

LEAP
Local Adult Education Policy

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Intellectual Output 2

Trends & Dynamics in AE Local Policy Making

Country Snapshot – HUNGARY

Introduction

- Has there been any changes recently in AE policies on national level? Has the focus changed, for example? (due to for example population ageing, automatisisation, digitalisation, unemployment, migration, crime/safety, COVID etc?) Has there been more / less interest from policy makers? Has there been more / less demand from users; growing / declining interest in specific topics;

The Hungarian Government has adopted the Vocational Training 4.0 strategy for vocational training and adult training, in which a system of interventions in line with the trends set out in the question has been defined. Legislative changes initiating the transformations have taken place, and the system is being built. Examples include: - The development of digital knowledge of two different target groups also appears in adult education. In connection with the renewal of technologies, a large number of professionals working in companies need to be renewed in order to be able to design, install, operate and maintain robotic processes. In addition, the knowledge of disadvantaged jobseekers needs to be improved, as they have become a requirement in trained, operator jobs to be able to work in a digital environment. - Work-based learning is a serious burden, as evidenced by the fact that a high proportion of applicants for adult education do not complete training. They need to be provided with more flexible learning pathways. Prior knowledge must be taken into account, even if the applicant cannot prove it with a certificate because it is based on practical work experience. The potential of distance learning should be exploited.

As for statutes and stipulations, **Summary on 11/2020. (II. 7.) Government Decree on the implementation of the Adult Education Act.**

The adult training expert system indicates that for someone to qualify to be an adult training expert they need to possess the following: a higher education in the fields of administrative training, law enforcement or military training, a lecturer/ teacher in pedagogy, a humanities teacher in pedagogy, a psychologist, a behavioral analyst or andragogy, in terms of language, a language teacher qualification is required. Moreover, the adult training expert must have at least five years' professional experience as an expert in education, organization or management of education, quality management, programming, proofreading, measurement and evaluation or adult education. When the adult education expert is employed and registered in the system, they are offered further training and examinations which is supervised by the Minister for Adult Education in Hungary.

12/2020. (II. 7.) Government Decree on the implementation of the Vocational Training Act

The vocational training institution shall provide free of charge to the person entitled to participate in the vocational training free of charge. In addition to the development of mother tongue knowledge and knowledge of Hungarian culture, vocational training in part or in whole non-Hungarian language (hereinafter: bilingual education) provides the student or the person participating in the training with a high level of foreign language skills and it serves to develop the ability to learn a foreign language in order to enable students and trainees to pursue their higher education in the target language in addition to Hungarian, and to complete their profession with a high level of knowledge in the target language after completing their studies.

Below is part of the requirements of the training program as stated on Government Decree on the implementation of the Vocational Training Act

- The school and professional qualifications, medical fitness requirements for the commencement of vocational training.
- Description of the requirements for the aptitude tests
- Brief description of the field of work related to the vocational training.

The minister responsible for vocational training shall register the program requirement if.

- The name of the program requirement (in the case of a modular structure, including the name of the module)
- Include the name of the professional qualification to be obtained,
- Meets the requirements of fair information and is not misleading.
- Is in accordance with the description of the most typical activity or work area that can be provided with a professional qualification.
- Assist the employer in identifying the most typical jobs with the professional qualification.
- The entry conditions for starting vocational training.

Tasks of the vocational training institution

To pay attention to the tasks related to the full development of student's health, this includes:

- Healthy eating
- Daily physical education, exercise
- prevention of abuse and school violence
- Accident prevention and first aid
- Personal hygiene
- Full-scale health development shall be planned in a coordinated, traceable, and measurable, evaluable manner.

The Director shall procure the selection of health promotion and prevention programs.

a) the school psychologist,

(b) the school health service, and

c) if applicable, the local or county Drug Coordination Forum opinion.

- The vocational training institution participates in the prevention and elimination of the vulnerability of students.
- The procurement of food raw materials provided in a vocational training institution shall be coordinated by the catering organizer.

Policy strategies and initiatives to prepare vocational education and training (VET) systems for digitalisation and future of work technologies

It is stated that the Hungarian Government recognizes the impact new technologies, this is digitalisation, automation and robotization. The Hungarian government aims to make and implement strategies that will enable citizens and economic leaders for future digital and technological transformations.

Below is the Hungarian Government's strategy for dealing with technological challenges

- Building an adequate standard of digital infrastructure.
- Developing digital competences (writing and reading skills).
- Digitalisation of the economy.
- Digital transformation of public function.
- Creation of Industry 4.0 national technology platform.

Most of the strategies and initiatives that are planned to preparing vocational education in Hungary includes the following :

- i. Development of basic skills among school-age children.
- ii. Digitalisation of domestic small and medium-sized enterprises for the Government of Hungary.
- iii. Having Up-to-date digital knowledge, skills and competences.
- iv. Renewal of state-operated VET. schools. Quality levels of VET schools'
- v. buildings as they become more attractive for young people, who are at the point of
- vi. deciding on their future career, and their parents, also for tools development.
- vii. Innovation and Technology ministry is working to modernise all VET
- viii. institutions during the present governance cycle. The modernisation includes the
- ix. joint development of practical workshops with companies.
- x. Sectoral skills councils started their operation on the 1st of July 2018 based on the
- xi. Act CLXXXVII/2011 on vocational training. Their task is to facilitate the match of
- xii. labour market needs with the training system, to contribute to the operation and
- xiii. necessary transformation of the vocational and adult education system by their
- xiv. means of opinion and proposal function.

- The currently adopted national Recovery and Resilience Plans may give some indication on the focus

The version of the Hungarian National Recovery and Flexibility Plans published so far contains the emphases defined in the above point, eg: future tender support for the disadvantaged, low-skilled, long-term unemployed, support for digitization, etc.

- Qualitative Indicators (i.e. the range of training services provided by local AE programmes – what kind of skills gap do they address?)

Based on the lack of various competencies indicated by economic actors, a more flexible adult education system is being developed. In adult education, vocational qualifications that can be obtained on the basis of sub-professions and program requirements can be obtained subject to a permit (the scope of the trainings can be expanded by developing and adopting program requirements. This will ensure that the content of training is flexibly adapted to the needs of the Fourth Industrial Revolution.

- Quantitative Indicators (i.e. the participation rate of Adults to education and training programmes planned and implemented at local level)

Some examples of quantitative indicators for adult learning in the VET 4.0 strategy: - 10,000 people participate in short-cycle corporate training that responds to the needs of Industry 4.0 - Participation of 2,000 small and medium-sized enterprises in the special training program - 10,000 people take part in blended training

- Funding Means (Has there been more / less funding ?)

The funding system for adult education is changing. The full new financing system has not yet emerged in practice. New elements: the adult training loan provided by the Student Loan Center, the expansion of the scope of training support related to job retention and employment, training support related to business development.

How are AE policies are defined at local level in Hungary?

Please describe dynamics and process that happens before the definition and implementation of AE policies in your national ecosystem; how are they designed? What kind of inputs local AE policy makers rely on to structure the plans?

In terms of dynamics, the entire adult education process is shifting towards vocational training centers, so that quality-based adult education institutions operating on a market basis have either ceased to exist or can operate with very minimal efficiency. This is especially true in areas where there are no larger companies in quantities that would be found on the customer side. The Employment Departments of Government Offices though employ corporate contacts. By processing information obtained from companies, the adult education offer that can be shaped at the local level is determined.

What inputs can you consider?

In the national ecosystem, in Békés county, South-East Hungary, for example we do not see a need for input from the direction of the national adult education policy, so presumably these will not be included in decision-making. The educational strategy of Békés county was completed in 2016, it has not been updated since: <http://www.bekesmegye.hu/wp-content/uploads/dokumentumtar/onkormanyzatihivatal/tfo/strategia/oktatas.pdf>

If there is no specific AE policy, where can the AE elements be found? (social policies, employment policies, economic policies – skills development, digitisation policy, cultural policies...?)

Elements of adult education are not actually found at the county or regional level. In the Integrated Settlement Development Strategy of settlements, education appears mostly, but adult education does not appear as a tool. Nor are they defined by local governments as a tool of social and economic policy. Surveys and analyzes conducted by the corporate liaison officers of the Government Office, as well as information obtained in the forums of the District and County Employment Pacts, help local policy makers.

Please check also the plans for use of European Structural Funds, they can contain chapters on adult education.

Cooperation with the local government office is excellent, yet EU agendas do not appear in their operation.

How AE policies are implemented at local level?

Please describe the process in which local AE programmes are implemented. Guiding questions might be: who is in charge of deploying AE programmes? Are there training needs analyses made? Are the programmes designed according to the demand? Is there any non-formal supporting network relevant to mention? Is there a database of training providers and/or training programmes available?

The introduction of adult education programs is implemented through grants through the government office - if there is such support. Training needs analyzes are not done centrally, on a case-by-case basis, some adult education companies implement them through their own network of contacts according to their interests. Five years ago, a centrally collected database of training providers and training programs was created, which was not updated.

The tasks of the Government Offices include monitoring the labor market, following the changes and exploring employment and training needs. Calls for proposals are issued on the basis of the information obtained during the surveys, and the Government Office has a significant role in financing refresher training. Government offices also play a key role in the establishment and operation of local Employment Pacts. Government Offices play a role in announcing other tender sources and displaying local characteristics.

Who are the key relevant stakeholders on the local level?

It is very probable that there are no specific policies on AE at the local level. Then we are interested to learn about individual activities like festivals, education activities of museums and libraries, courses for migrants, training for unemployed, awareness raising about separation of waste or climate change, courses for seniors, training in digital skills, career counselling and guidance ...

At local level, the involvement of the listed organizations and activities in adult learning can be felt through various calls for proposals. Courses for migrants are those that are not organized due to the small number of migrants.

We are specifically interested in topics or areas such as Digital Skills, Climate Change (Sustainability issues), Civic Education (Citizenship education) and Health education (in relation to COVID).

We are looking for examples of good practices - something that the local authorities did, do or supported.

Perceiving the rapid changes affecting vocational training, adult training and labor market participants, the Békés County Government Office created local training and adult training working groups in which representatives of all relevant groups are present. Based on the needs assessment and the collection of available information, a situation analysis was made and medium- and long-term action plans were

developed. The working group meets to monitor the implementation of the action plans and the changes in the situation.

Good practice in detail: In order to better address the labor shortage, the Békés County Government Office requested the cooperation of organizations that can and wish to improve the employment and vocational training situation of the county. On 18 January 2018, the Government Office formed a Vocational Training Working Group with the professional chambers and higher education institutions concluding a cooperation agreement with it, the county vocational training centers, the county tank districts, as well as the Békés County Municipality and the Békéscsaba County Municipality. Based on the situation surveys, the working group identified short-, medium- and long-term action plans in a total of 22 professional areas. For each action plan, the responsible organization that brings together the work, as well as the organizations involved in it, have been identified. The action plans were adopted by the members of the working group at a meeting on 15 November 2018. The implementation of the action plans has been ongoing since then. The working group has achieved significant results, among other things - strengthening career guidance (Career Orientation Roundtable, Career Guidance Counseling and Methodology Center, Career Orientation Family Day, Vocational Forum), - access to information on training opportunities available in the county, - launching new higher education courses, - launching previously unavailable secondary education, - harmonization of secondary school enrollment numbers, - research into the professions of the future, - further expand and improve the quality of dual training, - cooperation with transport companies, - improving the efficiency of the labor market training system, and - improving access to digital skills development.

Conclusions and Takeaways

Please provide conclusive remarks with specific reference to gaps and mismatches that might represent a strategic field of intervention for the LEAP's OER platform and its training module.

A guiding question might be: how can we empower local authorities responsible for AE (and/or AE related policies) to be more efficient and effective in their strategic planning?

In order to reach the public, resources should be allocated and empowered to delegate the task to adult education institutions.

What information they need? What guidance they need? What specific actions can be triggered?

We would like to organize a week at the national level to promote adult education and / or the development of basic competencies, resp. it would be useful to allocate a grant source for this.