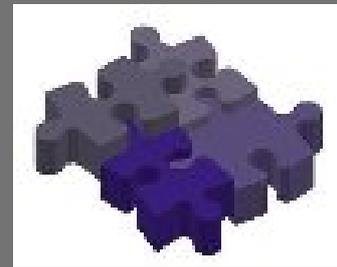


2011



National Integration Strategy Paper – Hungary



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

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Project acronym: ABI

Programme: Lifelong Learning Programme – LdV- Multilateral projects

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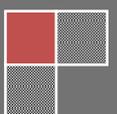
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Zsuzsanna Antal
RSZFK Nonprofit Ltd.
9/30/2011



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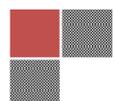
Introduction: This section introduces the main sections of the report as well as the primary people involved in conducting the report. It provides any information that might be needed by the reader to understand the background to the analysis.

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.

The training needs in Hungary: This section presents a summary of the national report on training needs, conducted in workpackage 2.

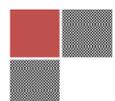
The results of the pilot testing: This section presents a summary of the results of the pilots, conducted in workpackage 4.



National and Regional Adaptations: *This section presents the summary of the report on the national adaptations, conducted at a previous stage of workpackage 5.*

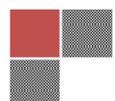
An Integration Strategy for Hungary: *This section describes a national/regional integration and exploitation strategy, which serves as a step-by-step action plan towards the implementation and accreditation of the ABI training programme in the country.*

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 behavioural approach for managing challenging behaviours and promoting positive skills.



1. EXECUTIVE SUMMARY

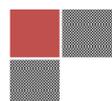
This report outlines the process undertaken within the Consortium of the “ABI” project (Development of a common training programme for ABI caregivers), started in October 2009 and being scheduled for 25 months.

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 Szociális Forrásközpont Nonprofit Kft. / Hungary,
- Mutualite Francaise Anjou-Moyenne-Arceau-Anjou / France,
- Berufsförderungsinstitut Oberosterreich / Austria,
- European Association of Service providers for persons with disabilities (EASPD) / Belgium.

The ultimate goal of workpackage 5 is to integrate the training programme in each of the partner countries. Therefore, this report provides all information collated during the lifetime of the project. Based on these data, a clear exploitation/integration strategy will be developed per country in order to implement the training programme at national or regional level and keep it alive after the funding period.



2. INTRODUCTION

A professional team was called in order to prepare the analysis, the participants 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.

Antal Zsuzsanna informed the participants about the contents, objective and the methodology of this report. 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. Had the role of preparing the analysis, revised by Füzessy Józsefné, executive director of Regionális Szociális Forrásközpont Nonprofit Kft.

The content of the interviews were validated by:

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

Antal Zsuzsanna

Professional experience:

Adult training expert, she has been project manager for 10 years and she manages Leonardo for RSZFK.

She worked as a visiting master at the Faculty of the College for Health of the Pécs University of Sciences in Szombathely. She 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 .

Education:

1996- 2000 Pécs University of Sciences

Adult training manager, university diploma

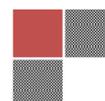
Magyar Mariann

Professional experience:

Project manager and training manager of RSZFK for 7 years.

Her tasks are the management of adult training courses and LLL courses, transacting the institutional and training accreditation, she is also a visiting teacher.

Furthermore, her tasks include 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.

Education:

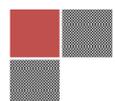
1993- 2003 ELTE, Sociology and Social-Politics Institute

Social politician, university diploma

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, he is also 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, and to conduct a clear exploitation/integration strategy in order to get the training programme implemented at national or regional level and to keep it alive after the funding period.

As a first step, an analysis was made in each of the partner countries on the legislation and standards concerning this topic and the implementation and accreditation processes needed at national/regional level.

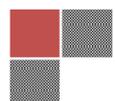
These 'Reports on National Adaptations' gave us a first idea of the way of working in each country, the obstacles which might occur and the national adaptations to the training programme which were needed.

Approaching the end of the project, we now have all needed information to develop an extensive integration strategy on the steps to be taken in the final stage of the project and after the projects' lifetime. This is the goal of this report.

More in detail, following information will be brought together in this National Integration Strategy Paper:

- The national report on training needs, conducted in workpackage 2;
- The results of the pilots, conducted in workpackage 4;
- The report on the national adaptations, conducted at a previous stage of workpackage 5.

Based on this information, an extensive integration and exploitation strategy is developed per country, containing a timeline and a number of detailed recommendations towards the implementation of the ABI training programme at national/regional level.



4. METHODOLOGY

The synthesis of all data collated during the projects' lifetime

As for the 'Reports on National Adaptations', a set of guidelines was conducted by EASPD, giving the project partners the opportunity to write their report in a structured and parallel way. All partners were asked to use these guidelines as a basis for their national report, which would help EASPD compiling the 'Transnational Report on integration' at the end of the project.

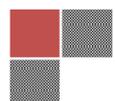
The guidelines consist of a series of questions, which serve only as a basis for the report to be written and should not be seen as an exhaustive list of topics. Each of the partners was given to opportunity to add freely important information specific to their country or region.

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

1. What are the training needs of persons working in the ABI sector, in your country/region?
2. How far are these needs met in the training programme as it is conducted now?
3. Please give an overview of the results of the pilot testing in your country/region? Which feedback was given by the different stakeholders?
4. How is the education and training system organised in your country/region (the formal vocational training system as well as the boarder lifelong learning field)?
5. How is the EQF/NQF implemented in this system?
6. Which bodies are responsible for the accreditation of training and education programmes in the formal vocational training system, as well as in the broader lifelong learning field?
7. What are the obstacles which we would need to overcome when implementing the ABI training programme in your country/region?
8. Which national/regional adaptations of the ABI training programme are needed in order to get it implemented in your country/region?
9. What chances of success do you think we have?

The answers to these questions can all be found in the previous reports written during the projects' lifetime.

The development of an integration strategy



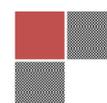
The ultimate goal of this report is the development of a national integration strategy, based on the information collated during the course of the ABI project. In order to help the project partners to develop such a strategy, a set of guidelines was conducted by EASPD. The partners were asked to use these guidelines as a basis for their national report, which would help EASPD compiling the 'Transnational Report on integration' at the end of the project.

The guidelines consist of a series of questions, which serve only as a basis for the report to be written 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 this section of the national report, were:

1. Which concrete steps need to be taken to implement the ABI training programme into the education system of your country/region and into your NQF, taking into account:
 - the obstacles to overcome;
 - the adaptations to be made;
 - the measures to be taken (at European, national and regional level) in order to improve the chances of success.
2. What more would we have to do to get it an EQF reference?
3. What would be the timeline to achieve these steps, during and after the projects' lifetime?
4. Who would actually do it, during and after the projects' lifetime?
5. Which stakeholders could be involved in the implementation process?
6. Give some concrete ideas on how to keep the project outcomes alive after the projects' lifetime.

The answers to these questions are synthesised in a step-by-step action plan, which can be found further down in this report.



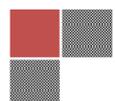
5. THE TRAINING NEEDS IN HUNGARY

As in Hungary there are not yet trainings for specialists of the brain injured, this training aroused interest. We involved participants from a wider sector, from the social sector but also to health rehabilitation and employment rehabilitation.

Trainees of upper qualifications were dominating. As in Hungary there was not such a training previously, the managers of institutions first sent their fully qualified workers.

According to the evaluation of Mariann Magyar, the head of the RSZFK training department, the elements of the training content can be found in different trainings (nurse, social caregiver and nurse, social worker), so not all the elements of the training are new to some of the participants. But these pieces of information have not yet been organized into the system of tasks relating to brain injured people, **so the content so far known was put in a new light.**

RSZFK intends to accreditate the training so that it can enter the Hungarian education and training system



6. THE RESULTS OF THE PILOT TESTING

HUNGARY

In Hungary, the RSZFK Nonprofit Kft./ RSZFK Nonprofit Llc. organized the ABI pilot training, addressed to 14 participants.

Feedback 1: COURSE ENVIRONMENT

The course circumstances and environment were checked by the trainees and the observers and also by the training assistant working in the ABI program, Szabina Stummer.

Pilot ABI participant evaluation form: average 4.9/5

Pilot ABI observers evaluation: average 5/5

Feedback 2: COURSE CONTENT

The observers and the head of the RSZFK training department, Mariann Magyar evaluated the training content. The Hungarian ABI project manageress, Zsuzsanna Antal held a few information meetings to the leaders and the staffs of the social, health and employment rehabilitation institutions to make the course clear to all. Before starting the course, the participants were again informed in detail on the ABI project and the goal of the training.

According to the evaluation of Mariann Magyar, the head of the RSZFK training department, the elements of the training content can be found in different trainings (nurse, social caregiver and nurse, social worker) , so not all the elements of the training are new to some of the participants. But these pieces of information have not yet been organized into the system of tasks relating to brain injured people, so the content so far known was put in a new light.

Observers comments:

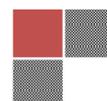
- Besides theory, we could hear a lot of practical examples. As for such a kind of training, it is extremely important to help the participants' work by giving practical examples;
- The training content should be completed with getting to know good practice and the practice of giving personal help;
- The training material is innovative, it approaches to brain injured people in a new way and with a new content.

Pilot ABI participant evaluation form: average 4.6/5

Pilot ABI observers evaluation: average 4.7/5

The length of the training was considered proper by all the participants.

Trainees were also given the opportunity to comment, we report some of them



“The training content was extremely logical and well-built, with lots of new information for me.”; “I found very good to be able to take part in such a training in Hungary. “; “I cannot find out in each case where to make use of the information acquired here. In my work, I cannot/do not use everything taught. “

Feedback 3: EDUCATIONAL MATERIAL

In Hungary, a change of government took place last year, which has had a basic influence on social and health provision and the legal regulation. Ministeries, institutions were reorganized and have had new scopes and spheres of activities. There have happened changes in occupation policy, and the new operation way of the social welfare system has not yet followed the changes with all its elements.

Observers comments:

- Inaccuracies in the translated material need to be corrected.
- It is very important that training/teaching material be co-ordinated with practice, just the same way as in this training.
- The trainers' PP materials were made satisfactorily. They have proven unambiguous and easy to use.
- The trainers involved local characteristics in their lectures.

Pilot ABI participant evaluation form, average 4.5/5

Pilot ABI observers evaluation, average 4.8/5

Trainees were also given the opportunity to comment, we report some of them :

“Explaining the modules of the guidelines comprised everything.”; “More legal changes should have been made known. Not all the elements of the guidelines were updated. “; “Power point lectures were excellent and easy to follow, as well as the situation play (, the island of the blinds’) and the questionnaire connected to Module 10.”

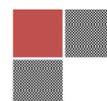
Feedback 4: TRAINERS

When selecting the trainers, the RSZFK insisted to choose trainers with a great professional experiences, with authenticity, good performing skills and updated knowledge.

Observers comments:

- Choosing the trainers was successful, we could get to know and listen to experienced, efficient trainers, skilled in their special line.
- The trainers proved competent and at home in practice.
- The trainers gave their lectures in an elaborated style and using quite a few different methods.
- The trainers' preparedness was manifest, they had up-to-date information.
- The lectures were varied and very colourful.

Pilot ABI participant evaluation form, average 4.7/5



Pilot ABI observers evaluation, average 4.8 /5

Trainees were also given the opportunity to comment, we report some of them :

“We could listen to well-prepared, great authorities in their special fields.”; “The group-members’ feedbacks were always reacted to.”; “My opinion is that the trainers were competent, all of them made use of their practical experiences.”; “I considered the practical examples important, as well as giving ‘solutions’ to the situations mentioned by the participants.”

Feedback 5: GROUP COMPOSITION

The composition of the group is wide as they are from a few fields of professions: social, health rehabilitation, employment rehabilitation. Trainees of upper qualifications are dominating.

RSZFK intends to accreditate the training so that it can enter the Hungarian education and training system.

Trainees were also given the opportunity to comment we report some of the comments :

“I will offer the training to several of my colleagues.”; “I would give the possibility to people from the all over the country to take part.”

Feedback 6: OVERALL IMPRESSION OF THE TRAINING PROGRAMME

RSZFK intends to accreditate the training so that it can enter the Hungarian education and training system.

Pilot ABI participant evaluation form, average 4.7/5

Pilot ABI observers evaluation, average 5/5

Trainees were also given the opportunity to comment :

“Thank you for the RSZFK and the staff of the ABI project to make possible such a kind of training in Hungary, as well.”

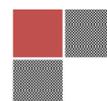
Feedback 7: OPPORTUNITIES TO IMPROVE THE TRAINING

According to the observers, all the modules were important, they were logically built and the material had a strong cohesion.

It would be essential to prepare further materials, modules that could be built on the present training and can help to get knowledge of higher level.

A general conclusion: the training contained a lot of new information even for the fully qualified trainees and it gave them a new type of access to brain injured people and how to treat them and care for them.

Observing experts suggested the following about how to improve the training:



- A module on employment rehabilitation
- International practice with international trainer
- A module on how to deal with the family of the brain injured person

Trainees were also given the opportunity to comment :

- Participants would extend the content of the training, which would make possible for them to complete modules of higher level;
- They suggest to make the course practice more stimulating (by giving higher salary);
- They would slow down the pace and plan more time of the course;
- They would extend the course material;
- They would improve the training, building further modules.

Other suggestions referring to improvements:

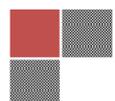
- A module on employment rehabilitation;
- More situation practice;
- More material on anatomy;
- Visiting institutions dealing with brain injured people;
- More lessons on topics of how to improve personality;
- Communication training;
- Burn-out training;
- Material on how to deal with patients in persistent vegetative state;
- Case discussions;
- Learn deeper how to deal with the family of the brain injured person.

The most useful things acquired, by the feedback of the participants :

- Improving of empathy skills;
- Process of rehabilitation and care;
- The complex rehabilitation in Hungary;
- The values of the care of society;
- Knowledge on anatomy and the rehabilitation from doctors' point of view;
- Module 3., especially the information and knowledge in connection with networking;
- Positive communication and workplace safety;
- Risk analysis;
- Recognizing and understanding the general consequences and affects of brain injury;
- Positive communication (compensating strategies of communication difficulties, strategies for to manage communication problems);
- rehabilitation and care process.

The least useful elements:

- there are no such elements;
- Modules 6,7;
- Anatomy.



Main conclusions

Based on the data, the following conclusions can be drawn on the ABI pilot

- the average evaluation points were between 4.5-5, showing that both the participants/trainees and the observers evaluated the training as of high level;
- as in Hungary there is not such a training, it is a long-needed one in the education and training system (despite the fact that certain modules were not unknown to everybody);
- the general conclusion is that the training comprised a lot of new information even for the highly qualified trainees and gave a new aspect on how to access to brain injured people, how to deal with them and how to care for them;
- there is no need to change anything about the intensity of the training or the number of hours for the modules;
- the participants are looking forward to further modules with the help of which they will be able to improve their knowledge.

Suggestions for improvements , made by more than one participant :

- including one module on employment rehabilitation;
- including one module on how to deal with the family of the brain injured person;
- Informative matters on how to deal with patients in persistentvegetative state;
- international practice with international trainer;
- Trainings for caregivers of the brain injured (personality improvement training, communication training, burn-out training, case discussion).

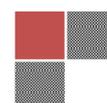
The short-term aim was that the trainees would pass the exam. This aim was reached as all the participants could pass it and gained good results.

The long-term aim was to broaden the knowledge of those working with brain injured people, to make their work of higher level, so that the brain injured people would be able to take advantage of that. The degree of reaching these aims can be measured by the follow-up of the participants of the training, which is planned by the RSZFK.

The training gave expected results, there were no unexpected findings.

Both among the trainees and the observers there were stakeholders, so the points given in the evaluation show their opinions, as well. They all considered the training useful, necessary and effective. They would not intend to make any changes in the training composition, module content, number of lessons, or intensity.

Small mistakes - resulting from translation - should be corrected in the final version of the guidelines in Hungarian.



The pilot in Hungary did not produce results on the basis of which any elements or modules of the training program need modifying/changing.

Trainers' feedback:

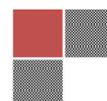
- Learning is an active, constructive process. It is the same even if the participants of the training are adults. This is well supported by ABI Manual and the literature connected with it.

- The ABI Manual is easy to read and to understand. All its ways are to make it understandable. It is suitable to stimulate learners to work independently, the ratio and connection between text and illustration is ideal and well serves understanding. Even the titles bring readers think and arouse their interest.

- The training material is coherent, well considered and contains parts of knowledge built one on the other.

- It satisfies all the needs that may have related to a good coursebook: it presents the far-reaching topic in a concise way, it has good proportions and classifications, it makes a good system of the varied knowledge, it concentrates on the questions possible at the exam, it is based on facts, it serves literature to learners who are interested in details.

Persons with ABI have not been asked to give answers on how useful the training material is, there is not direct information available from them.



7. NATIONAL AND REGIONAL ADAPTATIONS

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	

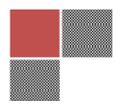
Public education

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.

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.

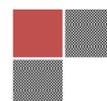
Professional political and regulation environment

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.) .

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 petition shall be submitted to the labour centre that is regionally competent and the register is valid for 4 years.

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 Programme

In 2005 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 its 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.)* wish to establish the basis of various action programmes and action plans of the sectors, which might allow for systematic development.

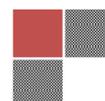
The LLL strategy defines the most important tasks and the key areas of development in the following way:

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.

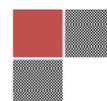
Accreditation of training and education programmes

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 hither 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



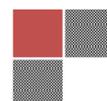
basically by the act on adult education, the act on professional qualification and the act on employment. The professional training courses outside the school system mean the largest area of adult education, regarding both the number of professional training courses and participants and the choice of 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.



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”.

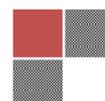
The elaboration principles and structure of the National Qualifications Framework (OKKR) are compatible with the European Qualifications Framework (EKKR), typically the characteristic output learning results serve as the basis of comparison on four areas (knowledge, skills and abilities, viewpoints and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

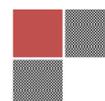
Involving the stakeholders into the process and consulting: the Ministry of Education and Culture initiated the work in close co-operation with the Ministry of Social Affairs and Labour. Scope of stakeholders involved: national institutions, social partners, universities, organisations of teachers, parents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

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.

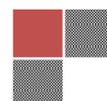
OKKR supports the achievement of the above objectives that it is able to insure in the longer run

- 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.

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

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):

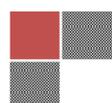
- the central budget (maintenance of regional educational centres and the education of target groups, 12%)
- each part of the Labour Force Fund (basically for training the unemployed and certain target groups, 12%) the compulsory contribution of employers in the form of professional education tax (which 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.**

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).

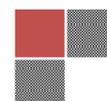
Secondary-school studies may be followed after the age of 23 only within the framework of the adult education programme.

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.

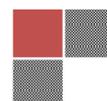
The petition shall be submitted to the labour centre that is regionally competent and the register is valid for 4 years. Pursuant to the provisions of the 2001-year-law on adult education the institution realising the education shall conclude a contract with the participants of the education. The contract 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.



8. AN INTEGRATION STRATEGY FOR HUNGARY

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”.

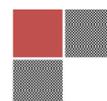
Institution accreditation

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

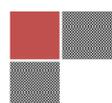
NSZFI shall be liable to prepare the decisions relating to accreditation and keep records. The petition, announcement shall be submitted in the specified forms together with the stipulated annexes.

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.

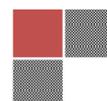
The compulsory re-training system of the workers working in social and child protection sectors was introduced with the effective date of 1st January 2001. The persons obliged to participate in the re-training programme can select of five different re-training courses – training course, personality development,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

The present stage of this process is: the accreditation sheet to be presented to the FAT has been made, and the Resource Centre have applied for the ABI traing program's accreditation.

As the next step: we will adjust the ABI training program to the social and children welfare system ,which is also based on an accreditation sheet but examines the accreditation application from a totally different aspect. FAT accreditation mainly focusses on the training material from quality management aspect, but in the social and children welfare retraining system, meeting the requirements is checked from a content aspect.



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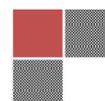
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