form is around half of the day-system education.

In addition, the already existing higher-education qualification can be supplemented by other higher-education qualifications (to raise the college qualification to university level or acquire specialised qualifications in so-called professionally oriented re-training courses lasting for 4 semesters).

At all the three levels qualifications equivalent to the qualifications that can be acquired in public education and in the day-time higher education can be acquired.

The education programmes outside the school system are different depending on whether they provide or do not provide a qualification that is recognised by the state.

The 2001-year Act on Adult Education differentiates three types of education, that is to say general, professional and language education respectively.

Various institutions offer such training programmes in addition to the 9 regional education centres established by the state, profit-oriented and non-profit organisations, chambers, work places, schools, higher-education institutions and cultural institutions appear with such programmes at the education market.

The state grants the unemployed (people searching jobs), groups risked by unemployment and people in disadvantageous conditions or the handicapped primarily within the framework of various programmes and applications.

People younger than 25 can participate in granted education programmes (and people younger than 30 that have a diploma), that are not entitled to an unemployment benefit.

The regional labour centres, based on the feedback of the social partners and the labour market, define every year which education orientations and which professional education programmes should be granted by them. The local labour centres select the participants of the training course and they provide the people registered by them with help in selecting the education programmes. The labour centres select the education service providers from among the state regional labour education centres and the accredited education institutions which should provide the education services.

In the professional education outside the school system most of the programmes are aimed at acquiring the OKJ qualifications at ISCED 3C level. In the case of training programmes aiming at the acquisition of professional qualifications the difference from the school system education is that the education institutions do not or do not have to rely on the central education programmes, they are entitled to elaborate the training programmes themselves based on the professional and examination requirements issued by the ministry competent in the professional qualification in question. The granting of the qualification (in the same way as in other sectors of professional education as well) is based on the professional examination that is uniform all over the country.

In addition to professionally oriented programmes there are a great number of training courses that are not aimed at the acquisition of a professional qualification but they serve the acquisition of some special competences (foreign languages, computer handling, art education, sports, etc.).

A high proportion of the participants of adult education (approx. 45%) cover the costs of education themselves.

Courses, which are special jobs where special education is necessary because of the characteristics of the tasks (e.g. the compliance to security regulations or the constant changes of legal regulations). Such cases are the compulsory re-training or examination system of the public officers or certain jobs working in the private sector (book keepers, auditors, people dealing with dangerous materials, professional motor vehicle drivers, etc.) Such training courses and examinations are outside the regulations applicable to the qualifications listed in the National List of Qualifications.

Such re-training courses can be classified into three main categories:

- 1.) the career system of “uniform” jobs (police officer, fire fighter) is connected to a special examination system,

2.) the obligatory re-training system of public officers has worked since the 1990's; the doctors, teachers, social workers, etc. employed in public officer statuses form a special partial system, the ABI training programme can mean a re-training opportunity to them. The chambers and the ministries participate in the contents of the training programmes and the re-training institutions established especially to that purpose realise preparation and examinations,

3.) some state companies such as the post office and the railways operate their own training systems.

The chamber of trade and industry, the chamber of agriculture are liable to organise master examinations which serve the acquisition of a higher-level qualification than the usual professional qualification (master title) . The chambers organise preparation training courses as well but it is not compulsory to participate in such courses.

Quality insurance

The adult education realised in public education institution is subject to the elements of the public education quality insurance system and regulations (the qualification requirements of teachers, the mechanism of elaborating the curriculum, the learner contract in the professional education, the examination committees and the quality insurance programmes of public education).

The quality insurance in adult education is served by the institution accreditation and the programme accreditation introduced in 2002. Accreditation is not compulsory but only education institutions that have the accreditation shall be entitled to state grants.

The Adult Education Accreditation Body (Hungarian abbreviation: FAT) realises the accreditation of the education service providers and education programmes present at the market based on the opinion of committees of experts. The institution accreditation is valid for 4 years and the programmes can be accredited for 2 to 5 years. The institution accreditation examines the regulated manner of the institution in addition to the education and related service providing activities and validates the institution from the aspect of quality. Accreditation insures a quality insurance system based on self-evaluation. When programmes are accredited, it is examined whether the programme meets the education objectives and requirements and feasibility and the compliance of methods are examined. Pursuant to legal statutes, FAT, by involving external experts, shall be entitled to realise audits in the institutions in question after the granting of the accreditation.

RSZFK Nonprofit Kft. has been an adult education institution accredited by FAT since 2003. In its activities, it has participated in the development, testing and propagation of several accredited education programmes.

The LLL

It was in 2005 when the Hungarian government approved the *strategy of life-long learning* relating to the period lasting until 2013 which defines a comprehensive development programme by placing the development of individual competences into the centre. This strategy resigns from the sector-oriented access of connected to the existing system of institutions for the benefit of an aspect, which gives governmental answers to comprehensive social and economic problems. The strategy of *lifelong learning – LLL* and the *government decree 2212/2005 (X. 13.)* connected to it wishes to establish the basis of various action programmes and action plans of the sectors, which might allow for systematic development.

The LLL strategy defines the most important tasks and the key areas of development in the following way:

Priorities:

1. Strengthening the chance-generating role of education and training
2. Strengthening the relations between education, training and economy
3. Applying new government methods and public policy procedures
4. Improving the efficiency, increasing the total social expenditures of educational and training systems
5. Improving the quality of education and training

The key areas of development:

1. Developing basic skills and key competences in public education
2. Key to adaptation: wide and rich offer in professional education, in higher education and adult-age learning
3. Continuously increasing learning opportunities (IKT, learning at the job, informal learning and alternative forms of learning)
4. Career orientation, consulting and career follow-up
5. Recognising informal and non-formal learning
6. Supporting groups in disadvantageous situation and that are hazarded from the aspect of the labour market (prevention of falling off, opportunity to join the life-long learning)
7. Establishing a new type of teaching/learning culture (new roles of teachers, trainers, the culture of quality)

In Hungary each of the education types serves the achievement of the objectives of the LLL strategy within the compulsory school-attendance period. The development guidelines of education: in modular systems, allowing transit, competence-based, learner-centred.

Accreditation of training and education programmes

The system of adult education in Hungary

The adult education of Hungary has developed considerably for the recent years. The system of its legal conditions and institutional background has been created. The National Professional Education and Adult Education Institution has been established, the control and management structures have been created, and the financing system has been operating. It is almost unbelievable that approx. 1 million people do not have a school qualification higher than the 8 years studied in primary school. Several people with handicap and suffering from disadvantageous conditions live among us the adaptation of who could be helped by insuring the appropriate education and training courses. It can be supported by the employment figures in a provable way that there is a close relationship between long-lasting employment and education/qualification. The education and training system should promote life-long learning in the scope of various social layers on the first hand and it should insure the continuous renewal of the employees' professional knowledge on the other hand.

The areas of adult education:

- a. **School-system adult education**, which is aimed at acquiring primary, secondary or higher education and/or professional qualification, their legal regulations are provided for by the acts on public education and higher education. The importance of school—system adult education comes from the case where an individual was not able to have the necessary education in the normal school system, such an individual should have the opportunity to acquire it later.
- b. **Education outside the school-system**, the largest area of which is the education, training at the labour market. Its legal regulations are provided basically by the act on adult education, the act on professional qualification and the act on employment. The professional training courses outside the school system mean the largest area of adult education, regarding both the number of professional training courses and participants and the choice of professional qualifications that can be acquired. The training courses outside the school system try to adapt flexibly to the tasks of adults as employers, family members, financial opportunities and time schedules. 70-80% of training courses outside the school system are courses aimed at acquiring professional qualifications recognised by the states. But just because of the higher requirements and the longer training periods they are the most costly. They could be replaced by training courses that comply with the actual needs of employers.

The institutional system of the adult education outside the school system

1. **education enterprises operating in the form of economic companies;**
2. **institutions financed of the central budget** (e.g. regional labour force developing and training centres);
3. **non-profit organisations;**

Most of the participants of the training courses (50-60%) are taught by education enterprises and their proportion is increasing continuously. The more and more important role is explained by flexible adaptation. (Regarding our own company we could solve, e.g. the week-end training times, the instalment-payment opportunities, the continuous development of the curriculum, the integration of learning-methodology elements into the education). Most of the participants participating in the professional education outside the school system (90%) participate in courses aiming at acquiring the professional qualifications in need of primary and secondary school education. Around two thirds of the participants are younger than 35. In the future high attention should be paid to the education of people in disadvantageous conditions. The education opportunities of young people falling out of the various school levels, the unemployed and the handicapped should be reconsidered. **The main orientations of adult education:**

- It is necessary to widen the career orientation education of the adult, in order that they can learn job search techniques and that the choice of other supplementary courses should be widened.
- It is appropriate to build the network-type system of institutions on the basis of the existing adult education institutions, mainly in order that the adult that are in a disadvantageous position from the aspect of professional education can learn easier.
- The education, re-training of pedagogues working in adult education and the continuous updating of the methods should be solved.

Institution and programme accreditation

The European requirements urge mainly the quality improvement of adult education. Educational institutions are necessary for that, which have been "certified".

Institution accreditation

In the framework of institution accreditation it is examined whether the regulations of the education activities deployed in the adult education institution (curriculum development, education/training evaluation) and the adult education service providing activities and institution management and decision-making processes is compliant to the system of requirements. The accredited institution shall have the quality insurance system approved by its Professional Consulting Body which defines the processes that meet the expectations of the participants in the education, defines the sequence and interactions of the flows, the activities, which are necessary for achieving the planned results, includes the tools and methods which are suitable for objective evaluation. The self-evaluation shall cover the capabilities of the educational institution, human resource management, the analysis of the educational activity and the presentation of the opinion of the education participants. The institution applying for the accreditation shall provide adult education services as well in relation to the education. Such as for example:

- a. Surveying, evaluating and taking into consideration of the already acquired competence,
- b. Surveying the education needs of the individual and education consulting,
- c. Employment consulting,
- d. Individual or group job seeking consulting.

Programme accreditation

The objective of programme accreditation is to certify that the education programme is compliant to the education objective, the criteria of feasibility and the pedagogic and androgenic requirements. The programme should include the human and objective conditions necessary for the realisation as well. An education programme can be accredited if the sequence and build-up and contexts of the content elements improve the achievement of the education objective that the participant of the education can learn the knowledge, can have the experiences, skills the acquirement of which have been set as targets by the programme. The new legal statutes provide the opportunity to have the already accredited programmes accredited. In such a case the usage right of the programme should be acquired from the owner and the human and objective conditions shall be insured that are necessary for the realisation. Based on the records of FAT there are more than one thousand accredited organisations in Hungary that deal with adult education, while the number of accredited programmes is approx. 700. Most of the programmes are language, information technology (mainly ECDL training courses), and various courses of economic character. The instructors dealing with language and information technology courses constitute around 70% and the proportion of motor vehicle driving schools is important. Therefore the most essential objective of accreditation is the protection of the participants of the education and the certification that the accredited institution provides the adult education and the services connected to it in compliance with the requirements defined in the legal statutes in order that the participants can receive appropriate information. It should be certified that the institution has all the conditions that are necessary for the regular deployment of the activity and that the participants of the programme can have the opportunity to acquire the knowledge and the practice, skills and abilities which are defined as the objective of the education programme.

Decision-preparation, recording

NSZFI shall be liable to prepare the decisions relating to accreditation and keep records. The petition, announcement shall be submitted in the specified forms together with the stipulated annexes.

NSZFI shall keep records on the institutions and programmes accredited by the FAT. The list of institutions and programmes registered in the records are published by the ministry on its website and official journal.

Decision-making, control, legal remedy

In matters relating to accreditation FAT fulfils decision-making and control tasks. The accreditation procedure may be started upon the petition and announcement of the institution deploying adult education activities and the necessary petition, announcement and the necessary documents shall be submitted to NSZFI. The adult-education institution shall pay a procedure fee for the accreditation procedure. The level of the fee is four hundred thousand Hungarian forints for institution accreditation and the fee for programme accreditation is between seventy and one hundred and fifty thousand Hungarian forints depending on the number of lessons.

During the procedure FAT - in special cases, the chairperson of FAT – shall bring a decision and at the same time they shall issue an institution or programme accreditation certificate respectively. In the accreditation procedure initiated upon an announcement it is unnecessary to have the proving procedure before decision-making and the issue of the certificate. There are different rules applicable to the institution and the programme accreditation procedures – in addition to the above general provisions.

The control right of FAT covers whether the institutions have fulfilled their liabilities connected to the accreditation, the examination of the existence of the conditions they serve as the basis of institution accreditation and the conditions necessary for the realisation of the accredited programme. If FAT states during its control after the allowance of the institution and programme accreditation that the institution and/or the programme does not fulfil the requirements serving as the basis of accreditation, FAT will withdraw the accreditation.

How to move on?

1. what would we have to do to get the ABI training programme implemented in your country (and on the NQF)?

*The compulsory re-training system of the workers working in social and child protection sectors was introduced with the effective date of 1st January 2001. The persons obliged to participate in the re-training programme can select of five different re-training courses – training course, personality development, conference, study trip, professional workshop - of which the participation in one **training course** is compulsory.*

The ABI training programme is inserted by RSZFK into the social and child protection re-training system (RSZFK has the right to do that) and into the accredited adult training system as well.

The insertion into the NQF can be mentioned only after 2013.

2. What is the chance of success?

RSZFK is an adult education system that has been accredited since 2003 and it has developed around 15 education programmes for the period mentioned

and it has inserted them into the social and child protection re-training system and into the accredited adult education system as well.

The chances of success are further increased by the fact that the professionals working in the social and child protection sector have re-training obligation, which they must renew every five years. Following the introduction of the ABI training programme it will be a re-training programme that can be selected by the professionals.

3. What are the expected hindrances?

The most important hindrances of the realisation of the ABI training programme are the difficulties and the unforeseeable changes of the financing system.

The financing of adult education lies on four posts (figures on the proportions are available only from 2007):

- the central budget (maintenance of regional educational centres and the education of target groups, 12%)
- each part of the Labour Force Fund (basically for training the unemployed and certain target groups, 12%) the compulsory contribution of employers in the form of professional education tax (which is 1.5% of the costs of wages and in the form of training the employees (its proportion is 33% in the financing)
- the participants of the education (mainly the costs of travelling, course books, in a less ratio
-
- tuition fee or education contribution), their proportion in the financing is 33%
- other resources, e.g. applications for grants 10%

The economic organisations shall pay the education of their own employees if the education is not initiated by the employee. In this field, it is an encouraging tool of the government that the companies may spend one third of the compulsory professional education contribution (one third of the 1.5% of the costs of wages) and the small and micro-enterprises may spend 60% of that tax on the education of their own employees.

Compared to the average wages, the costs of re-training courses are high in Hungary. However, the employers feel the need for training courses, there is only a reserved financial reserve for that, the level of which is low.

The time frame planned for training courses is among the expected hindrances. **The ABI training programme cannot be inserted into the Hungarian professional qualification system, it can be inserted into the social and child protection re-training system. This allows for maximum 60 lessons as a re-training programme schedule, which shows the intention that the learners should**

receive supplementary, special knowledge based on the basic knowledge level of the learners.

4. What national/regional specifications must be taken into consideration?

Professional politics and regulation environment

The Law on Adult education of 2001 (2001/CI) is a frame-like legal regulation, which did not abrogate the earlier legal statutes (on public education, professional education, employment.) . It regulates training organised in an adult age, outside the school system and furthermore the services connected to education and the support system. The scope of the Law on Adult Education shall be applicable to each Hungarian citizen that has fulfilled their study liabilities (that lasts until the 18 years of age as the school leaving age).

Secondary-school studies may be followed after the age of 23 only within the framework of the adult education programme.

An institution shall have the right to deploy adult education activities (training and/or services supplementing adult education) if the institution is listed in the national register of adult education institutions. The recording into the register (registration) takes place upon a petition, its condition is that the organisation providing the education shall have the deeds proving the firm establishment, in the case of organising language examinations or professional examinations the right to organise the examination shall be proved and the necessary procedural fee shall be paid.

The petition shall be submitted to the labour centre that is regionally competent and the register is valid for 4 years. Pursuant to the provisions of the 2001-year-law on adult education the institution realising the education shall conclude a contract with the participants of the education. The contract shall include the qualification and competences that can be acquired via the education, training course, the place, the length, the schedule of the education, the price of the education and the examinations and the method of performance control and evaluation.

If the employer obliges the employee to participate in education or concludes a study contract with the employee then a law (Law XXII of year 1992 on the Labour Code) provides for the length of holiday that can be taken with the aim of learning and the method of its taking.

The government took its position in several strategic documents that **In Hungary the system of evaluation and counting-in of previous knowledge.** In addition, pursuant to Paragraph 17 of the 2001-Act on Adult Education” The education programme shall be adapted to the previous different qualifications and abilities of adults participating in the education. The adult applying to the education shall be entitled to request the preliminary survey of his/her knowledge level, which the adult education institution shall be obliged to evaluate and take into consideration.” The

rule does not include any details on the method, financing of the measurement and the method of counting in therefore the practice of the education institutions vary greatly. There is no data on the number of adults using the service. Within the framework of the second National Development Plan (2007-2013) an independent project was also planned, which is the elaboration of the model of recognising preliminary knowledge and to be established in higher education, the so-called validation model.

5. What is the expected duration of the realisation?

The realisation of the accreditation process is around six months from the submission of the petition. The submission can be made once in every year until the 15 October. Then it is judged until January and in March the accreditation is given by FAT as well.

6. Can the ABI project partners do anything for the success at European level?

Yes, they can, the partners can promote having the training programme approved at European level by taking the steps defined in the Dissemination Strategy.

7. If ABI can be inserted in the national framework, what else should be made in order that it can receive European references?

After the completion of the NQF and the rules of procedure connected to it we can answer this question.

8. How long would it take and who would realise that the programme can receive European reference? Should this be the task of a consortium or is it an automatic procedure?

After the completion of the NQF and the rules of procedure connected to it we can answer this question.

6. RECOMMENDATIONS

1. Which steps need to be taken to implement the ABI training programme into the education system of your country/region?

The compulsory re-training system of the workers working in social and child protection sectors was introduced with the effective date of 1st January 2001. The persons obliged to participate in the re-training programme can select of five different re-training courses – training course, personality development, conference, study trip, professional workshop - of which the participation in one **training course** is compulsory.

The ABI training programme is inserted by RSZFK into the social and child protection re-training system (RSZFK has the right to do that) and into the accredited adult training system as well.

2 Which steps need to be taken to implement the ABI training programme into your NQF?

The insertion into the NQF can be discussed only after 2013 .

3 What more would we have to do to get it an EQF reference?

Out of the members of the partnership EASPD is able to represent the reference of the ABI training programme the most efficiently. The remaining members of the partnership can support such intentions of EASPD .

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