



# **Continuing vocational education and training (CVET) in Hungary**

## **Detailed Thematic Analysis**

**March 2006**

This thematic analysis is part of a series of reports on vocational education and training produced for each EU Member State (plus Norway and Iceland) by members of ReferNet, a network established by the European Centre for the Development of Vocational Training (Cedefop). Further information on ReferNet Hungary coordinated by the Hungarian National Observatory (*Magyar Oktatási Observatórium Iroda*) of the Fundmanager Directorate of the Ministry of Education (*Oktatási Minisztérium Alapkezelő Igazgatósága, OMAI*) is available at: <http://www.refernet.hu>.

Please note that ReferNet reports are based on strict templates and are intended for use in an online database available at:

[http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/). Therefore, the reader may encounter repetitions in content.

#### **Prepared for Cedefop by:**

Dr. Tamás Köpeczi Bócz  
Eszter Bükki

Statistical data compiled by:  
Krisztina Mészáros  
Eszter Bükki

*ReferNet Hungary*

Background materials were contributed and the report was reviewed by organisations involved in the ReferNet national consortium:

- Budapest Business School, Lifelong Learning Centre
- Budapest Technical College, Kandó Kálmán Faculty of Electrical Engineering, Institute of Developing Human Resources and Methodology
- Budapest University of Technology and Economics, Faculty of Economics and Sciences, Department of Technical Education
- Corvinus University of Budapest, Faculty of Social Sciences, Institute of Behaviour Science and Communication Theory
- Hungarian Central Statistical Office, Living Standard and Human Resources Statistics Department
- Hungarian Chamber of Commerce and Industry
- Ministry of Education (Deputy State Secretariats of Vocational Education and Training, of Higher Education, and for Development and International Relations)
- Ministry of Employment Policy and Labour, Deputy State Secretariat of Employment and Adult Training
- National Centre for Assessment and Examination in Public Education
- National Institute for Adult Education
- National Institute of Vocational Education
- sulINova Agency for Educational Development and In-service Teacher Training
- Tempus Public Foundation, Leonardo National Agency
- University of Miskolc, Centre of Social Research

## TABLE OF CONTENTS

<b>0501</b>	<b>BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)</b> .....	<b>3</b>
050101	National definitions and boundaries .....	8
050102	Development of adult learning .....	9
050103	Evaluation .....	15
050104	Planning and forecasting .....	16
050105	Alternative modes of delivery .....	18
05010501	<i>Open and distance learning</i> .....	19
05010502	<i>E-learning</i> .....	20
05010503	<i>New learning environments incl. learning organisations</i> .....	21
05010504	<i>Flexibilisation and differentiation</i> .....	22
<b>0502</b>	<b>PUBLICLY PROMOTED CVET FOR ALL (INCL. STATISTICS)</b> .....	<b>23</b>
050201	Target groups and provision .....	23
050202	Providers .....	30
050203	Access .....	33
050204	Quality assurance .....	35
<b>0503</b>	<b>TRAINING FOR THE UNEMPLOYED AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET (INCL. STATISTICS)</b> .....	<b>38</b>
050301	Target groups and provision .....	38
050302	Providers .....	43
050303	Access .....	44
050304	Quality assurance .....	45
<b>0504</b>	<b>CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS (INCL. STATISTICS)</b> ....	<b>47</b>
050401	Measures to guarantee provision in enterprises .....	48
050402	Measures to support training in SMEs .....	51
050403	Measures to support training for enterprises in specific economic sectors .....	53
050404	Social partner based schemes to support non-job related training .....	56
<b>0505</b>	<b>CVET AT THE INITIATIVE OF THE INDIVIDUAL (STATISTICS)</b> .....	<b>56</b>
<b>0506</b>	<b>BIBLIOGRAPHICAL REFERENCE AND WEB SITES</b> .....	<b>58</b>

### Annexes:

Annex 1:	Indicators of participation in adult learning (section 0501)
Annex 2:	Indicators of participation in adult learning in the Lifelong Learning Report (2003) of the Central Statistical Office
Annex 3:	Administrative framework of adult learning
Annex 4:	Development goals and measures defined in the 1069/2004. (VII.9.) <i>Government Resolution on the Directives and action plan of developing adult training</i>
Annex 5:	Development objectives and measures defined in the 1057/2005 (V. 31.) <i>Government Resolution on the Measures necessary for the implementation of the strategy of the development of VET</i>
Annex 6:	Indicators of participation in publicly promoted CVET for all (section 0502)
Annex 7:	Statistics of secondary level adult education (section 050201)
Annex 8:	Statistics of tertiary level adult education (section 050201)
Annex 9:	Statistics of adult training (section 050201)
Annex 10:	Indicators of participation in training for unemployed people and others vulnerable to exclusion in the labour market (section 0503)
Annex 11:	Summary of the various training support schemes targeting unemployed people and others vulnerable to exclusion from the labour market by the major target groups
Annex 12:	Major current central programmes and tenders targeting unemployed people and others vulnerable to exclusion in the labour market
Annex 13:	Indicators of participation in CVET at the initiative of enterprises or social partners (section 0504)
Annex 14:	List of Abbreviations
Annex 15:	List of key Hungarian VET terms

## 0501 BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)

In the late 1980s and early 1990s adult education and training underwent massive changes in Hungary. The new political and economic situation, the development of a market economy generated new labour market needs and demands and it stimulated a substantial expansion of new provisions as well. Since then CVET, and in general adult education and training, has improved considerably and learning opportunities for adults have proliferated in order to enter, re-enter and keep adults in the lifelong learning process.

### *Main forms of CVET and general adult education*

There is a main legal differentiation among the currently available forms of adult education and training between school based adult education (*iskolai rendszerű felnőttoktatás*) and adult training provided outside the school system (*iskolarendszeren kívüli felnőttképzés*). The major difference between the two forms is that participants of general education or VET provided within the school system are students in respect of their legal status and that school based adult education is offered by state-recognized public and higher education institutions whose operation is governed by *Act LXXIX of 1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education*, respectively. (Public education refers to the system of institutions providing compulsory and further general and vocational education at pre-primary, primary and secondary/post-secondary levels, whose provision is the duty of the state.) People can participate in adult training provided outside the school system only if they have already completed their compulsory schooling, and they do not have the legal status of students; their consumer rights are to be protected by an adult training contract, pursuant to *Act CI of 2001 on Adult Training* that provides a general regulatory framework for this sector of education.

In both forms – except for most adult education opportunities offered in higher education which are not considered as part of *szakképzés* (vocational education) and the so-called trainings regulated by public authorities (*hatósági képzés*) - the provision of VET awarding a state recognized vocational qualification as well as other vocational programmes is governed by *Act LXXVI of 1993 on Vocational education and training*. Pursuant to it, the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) was established in 1994 to include all state recognized vocational qualifications thus providing a unified qualification system linking IVET and CVET.

Adult education provided within the school system offers full or part-time learning opportunities for adults who could not obtain a certain level of formal school graduation certificate or a vocational qualification during their compulsory schooling, or who want to attain a higher level or more specialized qualification. This kind of education is offered (free of charge under certain conditions) by public and higher education institutions which provide adult education at primary, secondary and tertiary level. The training programmes available for adults in these sectors of education do not in general differ from the regular full time courses in terms of objectives, structure, main content, or the awarded qualifications which are all state recognized, except for the various postgraduate courses in higher education which specifically target graduates with the aim to provide higher level or more specialized training.

Adult training outside the school system covers many different types of training opportunities, not all of which award a state recognized qualification. According to their objectives, the various types of adult training programmes can be grouped as follows (Zachár, 2003):

- IVET (when the participant obtains her/his first OKJ vocational qualification in adult training),
- CVET (leading to state recognized or other vocational qualifications; in some sectors and occupations – e.g. public servants, medical doctors, auditors, etc. – CVET may even be compulsory prescribed by legal regulations),
- trainings aimed at facilitating the employability of people (this can be IVET or CVET depending on the prior qualifications of participants and include the training, re-training or

continuing training programmes of the unemployed and others vulnerable to exclusion in the labour market), and

- so-called supplementary trainings (general education aimed at obtaining the skills required to enter VET at a given level, career orientation and guidance, career-building, language, ICT, communication and other skills developing courses helping adults to perform their work at a higher level).

Accordingly, the Act on Adult training differentiates between vocational, general and language training, but – regarding the number of programmes, participants and the qualifications obtainable – vocational education and training programmes dominate the sector of adult training in Hungary. This Act defines also the various types of its providers which include state-subsidized regional training centres, private training enterprises, non-profit organizations, employers, public and higher education institutions, etc.

As a special type of adult training, the system of master examinations (*mestervizsga*) awarding a higher level vocational qualification which is a precondition of entering some occupations (e.g. electrician, gas mechanic) and awards professional prestige was introduced in 1996. Pursuant to the Act on Vocational education and training, master examinations can be organized by the chambers of economy (the Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara, MKIK*, and the Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) in vocations defined by the chambers which are assigned also to develop their qualification requirements. Most applicants to this examination participate in preparatory training organized by the local chambers, although such participation is not a precondition of taking the exam.

As regards CVET provided at the initiative of enterprises, it underwent a major transformation after the change of the political system and has shrunk considerably in the last decade, in parallel with the privatization of the former large state companies and the proliferation of micro, small and middle-sized enterprises. It currently shows significant differences in the amount and form of training provision across sectors and company size, and training opportunities especially for the employees of SMEs need to be extended and supported by the state.

In addition to the above, there are various kinds of more non-formal type learning opportunities offered by community cultural centres (*művelődési ház*), non-profit-oriented organizations or by the media, including learning circles, courses, lectures offered in, for example, folk arts and crafts, popular science, foreign languages, ICT, etc.

Adult training outside the school system is available for everyone and may be initiated by the individual and/or supported by the employer, but the training needs of special disadvantaged groups (unemployed people and those vulnerable to exclusion in the labour market) are accorded high priority by the government. The state finances their training primarily through the Public Employment Service (*Állami Foglalkoztatási Szolgálat*) and by per capita funding, and supports the development and provision of special training programmes tailored to their special needs through tendering from national and/or EU funds.

#### *Strengths and weaknesses in the overall current provision of adult training*

Strengths in the overall current provision of adult education and training opportunities include:

- the maintenance of a state-promoted adult education system as part of public education,
- the significant expansion of higher education learning opportunities due (partly) to the introduction of more flexible delivery forms and self-financed training in the past decade,
- the provision of training opportunities to disadvantaged adults via the Public Employment Service, per capita funding and central state programmes and tenders, and
- the general regulatory legal framework of adult training provided outside the school system, defined by the Act on Adult training and the related government and ministerial decrees, that ensures customer protection as well as the autonomy of adult training

providers to develop and provide training programmes flexibly adjusted to the demands of the participants and the labour market.

The Act on Adult training took effect on 1st January, 2002. It provides for all adult training activities and services as well as the system of adult training institutions, and the general administrative framework and funding of adult training. Pursuant to it, adult training institutions may provide adult training only if they are registered at the designated county labour centre (*megyei munkaügyi központ*), develop a training programme and an annual training plan, and conclude an adult training contract with the participant. While the registration of adult training providers is obligatory and serves mainly statistical purposes, accreditation of training institutions and/or training programmes is optional. Accreditation serves as a mechanism for assuring quality and is a prerequisite of receiving public subsidy, but is increasingly an attractive marketing asset as well.

The necessary legal framework of non-school based adult training has thus been developed, although the implementation of some regulations remains challenging. Educational policy documents promote the concept of life-long learning (a lifelong learning strategy was accepted in 2005 and an action plan defined in the *2212/2005 (X.13.) government decree*), but it needs time to become well-embedded, especially at county and local level.

The major challenges of school based primary and secondary level adult education are linked primarily to their insufficient funding that results in the lack of provision and problems of accessibility in some areas and in villages. The conditions of teaching and learning – including institutional infrastructure, structure and content of curricula and methodology - are often inferior to those typical in other sectors of public education and are significantly lagging behind compared to them (Mayer, 2002). A central strategy for the development of this sector of education has not yet been prepared; drafting the development concept of school based vocational adult education is prescribed in the Strategy of the Development of VET accepted in 2005 (see section 050102).

Weaknesses in the current provision of adult training outside the school system partly result from the generally small institutional size of providers who thus often do not have the financial sources for infrastructural development (Szilágyi, 2004). Out-dated training curricula and methodology are still not uncommon in adult training and the human resources conditions of training providers are also of uneven quality as these aspects of provision are regulated only in the case of accredited institutions and programmes (however, a positive change is expected from the recently enacted 8/2006. (III. 23.) decree of the Minister of Education that regulates the qualification requirements of all teachers/trainers instructing vocational adult training in the same manner as in accredited institutions).

The system of prior learning assessment and recognition that would facilitate the development of competence-based programmes and more efficient training provision is still in a development stage only, and there is no centrally regulated examination system and validation of certificates, not even in the case of accredited programmes, apart from trainings awarding state recognized OKJ qualifications and those regulated by public authorities. Furthermore, the OKJ qualification structure did not adequately respond to the labour market needs and did not offer clear "progression routes" to obtain a higher level and more specialized qualification, which initiated the development programme implemented within the framework of the HRD OP Measure 3.2.1. (see section 050102).

There is also a significant territorial difference among more and less developed regions in terms of the accessibility of training, and the spreading of more flexible, alternative modes of delivery tailored to the needs of the active population is slowed down by the insufficient technological infrastructure and the scarcity of such training programmes. According to researches, disadvantaged groups still have less access to training opportunities compared to the younger, more educated, employed population.

As it was mentioned earlier, in-company training has shrunk considerably in the last decade and it currently shows significant differences in amount and form of training provision across sectors and company size. Accessibility of training is problematic especially in the case of micro, small and middle-sized businesses.

Resulting partly from the weaknesses discussed above, participation rates in adult education and training in Hungary are still considerably smaller than the EU average (although this may in part result from the weaknesses of the statistical system, the improvement of which is in fact one of the current policy priorities, see below). Educational policy (cf. the strategies of the development of adult training, of VET and of lifelong learning discussed in section 050102) therefore aims to increase participation rates through ensuring more flexible delivery modes, more adequate content of adult education and training programmes, and developing the systems of prior learning assessment and validation that would enable and motivate more adults to enter the LLL process. These objectives are to be met through various development programmes financed from national and/or EU funds, such as the various measures and tenders of the Human Resources Operational Programme (HRD OP, for more information, please refer to section 050102).

#### *Promotion of skills development*

Adults who could not finish primary school and lack basic skills can participate in school based adult education free of charge. Regarding the development of key competences, the framework curriculum of school based adult education introduced information technology and foreign language as mandatory subjects in 2001.

Educational policy considers the development of basic skills and key competences as the primary task of public education (the development of which in this respect is currently supported through HRD OP Measure 3.1.: *Promoting the development of skills and competencies necessary for lifelong learning*), but skills development is usually part also of the state supported training programmes targeting disadvantaged adults. Catching-up courses offered in adult training outside the school system aiming to prepare those without basic skills to obtain the primary school leaving certificate and/or the skills and competences necessary for entering VET or integrating into the labour market are financed through several central state programmes and HRD OP measures (please refer to section 050301).

The development of the ICT and foreign language skills of adults in adult training is also promoted by the state through an indirect financial support: since 2003 participants of such training programmes provided by accredited adult training institutions can deduct 30% (maximum HUF 60,000/EUR 240) of their training fee from their personal income tax (in case they have an annual income of less than HUF 6 500 000/EUR 26 000). In addition, IT skills development is often part of the training programmes targeting employees of SMEs supported by the state.

Research data, however, shows that in spite of all these efforts, there is still need for considerable improvement in this respect. Hungary scored in the worst group in nearly all indicators among the 20 countries that participated in the International Adult Literacy Survey (Literacy in Information Age, 2000) of the Organisation for Economic Cooperation and Development (OECD). Fresh research data on the status of basic skills and the development needs of the adult population to orient policy makers will be available in 2008 through the Adult Literacy and Life Skills Survey (ALL) coordinated by Statistics Canada and the Educational Testing Service (ETS) in collaboration with the OECD and other organisations.

#### *Statistics of adult education and training*

According to Eurostat data compiled from national labour force surveys in 2003, Hungary has the lowest proportion of adult learners (i.e. proportion of the population aged 15-64 having participated in any kind of learning within the past 12 months preceding the survey): 12%, in

contrast to the 42% EU-25 average (Eurostat, 2005; see also Table 1 of Annex 2). The main reasons for the low participation rate include:

- the low employment rates due to which a significant proportion of the working age population do not participate in in-company CVET;
- the overrepresentation of the younger age group under 25 years of age in other types of trainings (including the so-called labour market trainings, munkaerő-piaci képzések, see section 0503); and
- survey data may have to some extent underestimated the real situation, as many respondents still think of only formal education and training as being relevant, or have difficulties in interpreting non-formal and informal learning.

While in public and higher education statistical data collection has well-established forms and processes that provide comprehensive data also about adult learners participating in part-time education/distance learning, the statistics of adult training provided outside the school system is rather deficient. Prior to enacting the Act on Adult Training, national data collection had covered only vocational programmes (since 1995, within the framework of the National Statistical Data Collection Programme, *Országos statisztikai adatgyűjtési program, OSAP*), and several sub-sectors have been only gradually included in the data collection process.

Data about adult learning can be derived from various databases set up at varying times for varying purposes and maintained by different public authorities (e.g. by the Public Employment Service, the Ministry of Employment and Labour, Central Statistical Office, etc.). The integration of all these sources is therefore of prime significance, and indeed, the development of an all-inclusive adult training database including up-to-date and validated statistical information is the objective of an on-going project implemented within the framework of HRD OP Measure 3.5.1 (please refer to section 050102).

Annex 1 presents the currently available data on participation rates of adult learning, including training opportunities offered both within and outside the school system, and the distribution of participants according to gender and highest level of educational attainment/qualification. The figures concerning prior educational attainment support the findings of several surveys and research reports that the majority of participants of CVET belong to the more educated cohort of population that possess at least the maturity certificate.

Concerning adult training provided outside the school system, however, participation rates must be considered with caution, due to reasons discussed above. The Ministry of Employment and Labour responsible for this sector estimates that the total number of people participating annually in any kind of adult training is around 900 000. From this 400 000 adults receive some kind of financial support from the state. According to the corrected calculation of the ministry:

- training of 12% of employed people in the private sector is supported by their employer;
- around 80 000 unemployed people and others endangered by unemployment participate in trainings supported by Public Employment Service;
- around one third of the participants of registered adult trainings pay the training fee themselves (their corrected number is estimated around 100 000);
- in addition, the number of adults participating in trainings regulated by public authorities (hatósági képzés) and in foreign language education is estimated around 200 000, although the greatest uncertainties of calculation relate to these sub-sectors as they have been involved in the data collection process only since 2003.

In addition, the results of the Lifelong Learning survey conducted by the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*) in 2003 as an ad hoc module of the regular labour force survey are presented in Annex 2. This survey reported the total number of people aged 25-64 participating in any type and form of learning as 646 947, 11.77% of the age cohort.

## 050101 NATIONAL DEFINITIONS AND BOUNDARIES

As it was explained in section 0501, Hungarian legislation makes a major and clear distinction between education and training as provided within or outside the formal school system. Both IVET and CVET may be offered in both sectors, and based on the legal regulations only it is often not easy to find clear criteria to differentiate between the two forms.

The provision of VET – irrespective of whether it is offered within or outside the school system - is governed uniformly by *Act LXXVI of 1993 on Vocational education and training* which, however, does not provide a legal definition of IVET or CVET. The sector of higher education regulated by *Act CXXXIX of 2005 on Higher Education* offers various learning opportunities for adults in full and part time undergraduate and postgraduate programmes, all of which may be classified as CVET if the participant has already earned a vocational qualification or a degree before. Finally, *Act CI of 2001 on Adult Training* does provide a definition of the concept of adult training, this sector, however, includes vocational as well as general and language education programmes, and may provide both IVET and CVET.

CVET therefore may be differentiated from initial education and training by several criteria none of which is, however, a sufficient criterion in itself. The age of participants, their labour market status and the type of providers do offer some clues to this kind of differentiation. Since the state provides for obtaining the first vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) or degree in public education and in state or ecclesiastical universities/colleges free of charge, IVET in Hungary is provided primarily within the school system in public and higher education, partly in the course of the compulsory schooling of participants. Although CVET may also be offered in public and higher education - in addition to the primarily second chance function of primary and secondary level school-based adult education, those having already earned an OKJ vocational qualification or a tertiary level degree may also participate in full and part-time higher education programmes to obtain an additional or a higher level qualification -, a significant sector of further training is offered outside the school system, within the framework of adult training.

Pursuant to the Act on Adult training, people can participate in adult training – which is defined as regular provision of training outside the school system with the aim of providing general, language or vocational training, as well as services related to adult training (e.g. career guidance and counselling, prior learning assessment, etc.) – only if they have already completed their compulsory schooling (i.e. presently, if they are over 16 years of age). The majority of participants are thus over 20 years old, either active working people participating in training at their own or their employers' initiation, or unemployed/inactive adults whose training is supported by the state. As regards the type and level of training providers, although public and higher education institutions may also engage in adult training (but tertiary level programmes can be organized only in "school-based" higher education), this sector also has its own peculiar types of institutions, involving the budgetary regional training centres (*regionális képzőközpont*), private training enterprises, non-profit organizations and the employers offering in-company training for their employees.

School-based adult education awards school graduation certificates and/or OKJ qualifications, while in higher education participants may obtain OKJ higher level qualifications or tertiary level degrees and qualifications, Participants in CVET outside the school system may also obtain OKJ vocational qualifications, but several adult training programmes do not award a state recognized qualification. An important objective of central measure 3.2.1. of the Human Resources Development Operational Programme (please refer to section 050102) is in fact to develop a modular system of the OKJ that will ensure a better structure and linkage between IVET and CVET. The new OKJ published in 2006 establishes a training system in which participants may receive complete vocational qualifications within the school system, but which provides also for continuing training periods that may award partial as well as specialized qualifications.

## 050102 DEVELOPMENT OF ADULT LEARNING

### *History of adult education and training*

Adult education and training has a long tradition in Hungary. Before the Second World War adult learning opportunities were offered mainly in the form of courses or by folk high schools organized on the model of the Nordic practice that played an important role in the training of farmers and the education of the rural community. The Folk high school movement ceased to exist after the War, but the system of school-based adult education (called “workers’ schools”) offering part-time (evening and correspondence) programmes at primary, secondary and tertiary level was created by the state at that time, with the primary objective to support social change and mobility.

After the 1960s the emphasis shifted to the compensation of social inequality and the average age of participants in workers’ schools started to decrease when this sector tended to serve as a “second channel” of education, especially at times of high demographical waves. In addition to school-based adult education, thousands of adults participated annually in in-company vocational courses and management trainings or attended lectures that provided vocational training, usually linked inextricably to political education (mostly provided free of charge to the participants and often organized by the ministries). Furthermore, a considerable amount of learning opportunities was available in the state-maintained national network of community cultural centres (*művelődési központ*) that offered non-market-oriented courses to adults mostly as a form of free time activity.

The sector of adult education and training underwent a major transformation after the change of the political system (1989) in terms of objectives, content, providers, administration and financing. In line with the social and economic restructuring, change was initiated by three prime factors (Tóth, 1998):

- training needs resulting from the transformation of the economy that demanded the development of entrepreneurial, management, foreign language and ICT skills as well as new competences linked to new technologies, techniques and professions;
- the emergence of mass unemployment that the state tried to manage through active employment policies such as financing the vocational (re-)training of the unemployed which contributed to a significant expansion of training capacities; and
- the development of a training market with several thousands of training enterprises, as well as public and higher education institutions enforced to offer fee-charging educational services that started to provide alternative, shorter and more flexible adult learning opportunities.

In parallel with these developments, however, in-company training has shrunk with the privatisation of the former large state-owned companies, and because due to the high unemployment rates employers could easily improve the quality of their labour force by selecting the best of the applicants. The emerging micro, small and medium sized enterprises that currently make up the majority of economic organisations in Hungary now face serious (financial and other) challenges in ensuring the further training of their employees. Furthermore, general and vocational adult education has become clearly separated, and the traditional general education forms offered by community centres have become marginalized, due to the increasing dominance of training programmes designed to convey specialized vocational and job-related skills, aiming to improve one’s chances and position on the labour market.

### *Legislative framework of adult education and training*

Following this significant transformation of the adult training sector and the proliferation of learning opportunities in the 1990s, the parliament accepted the *Act CI of 2001 on Adult Training* that took effect on 1 January 2002. While the provision of school-based adult education opportunities provided in public and higher education is regulated by *Act LXXIX of*

*1993 on Public Education* and *Act CXXXIX of 2005 on Higher Education* respectively, the Act on Adult training for the first time in Hungary provided for all adult training activities and services offered outside the school system, regulating its institutional system, general administrative and funding framework.

The major goal of this framework regulation was to enhance the lifelong learning opportunities for everyone in order to help them adapt to the rapidly changing needs and demands of the economy, to protect the interests and consumer rights of the participants, and to ensure the high quality of adult training, by setting up a uniform framework for the provision and financing of such programmes. The Act on Adult training ensures for every citizen who has completed her/his compulsory schooling the right to participate in adult training programmes that may be organized by training enterprises, state agencies, non-profit organizations or institutions of public and higher education, employers, etc.

The legal regulation of VET provided outside the school system was enacted earlier: *Act LXXVI of 1993 on Vocational education and training* regulates uniformly the conditions of providing VET that awards a vocational qualification listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) as well as other vocational programmes, including IVET and CVET courses offered within or outside the school system.

Other significant legal documents concerning the adult training sector include:

- *Act LXXXVI of 2003 on the Vocational training contribution and the support of the development of training* defining the conditions of allocating a part of the vocational training contribution (*szakképzési hozzájárulás*) paid by all economic organizations on the training of their employees;
- *Act IV of 1991 on Facilitating employment and provisions to the unemployed* specifying the conditions of financing the training of unemployed and others vulnerable to exclusion in the labour market; and
- the Labour Code (*Act XXII of 1992*) regulating issues related to employees' rights and access to training (e.g. study leave, student contract).

Funding for adult training derives from multiple sources including:

- the state budget (per capita support available since 2003 for the training of target groups);
- the employment and the training sub-funds of the Labour Market Fund (*Munkaerő-piaci Alap*);
- EU Structural Funds assistance;
- enterprises providing in-company training or financing the CVET of their employees (company resources and a part of their vocational training contribution can be allocated for such purposes); and
- participants (since 2003 they can reduce the amount of their personal income tax base by 30% of their training fee subject to certain conditions, see section 0502).

*Administrative framework of adult education and training and the involvement of social partners*

In accordance with the Act on Vocational education and training, the overall responsibility for VET, including trainings awarding OKJ vocational qualifications as well as other vocational programmes, lies with the Minister of Education (*oktatási miniszter*). Pursuant to the Acts on Public Education and Higher Education, the Minister of Education is responsible also for the overall management and regulation of adult education provided in these sectors.

Currently, the Act on Adult training charges the Minister of Employment and Labour (*foglalkoztatáspolitikai és munkaügyi miniszter*) with the sector management tasks of adult training provided outside the school system. The Minister of National Cultural Heritage (*a nemzeti kulturális örökség minisztere*) plays a role in the regulation and supervision of non-

formal type adult education opportunities offered by community cultural institutions (*közművelődési intézmények*), folk high schools, etc. Finally, other ministers have responsibilities regarding the content of VET (both IVET and CVET): they are in charge of defining the professional and examination requirements (*szakmai és vizsgakövetelmények*) and developing the standard curricula of the OKJ vocational qualifications that fall under their competence.

The National Institute of Vocational Training (*Nemzeti Szakképzési Intézet, NSZI*) and the National Institute for Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*) operate as national development centres/service providers assisting the work of the ministries by performing (curricula, qualification requirements, methodology, etc.) development, researching, coordination, documentation and counselling tasks in the fields of VET and adult education, respectively.

The administrative system of adult training involves furthermore the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), including the Employment Office (*Foglalkoztatási Hivatal, FH*), 20 county labour centres with 173 branch offices, and 9 regional training centres (*regionális képzőközpont*), and the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*) whose main function is to care for the unemployed and others vulnerable to exclusion on the labour market and support their employment also through (re-)training.

Legislation provides for the involvement of social partners in the policy development of adult education and training at national, and in the implementation of policy objectives at local level. Social partners thus participate in various national advisory, professional and consultative bodies, including:

- the National Council for the Conciliation of Interests (*Országos Érdekegyeztető Tanács, OÉT*),
- the National Vocational Training Council (*Országos Szakképzési Tanács, OSZT*);
- the National Adult Education and Training Council (*Országos Felnőttképzési Tanács, OFKT*);
- the Hungarian National Council for Distance Education (*Nemzeti Távoktatási Tanács, NTT*); or
- the 21 OKJ occupational group expert committees.

At regional level they are members in the regional development and training committees (*regionális fejlesztési és képzési bizottság*) and county labour councils (*megyei munkaügyi tanács*), and in the supervisory council (*felügyelő tanács*) of regional training centres at institutional level.

Social partners, chambers and professional interests representative organisations are involved also in the work of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*) and the Adult Training Accreditation Body (*Felnőttképzési Akkreditáló Testület, FAT*) that perform quality assurance tasks in the fields of higher education and adult training, respectively. Furthermore, the two chambers of economy (Hungarian Chamber of Commerce and Industry, *Magyar Kereskedelmi és Iparkamara*; Hungarian Chamber of Agriculture, *Magyar Agrárkamara*) are responsible for developing the professional and examination requirements of certain OKJ qualifications and organizing the master examinations (*mestervizsga*).

Annex 3 provides a visualized presentation of the administrative system of adult education and training.

#### *Policy development of adult education and training*

In the past years the renewal and modernization of vocational education and training in line with the new socio-economical needs and demands has been gaining strategic importance in

Hungarian educational policy. The development objectives and measures regarding the system and content of VET, including education and training awarding state recognized vocational qualifications, higher education and adult training, have been defined in various sectoral strategies and government resolutions that aim to address the most significant challenges of education and training, including CVET provision.

The overall objective of educational policy defined in the *1069/2004. (VII.9.) gov. decree on the Directives and action plan of developing adult training* is to ensure the education and training of a qualified labour force that can easily adapt to the changes of the society and the challenges of the labour market, thus facilitating the development of a knowledge-based and competitive economy, and contributing also to the realization of equal opportunities for everyone. The document defines three governing principles of the development of adult training as follows (for a more detailed description of its measures, please refer to Annex 4):

1. Adult training has to facilitate the competitiveness of the economy through enhancing the adaptability of employers and employees to the constantly changing environment – this can be achieved by ensuring a flexible adult training system involving training enterprises, regional training centres and public/higher education institutions alike, through encouraging the development of training programmes adjusted to the needs and demands of the economy, paying special attention to improve the competitiveness of micro and small and medium size enterprises, and by assisting regions lagging behind.
2. Stakeholders of adult education and training – representatives of the economy and the labour market, economic interest representative organizations, social partners, etc. – have to be involved in the policy making processes and their cooperation has to be encouraged.
3. Education and training has to be utilized to ensure equal opportunities for everyone and to assist people (especially the various disadvantaged groups: unemployed, older people, women, Roma, people living with disabilities) in integrating/reintegrating in the labour market.

The *Strategy of the Development of Vocational Education and Training*, concerning VET providing state recognized qualifications as well as other vocational trainings within or outside the formal school system, was accepted in 2005. Its main objective is to ensure the provision of high quality VET in accordance with the individual and social demands of the 21st century that will contribute to the socio-economical development of Hungary, and prepare the individual for a successful career through the development of her/his capacities. The reform measures defined in the *1057/2005 (V. 31.) government resolution* (its English-language summary is available in Annex 5) target:

- providing quality VET for everyone:
  - restructuring the VET system according to the needs of the users;
  - improving the accessibility of VET;
  - creating modern teaching/learning materials for VET;
  - modernizing the training of VET teachers and trainers;
- developing a more cost efficient system of the financing and governance of VET:
  - improving the possibilities for users to advocate their interests;
  - making the use of resources more efficient and improving the allocation of capacities;
  - developing the institution system of VET; and
- developing the information system of VET.

The measures linked specifically to adult education and training aim to:

- develop programmes that enable adults without the formal school qualifications necessary for entering VET to obtain marketable vocational qualifications;
- create the planning system of VET based on labour market demands;
- develop modular and competence-based curricula of VET provided outside the school system and disseminate the products;
- develop the VET of adults within the school system (develop the concept of the development of school based general and vocational adult training) and ensure the possibility of recognizing prior knowledge (obtained in a formal, non-formal or informal way) at all levels of VET;
- improve the accessibility of training through improving the system of adult training, and support training programmes linked to investments creating new jobs and to the change of technology in enterprises, as well as those developing entrepreneurial skills;
- develop the in-service training system of teachers, trainers and other practitioners working in adult training provided outside the school system;
- create an incentive system for vocational training schools encouraging them to participate in adult training and apply for accreditation;
- change the support system of adult training in order to meet the demands of the labour market and of the participants, make better use of the capacities of adult training institutions and ensure their transparency while maintaining competition, prepare for introducing an "Employees' Training Card" (Munkavállalói Képzési Kártya);
- improve the labour market information system to provide data necessary for the modification of the national, regional and local VET structures and for grounding career choices; and to
- introduce an adult training identification and registration system to enable following up and controlling adult training participants.

Most recently, a *strategy for the enhancement of lifelong learning* has been accepted by the Hungarian government for the period ending in 2013. It provides for an overall development programme focused on the concept of knowledge and a broader interpretation of learning that aims at the development of individual competences. This strategy abandons the sector approach linked to the existing institutional systems in favour of one that proposes government responses to social and economic problems as a whole. The LLL strategy and the related *2212/2005 (X.13.) government resolution* aim at constituting a consensus-based ground for the action programmes and action plans of a variety of sectors that would provide for development in a system-like manner.

The LLL strategy defines the priorities and the key areas of development as follows:

Priorities:

1. Enhancing the equal opportunity promoting role of education and training
2. Strengthening the links between education, training and the economy
3. Application of new governance methods, political procedures
4. Improvement of the efficiency of education and training systems, increasing the overall national expenditure on education
5. Quality improvement of education and training

Key areas of development:

1. Development of basic skills and key competences in public education
2. A key to adaptability: a wide and rich variety of learning opportunities in vocational, higher and adult education
3. Continuous broadening of learning opportunities (ICT, in-company training, informal learning and alternative modes of delivery)
4. Career guidance, counselling and monitoring
5. Recognition of informal and non-formal learning
6. Support for disadvantaged and vulnerable groups on the labour market (prevention of drop-outs, chance for entering LLL)

## 7. Adaptation of a new teaching/learning culture (new teacher roles, quality culture)

### *Development programmes of adult education and training*

The development of the content and system of CVET and adult education and training defined in these strategic documents is supported by various national and international programmes. As one of the most significant current development programme, the Human Resource Development Operational Programme (HRD OP) of the I. National Development Plan of Hungary funded by EU Structural Funds assistance encompasses developments implemented in the fields of employment, education and training, social and health services. In addition, the Regional Development and the Agricultural and Rural Development OPs as well include measures that aim to facilitate CVET.

HRD OP measures related to the development of education and training within and outside the formal school system are as follows:

- Measure 1.1. Preventing and tackling unemployment
- Measure 1.2. Developing the Public Employment Service
- Measure 1.3. Promoting the participation of women in the labour market and the reconciliation of work and family life
- Measure 2.1. Ensuring equal opportunities for disadvantaged pupils in education
- Measure 2.2. Promoting social inclusion through the training of professionals working in the social field
- Measure 2.3. Improving the employability of disadvantaged people, including the Roma
- Measure 3.1. Promoting the development of skills and competencies necessary for lifelong learning
- Measure 3.2. Developing the content, methodology and structure of vocational training
- Measure 3.3. Developing the structure and content of higher education
- Measure 3.4. Training promoting job-creation and the development of entrepreneurial skills
- Measure 3.5. Developing the system of adult training
- Measure 4.1. Developing the infrastructure of education and training
- Measure 4.2. Developing the infrastructure of services supporting social inclusion

The overall development of adult training is supported through HRD OP central measure 3.5.1. (*Development and application of up-to-date adult training methods*) that involves:

- developing and piloting curricula and learning materials of training programmes to be used in the regional training centres that are in line with the local/regional labour market needs, including:
  - the development of a model of prior learning assessment;
  - training programmes tailored to the needs of disadvantaged groups;
  - career orientation/counselling and catching-up general education programmes;
  - programmes satisfying new labour market needs (awarding qualifications not included in the OKJ); and
  - e-learning programmes (for more information, please refer to section 05010502);
- developing and piloting a model of the further training of trainers employed in adult training (*Training of trainers*); and
- developing an all inclusive adult training database to include:
  - statistical information;
  - accredited training programmes and programmes of the regional training centres;
  - a digital library of training materials (modules);
  - e-learning programmes that can be used in distance learning;
  - films presenting occupations to be used in career orientation and counselling; and

- all legal documents related to adult training.

The development project of HRD OP Measure 3.2.1. aims at the renewal of the content and structure of VET awarding OKJ qualifications and is expected to ensure (for more information, please refer to section 05010504):

- a better structure and linkage between IVET and CVET,
- the obtainment of transferable skills,
- the development of a uniform system of validating and recognizing prior learning, and
- the opportunity to flexibly and quickly react to changes in the labour market and adapt the content of qualifications accordingly.

### **050103 EVALUATION**

The evaluations of the various sectors of continuing vocational education and training at national level have been prepared recently mainly as part of background studies for the strategies of VET, higher education, adult training and lifelong learning, and for the first (as well as the currently forming second) National Development Plan of Hungary (for more detail about these documents, please refer to section 050102). These strategies and development plans assess the strengths, weaknesses, opportunities and threats in the various sectors of education and identify the measures aimed to meet the challenges. The implementation of these measures, including the modification of legislation and of the financial support system or the initiation of new development programmes, has begun and important new developments are expected in the near future (e.g. the new National Qualifications Register, *Országos Képzési Jegyzék, OKJ*; improvement of adult training methods, introduction of the multi-cycle training structure in higher education, etc.)

As regards the evaluation of particular training programmes, there are various in-built mechanisms that operate as part of the quality assurance system of most sectors of education that provide CVET.

Adult education offered in public education is regulated by *Act LXXIX of 1993 on Public Education* and *Act LXXVI of 1993 on Vocational education and training* that define the same evaluation and quality assurance mechanisms for this sub-sector as in regular full time education. Local curricula are developed by the schools in line with the framework regulations defined by the Ministry of Education or by the ministries in charge of publishing the professional and examination requirements (*képzési és kimeneti követelmények*) of vocational qualifications listed in the OKJ. The continuous updating of these requirements has been assisted by qualification sub-committees of the relevant stakeholders (enterprises and employers' associations) in the 21 occupational groups since 2001. (An occupational group involves vocational qualifications based on the same technological processes and activities but differing according to the division of labour and the level of technical development, therefore they have a part in common in their training programme). Development of local curricula and the evaluation of schools is assisted – upon the request of the school – by a national external professional counselling, expert network.

Pursuant to the new regulations (*289/2005. (XII. 22.) government decree on the first and master cycle training of higher education and the procedure of introducing a new training programme*), curricula of training programmes offered in higher education are developed by institutions based on the training and output requirements (*képzési és kimeneti követelmények*) of the given programme. These requirements are published by the Minister of Education in decrees and can be proposed by the professional committee of the given field, set up by the conference of the heads of institutions in the case of BA/BSc programmes, or by higher education institutions in the case of MA/MSc programmes. Such proposals must include the supportive opinion of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*), the social and labour market oriented justification of the new programme, and the opinion of professional and employers associations, and of the ministries involved in the specific field.

The sector of adult training offered outside the school system is regulated by the *Act CI of 2001 on Adult Training* that defines a regulatory framework of training provision. According to this, adult training providers have to register at the county labour centre (*megyei munkaügyi központ*), develop an annual training plan and conclude an adult training contract with the participants, otherwise, however, they are free to develop their own training programme that may or may not award a state recognized qualification. In the former case, curricula must be based on the professional and examination requirements of the given qualification defined by the relevant ministry in cooperation with the social partners. The state recognized OKJ vocational qualifications are awarded upon passing the state vocational examination (*szakmai vizsga*) which can be organized by (besides the vocational training schools and higher education institutions providing VET within the school system) institutions authorized by a decree of the minister in charge of the given vocational qualification.

While the registration of adult training providers is mandatory and serves mainly statistical purposes, accreditation of training institutions and/or programmes is optional. Accreditation serves as a mechanism for assuring quality and is a prerequisite of receiving public subsidy, but is increasingly an attractive marketing asset as well (cf. individuals can apply for the personal income tax deduction by 30% of their training fee only if they enrol in an accredited institution). For more information on the accreditation (evaluation) of training programmes in adult training, please refer to section 050204.

#### **050104 PLANNING AND FORECASTING**

Forecasting learning needs and demands and planning CVET accordingly is an area where there is still need for much improvement in Hungary. Currently the only built-in mechanism for forecasting labour market needs and skills shortages is provided by the mainly short-term prognoses of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*). In general, labour market forecasting is limited for multiple reasons: significant differences in needs and demands according to size of enterprise and region, fast development of alternative employment forms, size and openness of the economy, weakness of social partner mediation, etc. (cf. Tordai; Mártonfi, 2005).

The county labour centres (*megyei munkaügyi központ*) of the ÁFSZ and their branch offices make short-term surveys of the labour force management of enterprises and ask employers about their related plans every quarter of a year. In addition, they collect data on prosperity indices and employers' intentions regarding employment and/or dismissal of labour force annually. Data supply is, however, only voluntary and in 2004 information was provided by less than 3% of enterprises (although this covered more than 20% of employed people). Analysis of data and forecasts on labour force shortage and surplus, as well as demand for fresh graduates by occupations, are made at three levels: the immediate environment of the labour centre branches, county, and national level. As an outcome, national and county level lists of jobs in which there is demand for or surplus labour force are published on the website of the ÁFSZ (<http://www.afsz.hu>).

According to the 2005 autumn short-term labour force prognosis, for example, the distribution of jobs in which there is permanent demand (shortage of labour force) by type was as follows.

TYPE OF JOB	NUMBER	DISTRIBUTION (%)
UNSKILLED PHYSICAL	2 040	31.0
SKILLED PHYSICAL	3 124	47.5
INTELLECTUAL (PRIMARY AND SECONDARY LEVEL)	326	5.0
INTELLECTUAL (HIGHER LEVEL)	1 083	16.5
TOTAL	6 573	100.0

Source: ÁFSZ, Tájékoztató a keresett és romló pozíciójú szakmákról (2<sup>nd</sup> half of 2005)

Such short term prognoses are taken into account in the per capita financing of adult training. Pursuant to the *206/2005 (X.1.) government decree*, the Ministry of Employment and Labour provides 50% support for training programmes offered to specific target groups in certain vocations whose list is published annually on the homepage of the Ministry (for the conditions of receiving per capita support and the most recent list of these vocations, please refer to section 050301).

Apart from these short-term prognoses on the improving or deteriorating labour market position of jobs and occupations, researches and surveys of labour market needs and demands or training needs are conducted occasionally by private institutes or social partner associations, usually financed by the state. The most important recently prepared studies include:

- a longer term forecast was prepared by the GKI Economic Research Co. (*GKI Gazdaságkutató Intézet Zrt.*) in 2005 for the period until 2013, commissioned by the Ministry of Employment and Labour;
- in 2005 the short-term labour force survey of the ÁFSZ (surveying 4844 enterprises) was extended by an extensive survey of enterprise prosperity, including labour force needs and shortages and focusing on the small and medium enterprises (altogether 3196), conducted by the Research Institute of Economics and Enterprises of the Hungarian Chamber of Commerce and Economy (*MKIK Gazdaság és Vállalkozáselemző Intézet*);
- an extensive survey of the training needs of micro enterprises was conducted by the Hungarian Association of Craftsmen's Corporations (*Ipartestületek Országos Szövetsége, IPOSZ*) in 2003-2004, initiated by the Hungarian-Northern Raine Vestfalia Intergovernmental Committee (*Magyar - Észak-Rajna Vesztfáliai Kormányközi Vegyesbizottság*), financed by the Ministry of Economy and Transport.

The survey of enterprise prosperity conducted in 2005, for example, forecasted higher than average labour force demand in the construction industry, economic services, tourism, processing industry and other community services, and higher than average surplus in the energy, transport and telecommunication, agriculture, health, public administration and education sectors in 2006. It also indicated long-term labour shortage of mostly qualified physical workers in the food, textile and construction industry and medical services (health).

Although there are various national and regional (county level) advisory bodies involving the social partners (please refer to section 050102), and at the institutional level planning of training activities is assisted by consultative bodies in regional training centres (*regionális képzőközpont*) and at accredited adult training institutions, the existing planning mechanisms of VET and adult training are still considered rather insufficient. Creating the planning system of VET based on labour market demands and improving the labour market information system at national, regional and local levels, in order to facilitate the identification of learning needs, are therefore prime objectives of the government which is manifested in several measures identified in the Strategy of the Development of VET (please refer to section 050102).

Educational policy aims to support adult training financed by national and/or EU funds in vocations for which there is a real local (county or regional level) labour market demand, as it is evident in, for example:

- Measure 1.2. of the Human Resources Development Operational Programme (HRD OP, please refer to section 050102) supporting the modernisation of the ÁFSZ which involves the development of labour force-planning and short, medium and long-term forecasting (including regional and sectoral prognoses and international comparison of labour force structure) and the planning of a statistical database;
- HRD OP project 3.5.3. "Take a step forward" supporting training in vocations for which there is demand according to the labour market prognosis of the county labour centres;
- Regional Development OP measure 3.4. providing support for training programmes in key sectors and trades of the given region (identified by the regional development and

training committees, *regionális fejlesztési és képzési bizottság*), based on the survey and analysis of training needs and training offer by the MKIK (to be coordinated with the labour market analyses prepared by the ÁFSZ).

As regards the content of state recognized qualifications and their adequacy to labour market needs, there are qualification sub-committees made up of the relevant stakeholders (enterprises and employers' associations) working in the 21 occupational groups since 2001, assisting in the continuous updating of their professional and qualification requirements (*szakmai és vizsgakövetelmény*). (An occupational group involves vocational qualifications based on the same technological processes and activities but differing according to the division of labour and the level of technical development, therefore they have a part in common in their training programme.) The renewal of the OKJ within the framework of HRD OP Measure 3.2.1. (please refer to section 05010504) aims to modernize the structure and content of qualifications based on an analysis of the Hungarian employment structure and the required skills in order to make the VET system more transparent and responsive to demands of the labour market.

Identifying and responding to the needs of individuals is one of the objectives of the so-called services related to adult training that may include prior learning assessment, career orientation or correction guidance and counselling. The provision of some of such services is a precondition of the accreditation of adult training providers. The development of personalized action plans for unemployed people (young people with less than 6 months and older people with less than 12 months of unemployment), involving vocational training or re-training and other employment services provided by the county labour centres is currently supported through HRD OP Measure 1.1.

#### **050105 ALTERNATIVE MODES OF DELIVERY**

As adult training statistics, research studies and surveys show, access to learning is still limited for a significant segment of the adult population. Educational policy therefore aims to increase the number of adult training participants also through supporting more flexible delivery modes and paying special attention to improve in particular IT based learning opportunities. Strategies for the development of VET and for adult training as well as the Lifelong Learning Strategy emphasize the importance of the development of alternative learning modes which is supported through, for example, Measure 3.5.1. of the Human Resources Development Operational Programme (HRD OP, please refer to section 050102 and 05010502).

The media as well are given an important role in this process, in raising awareness and motivation on the one hand, and through playing as a catalyst by offering open learning forums and information sources on the other hand. A very good example of the latter role is ENCOMPASS (ENCyclopedic knOwledge Made a Popular ASSet, *Mindentudás Egyetem*), the Hungarian manifestation of the Public Understanding of Science (PUS) movement (now approaching the discussion model of democracy under the new name Public Engagement with Science and Technology, PEST). ENCOMPASS was created through a public and private partnership with the academic supervision of the Hungarian Academy of Sciences and sponsorship from the corporate social responsibility programmes of telecommunications companies Magyar Telekom and T-Online, in 2002. The goal of this "University of Encyclopedic Knowledge" is to raise public awareness and facilitate dialogue between science and society through live lectures, television programmes (it is visible on three TV stations five times a week), radio broadcasts, newspapers, books and a website with interactive elements stimulating participation (e-learning curricula development is one of their new initiatives). As evidence of its social recognition, the programme has received various awards (e.g. the Prima Primissima Award of 2004 in the category of teaching and public education). More information about the programme is available on its website at <http://www.mindentudas.hu/en/20050524mindentudas.html>.

Following some pilot programmes launched in the 1970s-1980s aiming to adapt the methodology of distance learning, efforts to spread this mode of delivery were reinforced in the 1990s. In 1991 the National Distance Learning Council (*Nemzeti Távoktatási Tanács*) was set up by the Ministry of Culture and Public Education with the intention to develop a national distance learning network based on higher education institutions. In co-operation with the National Council 10 regional centres were founded between 1991 and 1997 (covering 16 higher education institutions) to promote the development of distance education in the regions concerned, the exploration of requirements and possibilities, training of distance education experts, etc. In the past decade, support for the development of distance learning methodology, learning materials and the further training of instructors was provided by various EU (e.g. Phare) and national programmes.

In particular, the *Nyitott Szakképzésért Alapítvány* (Foundation for Open VET) and its successor, the *Apertus Public Foundation* were established by the government specifically to facilitate the spreading of ODL through tendering projects that develop distance learning training curricula of programmes to be offered in school-based education or at enterprises, and improve the methodology and quality assurance of ODL. According to the statistical analysis of the supported projects (Nógrádi, Mendöly, 2005), most funding was provided to the development of VET (including programmes awarding a vocational qualification listed in the National Qualifications Register, *Országos Képzési Jegyzék, OKJ*, as well as other further training programmes, in the amount of HUF 494 million/EUR 1.976 million for 56 projects), then to higher education (HUF 335 million/EUR 1.42 million for 35 projects), and least support (HUF 200 million/EUR 800 thousand for 12 projects) was given to public education (for an explanation, see section 0501).

Distance learning can by today be considered as an established mode of delivery in higher education and there are distance learning vocational programmes offered also in adult training outside the school system. It is present even in adult education offered in public education mostly in the form of correspondence programmes (by definition it is a delivery mode in which the number of study hours is 10-50% of the number of mandatory study hours in regular education), and the *Act LXXIX of 1993 on Public Education* permits also distance education as a special mode of delivery (although this is rather insignificant in terms of the number of participants, please refer to Table 3 of Annex 7).

Pursuant to the new act on higher education (*Act CXXXIX of 2005*), higher education institutions can offer any type of their training programmes in full time, part time or distance learning delivery modes. Distance learning is defined as a mode of delivery in which the number of study hours is less than 30% compared to full time training (with at least 300 study hours/term), while correspondence programmes are one type of part-time programmes that include 30-50% of the number of study hours in the full time mode. Many higher education institutions have established distance education centres (e.g. Budapesti Műszaki Egyetem that hosts also the secretariat of the European Distance and e-Learning Network, EDEN), and the quality of these training programmes is ensured by the mandatory accreditation procedure of all higher education programmes.

Private enterprises and some public education institutions engaging in adult training are also offering distance learning courses mostly in IT (e.g. ECDL), management, EU studies, foreign language education and also some in VET awarding OKJ qualifications and other further training programmes (search in a national adult training database maintained by a private enterprise available at <http://www.felnottkepzes-info.hu/CourseSearch.aspx>, for example, yields 129 hits for distance learning).

An interesting and relatively new initiative in the field of IT-based general adult education is the Digital Secondary School (*Digitális Középiskola*, its webpage is available at [http://www.digitaliskozepiskola.hu/intro/index\\_en.html](http://www.digitaliskozepiskola.hu/intro/index_en.html)) founded in 2003 by the consortium of the Földes Ferenc Grammar School (Földes Ferenc Gimnázium), the

University of Miskolc and the INNOCENTER Innovációs Központ Kht., with the financial support of the Ministry of Informatics and Communication. It is a grammar school offering computer based correspondence training and awarding the maturity examination certificate (*érettségi bizonyítvány*, the prerequisite of higher level education) for disadvantaged groups, in particular for Roma people. The Digital Secondary School ensures access to computers and the Internet for students near their place of residence by maintaining Regional Consultation Centres. Students keep in touch with their teachers through the Internet and take part in consultations and exams three times in every module in the Centres.

## **05010502      E-LEARNING**

The development of e-learning as a form of distance learning has gained major impetus around 2000, supported by various EU and national development programmes related to the eEurope+ initiative, but it still cannot be considered as an established and widespread form of CVET or adult learning in Hungary. There are various initiatives in the public, private and public-private sectors alike, but its spread is still limited by the low status of ICT infrastructure, the relatively high cost of broadband Internet connection, and the high cost-sensitivity of the e-learning market. According to a survey made at the end of 2004 (National Broadband Strategy, 2005) only 26% of the adult population over 18 years of age use the Internet regularly; on the other hand, the Internet is used in only 17.2% of the households, of which only 47.8% has a broadband connection. The situation is somewhat better at the workplace since 78% of all companies have an Internet connection, although only 38% have a broadband connection and Internet penetration correlates with the size of the company (it is 38% in businesses with less than 10 employees and 91% in enterprises with more than 100 employees).

Development of e-learning curricula and programmes are supported primarily by national state or EU funds (e.g. by the Apertus Public Foundation described in section 050101; through the Leonardo community programme, etc.), since the private, corporate sector still has insufficient sources for financing e-learning programme development on a large scale. The major private e-learning development and provider enterprises include, among others, the ARVATO, EDUWEB, HP, IBCnet, MIMÓZA, SABEDU, SYNERGON and the SZÁMALK INFORMATIKA that offer a great variety of services.

E-learning is currently available primarily in higher education (mostly incorporated into distance or traditional training programmes as courses of one or more subjects of the curriculum delivered in e-learning mode), and in large, especially at multinational enterprises as well as in public administration where it is used for the internal training of employees (in IT, languages, EU studies, etc.). Some e-learning programmes are offered also by private enterprises or non-profit organizations to individual learners. The database of the Oktopusz portal (a portal including the most extensive information about e-learning in Hungary, set up by the Coedu Kft. in 2002 and currently maintained by the Oktopusz Foundation, available in Hungarian at <http://www.oktopusz.hu>) presently contains offers in the fields of EU, IT, legal/public administration, work safety, technological, arts/humanities, language, medical, teacher training, physical sciences, and business studies (including also courses offered free of charge).

Most large companies have already established, and maintain and develop continuously its training programmes available for individual learning through their Intranet. These programmes aim to develop partly foreign language, partly vocational, job-specific competences.

The development of complete e-learning adult training programmes is supported through central measure 3.5.1. of the Human Resources Development Operational Programme (please refer to section 050102). Within the framework of this project, training programmes and learning materials to be developed in 25 vocational qualifications will be entered into the programme database of the network of regional training centres

(*regionális képzőközpont*) and will be available to other adult training providers as well, through the all-inclusive adult training database whose establishment is supported also through this measure.

### **05010503      NEW LEARNING ENVIRONMENTS INCL. LEARNING ORGANISATIONS**

Although Hungary has a nationwide network of community cultural institutions (*közművelődési intézmény*, including cultural centres, museums, public libraries, etc.) maintained by local governments or the state, such capacities are not currently made use of to the extent desirable. These institutions organize or provide space for primarily ICT and language education courses, lectures/trainings in popular science education, in everyday practical skills (e.g. gardening) or in national/local culture (including training in traditional crafts such as pottery, weaving, etc.). The integration of community cultural institutions into the system of adult training that provides labour market-oriented general, language and vocational training is the objective of HRD OP Measure 3.5.4. aiming to facilitate access to adult training through utilizing their nationwide network.

As it is discussed in section 05010502, the Internet penetration in Hungary cannot be considered satisfactory which greatly hinders the spreading of e-learning. Access to ICT infrastructure is increasingly provided, however, in community houses and cultural centres, and also by the extending network of "telehouses" (*teleház*). Pursuant to the minimum requirements of setting up a telehouse (defined by the Hungarian Telehouse Association, *Magyar Teleház Szövetség*, a non profit organisation founded in 1995), it must provide computer and Internet access, information and counselling services as well as organize education and training opportunities to everyone, irrespective of age, sex or any other aspects. Currently there are 539 telehouses operating throughout the country at various localities, including very small villages.

Another promising new initiative is the Parent-school (*Szülő-suli*) programme aimed at strengthening the cooperation between public education and adult training through allowing parents to use the school infrastructure and organizing courses for them within the school (the project received EUR 5 million support from the Norwegian Fund in 2004).

Alternative learning environments and alternative learning modes are offered also by some traditional non-profit organisation, most importantly by the Association for Popular Science Education (*Tudományos Ismeretterjesztő Társulat*, TIT) and the network of Folk high schools (*népfőiskola*) receiving annual budget support from the state. The TIT is an association with a long history and has been offering free lectures and open courses in various fields of science for a long time. Folk high schools organised on the model of the Nordic practice as well have a long tradition in Hungary, they played an important role in the training of farmers and the education of the rural community before the Second World War, and after a long pause they started to be organised again in the 1980s with the support of political organisations and on the initiative of local communities.

A folk high school is defined by the law as a local voluntary organisation offering adult learning courses whose pedagogical programme contains elements of personal development (civic education, public life orientation) in addition to vocational training, and whose organisation and methods may be influenced also by the participants. Currently, over a hundred folk high schools work in Hungary in a bottom-up system, especially in small villages, and provide a wide range of training opportunities including local initiatives focusing on learning about local culture and traditions as well as programmes aiming at the social integration and reintegration of various target groups (Roma people, long-term unemployed agricultural workers, convicts, etc.). Their national coordinating association is the Hungarian Folk High School Society (*Magyar Népfőiskolai Társaság*).

The concept of learning organisation has started to spread among enterprises, but innovative human resources development policies are common only at larger, mainly multinational companies. According to the last extensive survey of enterprise training

practices (European Continuing Vocational Training Survey of Eurostat, 1999), non-traditional training forms such as situative and rotation training or learning circles have started spreading but still are applied only at a minority of all enterprises. Table 8 of Annex 13 in section 0504 presents the proportion of the various forms of CVET offered by enterprises of various sizes.

#### **05010504 FLEXIBILISATION AND DIFFERENTIATION**

The major current development project aiming to make VET and CVET more flexible is implemented through the Human Resources Development Operational Programme (HRD OP, please refer to section 050102) Measure 3.2.1., component called *The new vocational training structure*. This project aims at the renewal of the content and structure of VET awarding qualifications included in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), based on an analysis of the Hungarian employment structure and the development of a modular vocational training system.

The major objective of the programme is strengthening links between education and training and the economy through:

- adjusting the OKJ to the demands of the labour market;
- decreasing the number of vocational qualifications available in the 21 groups of occupations by setting up a modular system of vocational qualifications;
- ensuring mutual OKJ and FEOR (foglalkozások egységes osztályozási rendszere, unified job classification system) compliancy; and
- establishing a system in which participants may receive complete vocational qualifications within the school system, but which also provides for continuing training periods that may award partial as well as specialized qualifications.

The modular system of the OKJ will ensure the better structure and linkage between IVET and CVET, the obtainment of transferable skills, the development of a uniform system of validating and recognizing prior learning, and the opportunity to flexibly and quickly react to changes in the labour market and adapt the content of qualifications accordingly. The newly developed modules of qualifications of the new OKJ will be introduced first in two occupational groups from September 2006 in the integrated regional vocational training centres (*térségi integrált szakképző központ*) providing primarily IVET (whose establishment is supported through HRD OP Measures 3.2.2. and 4.1.1).

The individualisation of the training process and methods, and the development of new modularized training programmes are currently promoted also by HRD OP Measure 3.5.1. (please refer to section 050102) and by HRD OP Measure 1.1. targeting specifically unemployed people and others vulnerable to exclusion in the labour market.

## 0502 PUBLICLY PROMOTED CVET FOR ALL (INCL. STATISTICS)

The concept of publicly promoted CVET for all may be interpreted in various ways and the range of publicly promoted training and learning opportunities for adults varies according to how narrowly or broadly we define this concept. In its narrowest sense it covers state-financed (or financially supported) adult education (*felnőttoktatás*) opportunities offered within the formal school system that includes part-time and distance learning programmes provided by public and higher education institutions as well as the various (full or part time) post-graduate programmes of the latter. In a broader sense it includes as well the self-financed (fee charging) programmes offered in higher education.

In its broadest sense, however, publicly promoted CVET may relate also to all CVET learning opportunities offered outside the school system, within the framework of adult training (*felnőttképzés*), inasmuch as this sector of education is regulated by the state through the *Act CI of 2001 on Adult Training* that defines a regulatory framework of training provision, including quality assurance and financing questions. Furthermore, a distinct category of adult training providers are the budgetary or state subsidized institutions (e.g. vocational training schools, *szakképző iskola*, higher education institutions, regional training centres, *regionális képző központ*, etc. which engage in adult training), and also non-formal types of learning are offered by the national network of publicly maintained community cultural institutions (*közművelődési intézmény*). In addition, the state provides also indirect financial support for everyone (with an annual income of less than HUF 6 500 000/EUR 26 000) to promote participation in adult training, through the opportunity to reduce the amount of personal income tax by 30% of the training fee (maximum HUF 60 000 /EUR 240), in case the training is provided by an accredited adult training institution.

Annex 6 presents indicators of participation in school-based CVET; those for CVET provided outside the school system are indicated in Annex 1 of section 0501.

### 050201 TARGET GROUPS AND PROVISION

#### I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM

Adult education opportunities within the school system include the full or part-time (evening, correspondence) and distance learning programmes of public and higher education institutions and the various postgraduate programmes offered in higher education.

##### *Adult education opportunities in public education*

Adult education (*felnőttoktatás*) as a legally defined sub-sector of public education targets primarily those young and older people who for social, personal or other reasons could not obtain a formal school graduation certificate or a state recognized vocational qualification in the course of their regular, compulsory schooling. Its primary function is therefore to provide participants a "second chance" to obtain a certain (primary or secondary) level of formal school certificate that is a prerequisite of continuing studies at a higher level, and/or a vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) that allows access to the labour market.

The primary target groups of this kind of education are therefore mostly disadvantaged people who have dropped out of initial education or who are forced to continue their studies in part time education; graduates of vocational schools (*szakiskola*) who aim to obtain the maturity certificate (*érettségi bizonyítvány*) which is the precondition of pursuing higher level studies; and grammar school (*gimnázium*) graduates who received only general education through their initial training and aim to obtain a vocational qualification.

Learning opportunities in this sub-sector are provided in the same types of training programmes by the same school types as in regular, full time education (*nappali rendszerű oktatás*) and include various general education and/or VET learning opportunities:

- general education offered by primary schools (*általános iskola*) awarding the primary school graduation certificate (ISCED 2) that is a minimum prerequisite of obtaining most OKJ vocational qualifications;
- general education and VET offered by vocational schools awarding an ISCED 2 or 3 level OKJ vocational qualification upon passing the vocational examination (*szakmai vizsga*);
- general education and/or VET offered by secondary vocational schools (*szakközépiskola*) awarding the maturity certificate and/or an ISCED 4 level OKJ vocational qualification; and
- general education offered by grammar schools awarding the maturity certificate.

Tables 1 and 2 of Annex 7 present the distribution of the participants in secondary level adult education by age group and school type and by orientation of education (general vs. VET grades). The numbers show that the almost half of the students are younger than 25, although in vocational schools the distribution of students is more even in terms of age. Although almost 95% of vocational school students study in the VET grades, the majority of participants in secondary level adult education participate in general education and aim to obtain the maturity certificate.

The most significant differences between regular and adult education derives from the opportunity ensured by *Act LXXIX of 1993 on Public Education* that, in order to provide the most flexible training form adjusted to the needs and circumstances of adult learners, adult education can be provided in various delivery modes, including:

- full time (*nappali munkarend szerinti oktatás*): by definition a delivery mode in which the number of study hours is at least 90% of the number of mandatory hours defined for the various school types and programmes by §52 of this law;
- evening (*esti*): providing 50-90% of the mandatory study hours;
- correspondence (*levelező*): providing 10-50% of the mandatory study hours; and
- other: e.g. distance learning (*távoktatás*) in which there are no mandatory study hours or their number is less than 10% of those.

Table 3 of Annex 7 presents the distribution of adult learners in vocational schools and secondary vocational schools by delivery mode. The numbers show that the most popular type of delivery mode in both types of school (even in their VET grades) is evening education (around 50% of students study in this form), the 2<sup>nd</sup> most popular is correspondence education (considerably more than the full time delivery mode in secondary vocational schools), while only a very few adults choose the “other” delivery mode (which may be, for example, distance learning).

Pursuant to §78 of the Act on Public education, students who for any reason do not want to or cannot continue their studies in full time education can enter adult education at the age of 16 at the earliest, and students can continue or restart their studies only within the framework of adult education (1) over the age of 17 in case they want to study in an 8-grade primary school, and (2) over the age of 23 in case they want to study in a secondary or vocational school.

Adult education is financially supported by the state through the per capita financing of public education institutions. General education in primary schools and in full time form in the general education grades of secondary and vocational schools is thus free of charge for everyone. Young people without any vocational qualification can participate also free of charge in full time IVET (i.e. until the age of 23) to obtain their first OKJ qualification in a vocational training school. Part-time general education from the 11<sup>th</sup> grade of grammar schools and secondary vocational schools and part-time IVET programmes of vocational training schools charge some fees to cover part of their training costs, but all these types and

forms of education are available free of charge for students with special needs. For some years the state financed the obtainment also of a second OKJ qualification for everyone in full time delivery mode, and in school year 2004/2005 the rate of students studying to obtain their 2<sup>nd</sup> (or further) vocational qualification was 21%. From school year 2005/2006 only disadvantaged students can obtain also their second vocational qualification free of charge.

The nature and general objectives of the training programmes, the type of settings (venue of classes) and the content requirements in adult education are the same as in regular full time education, and the types and levels of outcomes (formal school graduation certificates or state recognized OKJ vocational qualifications) are as well equivalent to those offered in initial general or vocational education. The duration of education is likewise the same, i.e. adult education schools or departments/groups/classes operating as part of "normal" public education institutions can be established only with the same structure and number of grades as in regular education. Students, however, can be admitted by the schools to higher than the first grade thanks to the opportunity of recognizing (or validating through examinations in some school subjects) their prior formal learning.

In addition, the Act on Public education permits that in certain cases, upon individual request and with the permission of the school director, the duration of studies may be reduced by fulfilling the obligations of several grades in one school year. The "institutionalization" of this opportunity, however, that appeared in the 1990s in several grammar schools which started providing part-time 2-year long "intensive" trainings cannot be considered as fully legitimate (Juhász, 2002). These schools referred wrongly to the example of some special "secondary vocational schools for skilled workers" (*szakmunkások szakközépiskolája*) that offered 2-year-long full time education since 1989, in addition to their regular 3-year-long part-time programmes, since these were launched with the permission of the Minister of Education (this school type targeting fresh graduates of skilled workers' schools was, however, gradually dissolved since 2001). Certificates and qualifications can thus be obtained only upon the successful completion of all grades of the given school type and passing the appropriate state (maturity or vocational) examination.

Schools offering adult education must define in their local curriculum the subjects of study and the knowledge and skills by each subject that students have to master through individual learning between the school classes. Although the output requirements are the same as in regular, full time education (at the same level and in the same school type), the curricula of adult education programmes necessarily differ according to the peculiarities of the given delivery mode. In order to provide unified guidelines to assist schools to prepare their local curricula of general subjects and to meet the challenges of adult education described below, there were separate framework curricula (*kerettanterv*) introduced in adult education in 2001 by a decree of the Minister of Education. Curricula of the VET grades of vocational and secondary vocational schools are likewise based on the same central framework regulations as those in regular, full time education: they must observe the provisions of the professional and examination requirements (*szakmai és vizsgakövetelmény*) and the central programmes of the given OKJ vocational qualifications they offer.

Table 4 of Annex 7 presents the distribution of participants in vocational adult education by occupational groups (*szakmacsoport*). As the numbers show, the most popular fields of study in school year 2004/2005 were health (medical studies), commerce-marketing and business administration, other services and economics. The least number of adults participated in VET in the field of transport, wood, food and light industry.

The major challenges of school based primary and secondary level adult education are related to their insufficient funding that results in the lack of provision and problems of accessibility in some areas and smaller settlements. The conditions of teaching and learning – including institutional infrastructure, structure and content of curricula and methodology - are often inferior to those typical in other sectors of public education and are significantly lagging behind compared to them. The main reasons for the lack of innovations include (Mayer, 2002): adult education is typically provided in departments/classes of regular full time public

education institutions rather than in separate schools, therefore it is usually not a prioritized issue within the institution; most of its instructors teach/train in this sector as working overtime that has an effect on the quality of education; and the rather high average age of teachers/trainers working here may also negatively influence their attitude to innovations.

The introduction of framework curricula in 2001 has started a modernisation process, although there has been to date no official policy accepted to govern the development of adult education, in accordance with the transformation of the wider socio-economic environment and the impact of the expansion of adult learning opportunities outside the school system. There are no extensive surveys on the current state of school-based adult education either, except from some smaller scale research studies.

As an example, a survey (Singer, 2003) was conducted in school year 2002/2003 by the National Institute of Public Education (*Országos Közoktatási Intézet, OKI*), aiming primarily to assess the impact of the introduction of framework curricula. It provided some information also on the current state of school based adult education and recorded a decrease in the number of institutions providing this type of training (the statistics of the Ministry of Education show that primarily the number of primary schools educating adults decreased considerably: from 161 in 1990/1991 to 76 in 2004/2005), and a rather high drop-out rate in secondary schools (22%) due to poor achievement, work or personal reasons. The major challenge of adult education indicated by the 100 schools that filled out the questionnaire is to solve the problem caused by the decreasing number of study hours and the content overload of subjects. 50% of teachers in these schools were working full time in adult education and 40% were teaching also in regular full time education, but only a few had some kind of andragogical education. As a major strength of adult education, schools reported that 25% of their students continued their studies in tertiary level education.

#### *Adult education opportunities in higher education*

In the past 10-15 years there has been a considerable expansion in higher education concerning both the number of students (it has grown from 102 383 in school year 1990/1991 to 421 520 in 2004/2005) and the types of training programmes on offer. In addition to the introduction of various new types of postgraduate programmes, the proliferation of delivery modes and financing forms has all contributed to making tertiary education opportunities more accessible for adults. The number of participants of tertiary education studying in part-time or distance learning has increased considerably - from 25 786 in 1990/1991 to 196 008 in 2004/2005 -, suggesting that more and more adults choose this type of CVET year by year.

Higher education institutions currently offer the following training opportunities for adults:

- non-degree programmes available also in part time education to obtain an ISCED 5B level OKJ higher level vocational qualification (*felsőfokú szakképesítés*);
- college and university undergraduate programmes (ISCED 5A, in the former dual system of higher education; in the new multi-cycle training structure of higher education there will be BA/BSc available from 2006 and later on also MA/MSc programmes) to obtain a degree and a qualification (*szakképzettség*); adults can participate in:
  - undergraduate training (*alapképzés*) to obtain their first higher education degree and qualification (most such programmes of IVET are available for working adults in part time or distance learning),
  - supplementary undergraduate training (*kiegészítő képzés*) targeting college graduates to obtain a university level degree and qualification, or in
  - undergraduate training offered to higher education graduates (*felsőfokú oklevéllel rendelkezők számára meghirdetett képzés*) targeting graduates to obtain a new second (or further) diploma certifying a higher education degree and qualification;

- postgraduate specialized programmes (*szakirányú továbbképzés*) awarding a new, specialized ISCED 5A level qualification to higher education graduates; and
- doctoral degree programmes awarding an ISCED 6 level degree to university graduates.

Pursuant to the *Act CXXXIX of 2005 on Higher education*, colleges and universities can offer their training programmes of any type in full time, part time or distance learning delivery modes (except for the practical training part of higher level VET, *felsőfokú szakképzés*, which must be organized in full time education). By definition, part time education is either offered in evening (*esti képzés*) or correspondence (*levelező*) forms that include 30-50% of the number of study hours in full time education, and classes must be organized during the week or (in justified cases) on the weekend. Distance learning is defined as a mode of delivery in which the number of study hours is less than 30% compared to full time training (with at least 300 study hours/term).

Table 1 of Annex 8 presents the distribution of participants in tertiary education by the type of training programme and delivery modes. The figures show that in school year 2004/2005 part-time education was available at every level and in every type of training, while distance learning courses were offered only in college degree and postgraduate specialization programmes. The majority of participants in the latter two categories were studying in part time or distance education. Among the available alternative delivery forms, correspondence education was the most popular: the rate of students studying in this form exceeded the rate of those studying in evening classes or distance learning in every type of programme, and in college level degree programmes it was even nearly as high as the proportion of students studying full time.

§53 of the new Act on Higher education ensures that higher education studies may be state financed (financially supported by the state) for altogether 12 terms to obtain the first qualification (at a given level) in higher level VET, in any training cycle of higher education and in postgraduate specialized programmes, irrespective of its delivery mode (subject to prior and current achievement). There are also student loans available for both state-financed and self-financed students (the latter can get an increased amount). Additionally, the state finances the training costs of mothers on child care support (GYES, GYED) and of disadvantaged (e.g. Roma) students who did achieve the minimum admission scores required in the fee-charging training form, thus participation for them is free of charge.

Table 2 of Annex 8 presents the number and rate of students whose training was financially supported by the state by type of training programme and delivery modes in school year 2004/2005. The figures show that except for higher level VET, the majority of students participating in part time college/university degree programmes and in postgraduate programmes finance their own training.

Concerning the typical fields of study in part time and distance learning college and university level undergraduate programmes, in school year 2003/2004 35% of participants studied business and administration, 15% teacher training and education science, 10% technical sciences, 8% social sciences, 7.5-7.5% health and social services and the services, 5% law studies, and 3-3% information technology, the humanities and the agriculture and veterinary (source: Central Statistical Office, Hungarian Statistical Yearbook 2000-2003). The proportion of participants studying arts (0.26%) and physical sciences (0.08%) was insignificant.

The nature, general objectives, type of settings (venue of classes) and the content requirements of part time and distance learning courses offered in higher level VET and in college/university undergraduate programmes are the same as in full time education, and they award the same type of outcomes (higher level OKJ vocational qualification or a higher education degree and qualification) equivalent to those available in IVET. The duration of these programmes may be longer than in full time education depending on the delivery mode. A major challenge concerning the provision of these types of programmes in part time or distance education results from the fact that the same content requirements must be met in much less contact hours than in full time delivery which often limits the opportunity of

applying up-to-date pedagogical methods, and many of the study hours are in fact lectures given by the teachers.

According to the statistics of applications to tertiary education in 2005 (source: National Higher Education Information Centre), programmes organized by colleges/universities specifically for higher education graduates (those already having a degree and qualification) to obtain a new second/further diploma are highly popular for several years. Most prospective students in this type of training choose the correspondence delivery mode and the fee charging form. The rate of students studying to obtain their 2<sup>nd</sup> or further degree was 22% in school year 2004/2005 (source: Statistical Yearbook of the Ministry of Education).

Postgraduate specialization programmes also target higher education graduates, those who want to obtain a more specialized qualification in short time. These CVET programmes usually build on a specific degree and qualification obtained in undergraduate training (undergraduate college/university or, in the new training structure, bachelor/master level programmes) and award a diploma that certifies a special further qualification. They are usually four-term-long (minimum two terms) programmes typically offered in correspondence delivery mode (see Table 1 of Annex 8 for distribution rates). The curricula, content and methodology of these trainings are defined by the higher education institutions based on the qualification requirements defined in decrees of the Minister of Education.

The second form of postgraduate learning opportunities in higher education is PhD/DLA training that involves training (individual or in a group), research, and reporting activities in a branch of science or art. Around two thirds of participants in doctoral degree programmes study in full time education, the majority in state financed forms, but such programmes are available also in part time education, although training in that delivery mode is usually self-financed (see Table 2 of Annex 8). The duration of doctoral training is 6 terms and it awards the highest level (ISCED 6) degree to participants.

## II. ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM

Adult training offered outside the school system may be considered as publicly promoted inasmuch as the state and public authorities define the general or more detailed regulations concerning the provision of such training programmes, its providers include budgetary and state-subsidized institutions that engage in adult training, and the state provides also indirect financial support for everyone to participate in adult training, through the tax deduction opportunity (please refer to section 0502).

This sector of CVET offers a wide range of vocational (in addition to language and general, skills developing) training programmes for adults, including:

- programmes that award state recognized OKJ vocational qualifications, which may be classified as IVET or CVET, depending on whether the participant aims to obtain her/his first or further vocational qualification;
- so-called trainings regulated by public authorities (*hatósági képzés*) awarding nationally or internationally recognized licenses, vocational qualifications primarily in the fields of mine, road, water and air transportation, plant and veterinary health inspection or food hygiene, which are not included in the OKJ; and
- courses of various types and duration that do not award a nationally recognized qualification.

Detailed validated figures on the types, number and distribution of VET programmes and participants of adult training provided outside the school system are available for years 1998-2004, but these numbers cover also those types of training (e.g. rehabilitation training, training aimed to enhance employment, etc.) that are offered to specific target groups and financed by the state (thus discussed in section 0503) as well as those financed by employers. The Ministry of Employment and Labour warns that numbers referring to the last two years (2003-2004) must be used only in an informative way, since the change of the

statistical data collection system in 2003 has caused data loss. Currently, there are no national statistical data available on trainings regulated by public authorities.

As Tables 1 and 2 in Annex 9 show, the majority of programmes and participants in VET outside the school system aim to award/obtain an OKJ qualification. This may be due (Zachár, 2003) primarily to the fact that both adults who want to further train themselves and labour centres providing financial support for the training of specific target groups prefer programmes awarding a state recognized qualifications, since these provide wider professional competences and improve the chances of finding employment, and the quality assurance is also stronger in their case. In addition, this figure may partly result from the incompleteness of data supply and that adult training institutions providing OKJ training programmes tend to provide data about themselves with greater accuracy.

CVET provided outside the school system is regulated by *Act CI of 2001 on Adult Training* and (except for trainings regulated by public authorities) by *Act LXXVI of 1993 on Vocational education and training*. These laws and the related decrees define the general preconditions, or, primarily in trainings awarding an OKJ qualification, also the more detailed conditions of training provision.

In the case of training programmes awarding OKJ vocational qualifications (most qualifications listed in the OKJ are obtainable outside the school system), the objectives, duration, content requirements and type of outcome are specified in the professional and examination requirements (*szakmai és vizsgakövetelmények, SZVK*) of the given qualification, published by decrees of the minister of the relevant field. While in public education curricula of OKJ training programmes must be developed in accordance with the standard programmes (*központi program*) of the subjects/modules of the given qualification, published by the relevant ministry, adult training providers can prepare their own curricula based only on the SZVKs.

In fact, in addition to its quality assurance functions, an important further objective of introducing the system of accreditation was to facilitate the development of OKJ training programmes that in terms of time and expenses are more efficient than courses based on the standard programmes. According to the 2002 adult training statistics, about 63% of the adult training institutions developed their own programmes awarding a state recognized qualification. The high proportion of curricula developed by the training providers - which is typical also in trainings that do not award a state recognized qualification (the figure for these was 71% in 2002) - is the key of the ability of VET offered outside the school system to accommodate flexibly to economic needs.

The state recognized OKJ vocational qualification is awarded upon passing the nationally uniform state vocational examination (*szakmai vizsga*) which can be organized by (besides the vocational training schools and higher education institutions providing VET within the school system) institutions authorized by a decree of the minister of the relevant field.

Adult training statistics provide data on the most popular types of OKJ training programmes provided outside the school system. Table 3 of Annex 9 indicates the typical level of programmes based on the prequalification requirements of the vocational qualification pursued. The numbers show that every year the majority (around 90%) of the training programmes aim to award vocational qualifications that require at most the General Knowledge Examination (*alapműveltségi vizsga*, this level practically means primary school graduation, ISCED 2A, until 2006) or secondary school graduation (ISCED 3A).

The most popular fields of study in adult training are the same for several years. In 2004, 21.8% of the participants aimed to obtain a qualification in industrial vocations, 20.8% in commerce and catering, 16.5% in IT and 15.8% in economics and administration. In 2002 there were altogether 301 vocational qualifications available in adult training outside the school system, but as Table 4 of Annex 9 shows, the majority (57%) of programmes awarded one of 14 OKJ qualifications (this list of the most popular vocations is also unchanged for

years). As regards the typical duration of courses, according to the 2004 adult training statistics, 52.2% of adult training participants studied in less than 200 hours long programmes, 28% in courses of 201-400 hours duration, and 9.1% in programmes lasting 401-600 hours.

A further special group of adult learning opportunities are the so-called trainings regulated by public authorities that do not fall under the effect of the Act on Vocational education and training. Such trainings award nationally or internationally recognized qualifications primarily in the fields of road, water and air transportation, plant and veterinary health inspection or food hygiene, which are not included in the OKJ and can be obtained only in adult training provided outside the school system. The requirements of obtaining such qualifications and the conditions of organizing preparatory training programmes are regulated by various national public authorities (e.g. by the Transportation Directorate, *Közlekedési Főfelügyelet*).

The major strength of CVET provided outside the school system derives primarily from the greater autonomy of adult training providers regarding the definition of both the content and pedagogy of their training programmes (in both OKJ and other type of trainings). This allows for the development of more flexible courses and up-to-date learning materials adjusted to the needs and demands of the participants as well as the economy. Indeed, the modularisation of curricula was first introduced and spread in adult training, and several adult training providers initiate the introduction and application of innovative content and methods. Regarding the whole sector of adult training provided outside school system, however, outdated training curricula and methodology are still not uncommon, and the human resources conditions of training providers are also of uneven quality, as these aspects of provision are more thoroughly regulated only in the case of accredited institutions and programmes.

The system of prior learning assessment and recognition that would facilitate the development of competence-based programmes and more efficient training provision is still in a development stage only, and there is no centrally regulated examination system and validation of certificates, not even in the case of accredited programmes, apart from trainings awarding state recognized OKJ qualifications and those regulated by public authorities. Furthermore, the OKJ qualification structure did not adequately respond to the labour market needs and did not offer clear "progression routes" to obtain a higher level and more specialized qualification, which initiated the development programme implemented within the framework of the HRD OP Measure 3.2.1. (see section 050102). Finally, there is a significant territorial difference in terms of the accessibility of training between more and less developed regions. According to researches, disadvantaged groups still have less access to training opportunities compared to the younger, more educated, employed population.

## **050202 PROVIDERS**

### **I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM**

Providers of adult education within the school system are the same type of public and higher education institutions that provide IVET (and/or general education) also in full time education. Most often adult education as part of public education is provided at departments/groups/classes of schools providing regular, full time education; in addition, there are also some adult education schools established specifically to train adults. Public education institutions as well as colleges/universities may be maintained by local governments, the state, churches, foundations, etc. as regulated by the *Act LXXIX of 1993 on Public Education* and the *Act CXXXIX of 2005 on Higher education*, but all types may receive per capita support from the state subject to various conditions.

Table 1 presents the number and distribution of primary and secondary level schools providing adult education by maintainer in school year 2004/2005. The numbers show that the majority of schools that provide adult education in a department/class/centre, in addition to providing regular full time education, are publicly maintained institutions, while most

schools established specifically to provide education for adults are private institutions or belong to the other category.

TYPE OF MAINTAINER	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
	PROVIDING ALSO ADULT EDUCATION		PROVIDING ONLY ADULT EDUCATION		PROVIDING ALSO ADULT EDUCATION		PROVIDING ONLY ADULT EDUCATION	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
LOCAL/DISTRICT GOVERNMENT	39	70	10	50	264	35	43	16
COUNTY/CAPITAL GOVERNMENT	6	11	1	5	157	21	10	4
CENTRAL BUDGET/STATE	-	-	-	-	23	3	4	1
ECCLESIASTICAL	-	-	-	-	15	2	3	1
FOUNDATIONAL/PRIVATE	1	2	-	-	130	17	69	25
OTHER	10	18	9	45	167	22	144	53
<b>TOTAL</b>	<b>56</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>756</b>	<b>100</b>	<b>273</b>	<b>100</b>

Source: Statistics of the Ministry of Education

## II. ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM

Adult training provided outside the school system may be considered as publicly promoted CVET for all inasmuch as its provision is regulated by the state/public authorities to a lesser or greater extent (the latter applies if the training aims to award a state recognized qualification and concerning accredited institutions/programmes), and the state provides also indirect financial support for every participant (cf. section 0502).

In accordance with the *Act CI of 2001 on Adult Training*, adult training providers have to be registered at the designated county labour centres (*megyei munkaügyi központ*, registration is valid for 4 years), conclude an adult training contract with the participants (see section 050204) and develop an annual training plan, but otherwise they are free to provide their (vocational, general or language education) courses. The law prescribes only that they have to prepare a training programme specifying:

- the competencies that can be mastered;
- the preconditions of participation;
- the duration and methodology of the training;
- the modules of curricula (including their objective, content and duration);
- the maximum number of participants in the group;
- the methods of assessment;
- the preconditions of obtaining a qualification (or, in case of modularized training, also of a partial qualification); and
- the means of ensuring the human resources and material conditions of the training.

Adult training institutions furthermore can initiate the accreditation of their institution and/or training programmes which serves as a mechanism for assuring quality and is a prerequisite of receiving public subsidy (which they may apply for when organizing training for specific target groups, discussed in section 0503).

Adult training providers can be grouped as falling into one of 3 main categories that include public as well as private institutions; the state, however, provides funding for the adult

training programmes of any types of providers only in case they target specific groups of disadvantaged people.

The first category of providers includes budgetary or state-subsidized institutions, agencies:

- public and higher education institutions engaging in adult training as a supplementary activity (they often do so to supplement their insufficient public funding);
- budgetary regional training centres (regionális képző központ) which, however, focus primarily on training specific target groups;
- ministerial background institutions, public companies, etc.

The second category of providers includes enterprises that provide adult training as their main or supplementary activity and which may operate in various legal forms. On the one end of the scale there are some large companies with a nationwide network of local institutions with very good infrastructure and well-qualified training staff, often transformed from ministerial background institutions or the training centres of large state companies of the socialist era. On the other end of the scale, there are also very small enterprises built basically on the expertise of one or a few persons; such providers are typical, for example, in language education or car driving courses.

Finally, the third category of providers includes non-profit organizations (foundations, associations, etc.) that are primarily involved in the general and vocational training of various disadvantaged groups whose training is financially supported by the state, and community cultural institutions (*közművelődési intézmények*) that offer both formal and non-formal learning opportunities for adults. Community cultural centres, community centres, public libraries, etc. currently offer mainly popular science education lectures/trainings, courses in ICT or national/local culture (including, for example, training in traditional crafts such as pottery, weaving, etc.), but their integration into the system of adult training providing labour market-oriented general, language and vocational training is the objective of the Human Resources Development Operational Programme Measure 3.5.4. (see section 050102), aiming to facilitate access to adult training through making use of their nationwide network.

Table 2 below presents data on the distribution of adult training participants by the type of providers for years 1996-2004. As the numbers show, the majority of participants study in training courses provided by adult training enterprises, while the role of central budgetary institutions and of non-profit organisations in the provision of adult training has decreased and increased, respectively, over the years.

<b>Table 2 Distribution of participants of courses provided outside the school system by the type of provider (%)</b>								
<b>TYPE OF PROVIDER</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>ENTERPRISE</b>	52.5	55.2	55.4	60.0	58.8	59.3	63.0	66.3
<b>CENTRAL BUDGETARY INSTITUTION/AGENCY</b>	24.5	21.5	22.1	18.8	19.2	19.0	18.1	14.4
<b>LOCAL GOVERNMENT INSTITUTIONS/AGENCY</b>	10.0	12.3	11.2	9.3	9.0	9.0	7.5	9.1
<b>NON-PROFIT ORGANISATION WITH A LEGAL ENTITY</b>	4.5	8.3	8.5	8.8	9.5	9.5	8.5	8.2
<b>OTHER</b>	8.5	2.8	2.8	3.1	3.2	3.2	2.9	2.0
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: Ministry of Employment and Labour, Statistics of VET provided outside the school system, Ministry of Education publications (taken from *A vállalkozók képzése...*, 2005, Table 14)

There is some data available also on the training profiles of the different types of providers, based on a recent survey of accredited adult training institutions (Koltai, 2005). The results of the research show that training enterprises provide training primarily in the field of information technology, foreign languages, economics and legal studies. Public (central/local government) institutions and non-profit organisations offer programmes basically in every field (except for car driving), but they are characterised by the dominance of technological/industrial and agricultural courses. Table 3 presents the most typical types of accredited training providers in the various professional fields of training.

<b>Table 3 The most typical types of accredited adult training providers in the various professional fields of training</b>	
<b>PROFESSIONAL FIELD OF TRAINING</b>	<b>TYPICAL TYPES OF PROVIDERS</b>
<b>FOREIGN LANGUAGE EDUCATION</b>	adult training enterprises (state/local government institutions and non-profit organisations are underrepresented)
<b>IT</b>	adult training enterprises (ltds)
<b>CAR DRIVING</b>	adult training enterprises (mostly limited partnerships)
<b>HEALTH</b>	state/local government institutions and non-profit organisations
<b>TECHNOLOGY-INDUSTRY</b>	state/local government institutions and non-profit organisations
<b>COMMERCE-CATERING</b>	state/local government institutions and non-profit organisations
<b>ECONOMICS-LAW</b>	adult training enterprises (ltds)
<b>OTHER SERVICES</b>	adult training enterprises
<b>AGRICULTURE</b>	state/local government institutions
<b>OTHER</b>	state/local government institutions

Source: Koltai, 2005.

## **050203 ACCESS**

### **I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM**

In adult education ( *felnőttoktatás*) offered within public education (at every level and type of schools) the access requirements must be defined in accordance with the provisions of *Act LXXIX of 1993 on Public education*. §42 of this law states that the pre-education requirements of admission may be defined by the schools which may also organize entry examinations. Schools assess the prior formal studies and achievement of applicants and may require also taking an examination (*különbözeti vizsga*) in order to decide to which grade it can admit the prospective participant.

Typical obstacles of access include the territorial differences in training provision (in some regions and in small settlements, especially in villages, there are no adult education opportunities), and although this type of education may be delivered in part-time and distance learning, the long duration of studies (school graduation certificates can be obtained only upon successfully completing all grades of the given school type) may also limit the number of participants. The Labour Code (*Act XXII of 1992*) ensures training leave for employed adults in case they participate in training within the school system: in addition to a guaranteed 4 days' leave that the employer is obligated to ensure for each examination of the trainee, it prescribes that the further amount of leave must be specified by the employer based on a certificate of the training provider about the duration of the training. There is furthermore a national network of publicly maintained and financed crèches and nursery schools available to take care of the children of prospective adult students.

In CVET offered within higher education, the general access requirements depend on the type of the training programme and are defined in *Act CXXXIX of 2005 on Higher education*. In the case of higher level VET and college/university level degree programmes, the general precondition of admission is having the ISCED 3A level maturity certificate (*érettségi bizonyítvány*, or an ISCED 5A level higher education degree and qualification in the case of programmes offered to higher education graduates), and applicants can be admitted based on their prior achievement in secondary school and at the two-level maturity examination. In higher level VET, institutions may also require having a given vocational qualification and may organize a vocational aptitude or medical test.

In the case of postgraduate programmes the general prerequisite of admission is having an ISCED 5A level higher education degree and qualification, and in postgraduate specialization programmes colleges/universities may also require having a given qualification, a given length of professional experience, or that the participant should be working a given position.

The number of adults studying in postgraduate programmes or in part-time undergraduate programmes to obtain their first or further degree has been constantly and considerably rising in the past decade (see Annex 6 and section 050201) which suggests that higher education studies are available for more and more adults. Access remains problematic, however, for certain disadvantaged groups whose training is therefore promoted by the state, primarily by financial means (the state, for example, finances the training costs of mothers on child care support and of disadvantaged students who did achieve the minimum admission scores required in the self-financed training form). The Labour Code ensures the above mentioned training leave also for higher education students, and crèches and nursery schools are available for their children too.

## II. ADULT TRAINING OUTSIDE THE SCHOOL SYSTEM

In CVET outside the school system (which may be considered as publicly promoted CVET for all inasmuch as its provision is regulated by the state to a lesser or greater extent, and the state provides also indirect financial support for participants through the tax deduction opportunity, cf. section 0502), access requirements are typical only in courses that aim to award state recognized vocational qualifications of various levels. These requirements may specify:

- the required level of school graduation certificate (i.e. ISCED 2A level primary school graduation certificate, *általános iskolai bizonyítvány*, completion of the 10<sup>th</sup> grade, completion of the 12<sup>th</sup> grade, ISCED 3A level maturity certificate, *érettségi bizonyítvány*, or ISCED 5A level higher education degree);
- a previously obtained vocational qualification;
- vocational, career or health aptitude tests; and/or
- professional experience.

A few examples of the access requirements of OKJ qualifications:

- completion of the 10<sup>th</sup> grade, a previously obtained relevant vocational qualification and health aptitude tests are required to obtain the qualification "operator of a nuclear power plant" (*atomerőművi műszerész*) or a "gemstone identifier" (*drágakő-meghatározó*);
- the maturity certificate and professional experience are required to obtain the qualification "financial-accounting professional controller" (*pénzügyi-számviteli szakellenőr*);
- a higher education degree, prior vocational studies and professional experience are required to obtain the qualification "tax advisor" (*adótanácsadó*).

The distribution of participants of VET outside the school system by the prequalification requirement of the vocational qualification pursued (one listed in the National Qualifications Register, *Országos Képzési Jegyzék, OKJ*) is indicated in Table 3 of Annex 9.

According to a research on learning in adult age (Györgyi, 2003), the most important obstacles to learning are - as indicated by the interviewed adults - the high training costs (as compared to salaries) and lack of time due to work or family duties (the latter is an obstacle primarily for women). In addition, especially the lower status, disadvantaged groups named also high travel costs, negative expectations concerning the impact of learning, and their age as factors that limit their access to learning.

Participation in adult training outside the school system is promoted by the state primarily by financial incentives (indirect support for all through the personal tax deduction opportunity of training fees and direct support for disadvantaged people) and through the promotion of alternative delivery modes, especially distance learning (development of complete e-learning adult training programmes is currently supported through the Human Resources Development Operational Programme, please refer to section 05010502). In case an employee participates in adult training, the Labour Code does not ensure training leave for the working participants, it notes only that this can be specified in a study contract between the employer and the employee. The Lifelong Learning survey conducted in 2003 by the Central Statistical Office (*Központi Statisztikai Hivatal*) indicates, however, that only a quarter of employed adults participating in (any kind of) training received a substantial amount of training leave. Crèches and nursery schools are of course available for the children of adult training participants too.

## **050204    QUALITY ASSURANCE**

### **I. ADULT EDUCATION WITHIN THE SCHOOL SYSTEM**

Adult education offered in public education is regulated by *Act LXXIX of 1993 on Public Education* that defines the same quality standards and evaluation mechanisms for this sub-sector as for regular full time public education. Tasks related to the organisation of state examinations, national surveys, measurements and quality assurance are exercised by the National Centre of Assessment and Examination (*Országos Közoktatási Értékelési és Vizsgaközpont, OKÉV*), while the external evaluation of the efficiency and quality of education in public education institutions is the duty of the school maintainer. The development of school curricula in line with the central framework regulations and the process of quality monitoring are assisted by a national professional expert network upon the request of the schools or maintainers. The law provides also for developing a quality management and improvement system in every public education institutions. Due to the highly decentralised institutional structure of public education, however, reliable methods and procedures for assuring and continuously monitoring the quality of education have not been developed, and as surveys show, school maintainers tend to concentrate on evaluating compliance with legal, financial and administrative regulations and less on professional quality questions. In practice, there is no guarantee either that the schools or maintainers will take the appropriate measures based on the results of institutional evaluation.

Pursuant to the *Act CXXXIX of 2005 on Higher education*, the assessment of the quality of education (in every type and delivery mode of training programmes) and the evaluation of the quality development systems to be developed by every higher education institution are the tasks of the Hungarian Higher Education Accreditation Committee (*Magyar Felsőoktatási Akkreditációs Bizottság, MAB*). The MAB checks compliance with regulations concerning the necessary human resources, organisational and infrastructural conditions of training provision, as well as the accomplishment of the quality development programme in every institution at least once in every 8 years. This institutional accreditation process involves a field visit by a Visiting Board and the preparation of a self-evaluation report by the higher education institution. In case the MAB finds that the quality of education in an institution or in a training programme is not adequate to the training objective, it can propose to the Ministry of Education:

- the suspension/withdrawal of the right of the institution to organize final examinations and award qualifications (or the withdrawal of state recognition in non-public institutions) in a given training programme, or
- the dissolution/withdrawal of the state recognition of institutions, or repeated checking in a definite time of accomplishing the required measures.

## **II. ADULT EDUCATION OUTSIDE THE SCHOOL SYSTEM**

CVET outside the school system may be considered as publicly promoted CVET for all inasmuch as its provision is regulated by the state to a lesser or greater extent and the state provides also indirect financial support for every participant through the tax deduction opportunity (cf. section 0502). The state intends to ensure the consumer rights of participants through ordering the provider to conclude an adult training contract with the participant, specifying:

- the qualification or competences obtainable;
- the method of assessment;
- the place, duration and schedule of the training;
- the amount of the training fee (including the examination fee), and
- the consequences of breach of contract of either the participant or the training provider.

While the registration of adult training providers is obligatory and serves primarily statistical purposes, accreditation of training institutions and/or their programmes is only optional. Accreditation serves as a mechanism for assuring quality and is a prerequisite of receiving public subsidy, but is increasingly an attractive marketing asset as well. Accredited training programmes are exempt from VAT, and participants can apply for the personal income tax deduction by 30% of their training fee only if they enrol in an accredited institution.

Accreditation of adult training institutions and training programmes is awarded by the Adult Training Accreditation Body (*Felnőttképzési Akreditációs Testület, FAT*) for a definite period of time (four years in institutional, and 2-5 years in programme accreditation), based on the professional opinion of an expert committee. The institutional accreditation introduced in 2002 aims to check and validate the quality of the training provision (curriculum development, education, assessment) and other adult training services of the institution, and of the rules concerning its management and decision-making processes. The preconditions of obtaining an institutional accreditation certificate (regulated by the 22/2004. (II. 16.) Gov. decree and the 24/2004. (VI. 22.) decree of the Minister of Employment Policy and Labour) are:

- compliance with the regulations of the Act on Adult training,
- registration at the county labour centre,
- developing an annual training plan (specifying the trainings offered, their target group, the financial sources and the means of ensuring the human resources and material conditions of the training),
- having a professional advisory board,
- developing a quality assurance system, and
- providing other services (such as prior learning assessment or career counselling) related to adult training.

Accreditation of adult training institutions thus means ultimately a quality assurance system based on self-assessment that includes the definition of quality targets and the elaboration and operation of an evaluation system. Accredited providers have to prepare a self-assessment report every year prior to the approval of annual training plans, based on a self-assessment system approved by their professional consulting bodies, and they have to define their quality targets based on this report. The legislation also provides for continuous quality monitoring to be performed by the FAT with the help of external experts, due to lack of financial sources, however, such monitoring activities have only begun. In addition, the legal regulations should be made more specific in order to encourage and ensure (also through

defining sanctions) the continuous operation of the quality management systems introduced as the precondition of accreditation.

Adult training providers can use the training programmes developed for trainings prescribed by a legal regulation or those issued by the minister in charge of a given OKJ vocational qualification, which are considered as already accredited; otherwise they can develop their own programme or use that of another institution already accredited. In case the training provider develops its own training programme, the objective of programme accreditation (introduced in 2003) is to check and validate that the programme is adequate for the training objectives and requirements, realizable, and its content and methodology is in compliance with the pedagogical requirements. In case it offers another institution's accredited programme, accreditation aims to confirm its lawful use and that the human and material conditions of its application are ensured.

Currently there are 1192 accredited adult training institutions (out of the 5000 registered adult training providers) and 3132 accredited adult training programmes (including 1065 programmes accredited by other laws).

In the case of non-accredited adult training institutions there is no mandatory quality assurance system, although market competition does contribute to the voluntary development of internal monitoring systems (e.g. participants are asked to provide feedback on the performance of instructors and the content of education at the end of the training course). Pursuant to the *Act CI of 2001 on Adult Training*, adult training providers can be inspected by the local county labour centres (*megyei munkaügyi központ*) which may check only

- whether the adult training institution is registered, and
- whether its activities comply with the legal regulations.

Some, mainly larger training providers are evaluated through the International Organisation for Standardisation (ISO) system, although it is not obligatory and there is no data available on the rate of institutions possessing an ISO qualification. In addition, the Association of Adult Training Providers (*Felnőttképzők Szövetsége*), currently the largest Hungarian professional interest representative organization with 218 enterprises, schools, universities and non-profit organizations as members, has also developed its own ethical codex and a voluntary qualification system. Through these measures they aim to ensure the continuous improvement of the professional standard of adult training and to support quality insurance and consumer protection initiatives.

## 0503 TRAINING FOR THE UNEMPLOYED AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET (INCL. STATISTICS)

The legal framework and institutional background of providing assistance and vocational training for unemployed people and others vulnerable to exclusion in the labour market through the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) was developed in the past decade. In addition, the per capita funding of adult training targeting disadvantaged people was introduced in 2003, and various central development programmes and tenders have also been launched and provided by public agencies and other organizations with the financial support of the state or EU funds.

The state-subsidized regional training centres (*regionális képző központ*) and non-profit organisations, including folk high schools and NGOs, play a very important role in the training of disadvantaged people, but every accredited adult training institution can apply for state support when providing training for specific target groups. A significant characteristic of vocational training programmes targeting adults in a disadvantageous situation is that they often involve various supplementary modules and services in addition to VET, aimed to provide psycho-social assistance to enhance the effectiveness of training and to improve key competences and career building skills, since their major objective is to assist the reintegration of participants into the labour market.

Annex 10 provides the available data on indicators of participation in training for the unemployed and other groups vulnerable to exclusion from the labour market.

### 050301 TARGET GROUPS AND PROVISION

Assisting unemployed people and those endangered by unemployment is the prime duty of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*). There is a legally regulated system of supporting the training of various target groups through the 20 county/capital labour centres (*munkaügy központ*) and 173 local labour centres of the ÁFSZ from sources of the employment sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) in order to facilitate their employment. In addition, training of unqualified adults to obtain their first state-recognized vocational qualification, of older people to obtain their second qualification, and the vocational, general and language education of people living with disabilities are also supported by the state through providing an annually defined amount of per capita support (*normative támogatás*) available to accredited adult training providers.

There are also several central state programmes and tenders funded from the MPA and/or EU Structural Funds assistance that aim to enhance the employability of disadvantaged people through promoting the development, piloting and provision of innovative, complex training programmes tailored to their special needs. Such programmes and tenders are coordinated by, among others, the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*), the National Institute of Adult Education (*Nemzeti Felnőttképzési Intézet, NFI*), or the European Social Fund Implementing Agency (*ESZA Európai Szociális Alap Nemzeti Programirányító Iroda Társadalmi Szolgáltató Kht.*).

Most training support schemes described below are geared towards several target groups at the same time, and there is also a considerable overlap between some of these target groups (e.g. the Roma population is overrepresented among the long-term unemployed), which makes it difficult to describe specific programmes and initiatives separately for each target group. Therefore only the various schemes are described in detail below, Annex 11, however, offers a summary of the most typical schemes available to the major target groups, including those discussed below and some other additional specific programmes.

### TRAINING SUPPORT THROUGH THE PUBLIC EMPLOYMENT SERVICE (ÁLLAMI FOGLALKOZTATÁSI SZOLGÁLAT, ÁFSZ)

Providing training support for the unemployed and specific target groups vulnerable to exclusion in the training market has been an important measure of active labour market policies since the 1990s. Its provision is currently organised on a local (county) level through the county (capital) labour centres and their local branches that operate within the framework of the ÁFSZ. Pursuant to §14 of the *Act IV of 1991 on Facilitating employment and provisions to the unemployed*, financial support may be provided for the adult training (see section 050201 on adult training provided outside the school system) of the following target groups:

- unemployed people;
- young people under the age of 25 (or 30 in the case of higher education graduates) who are not entitled to unemployment benefit;
- those who receive childcare support (GYES/GYED, etc.) or permanent support for caring for sick children or people living with disabilities (*ápolási díj*), in case the duration of their training is less than 20 hours a week, their child is older than 1/1.5 years old and they do not work for money;
- those whose employment is expected to be terminated in one year (and whose employer has indicated this to the employee and to the labour centre in written form);
- those who participate in work of public utility (*közhasznú munkavégzés*);
- employed people whose regular employment cannot be ensured without training; and
- others (e.g. people living with disabilities) as defined by the Governing Board of the Labour Market Fund (*Munkaerőpiaci Alap Irányító Testülete, MAT*, involving representatives of the government, employers' and employees' national associations of the National Interest Reconciliation Council, *Országos Érdekegyeztető Tanács, OÉT*).

Table 1 below presents the number of unemployed and employed people who received financial support for their training from the labour centres in 2002-2004. Table 2 indicates the number of people who received such support in 2001-2004 by specific target groups. As the number shows, most training support is provided to unemployed people, and especially young unemployed "career beginners" (*pályakezdő*) participate in large numbers in these trainings (their participation rate may reach 30-40%). The decrease in the number of participants in 2004 compared to previous years is mainly due to a change of regulations that rendered such training support under the effect of the public procurement law which made the administration process slower and more complicated.

	2001		2002		2003		2004	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
<b>UNEMPLOYED PEOPLE</b>	86203	94.2	78691	95.0	73882	89.1	52429	87.5
<b>EMPLOYED PEOPLE</b>	5316	5.8	4144	5.0	9013	10.9	7465	12.5
<b>TOTAL</b>	<b>91519</b>	<b>100.0</b>	<b>82835</b>	<b>100.0</b>	<b>82895</b>	<b>100.0</b>	<b>59894</b>	<b>100.0</b>

Source: *Foglalkoztatási Hivatal* (Employment Office)

	2001	2002	2003	2004
<b>CAREER BEGINNERS</b>	20617	19432	18303	12136
<b>LONG TERM UNEMPLOYED</b>	n/a	n/a	2857	2032
<b>DISABLED PEOPLE</b>	n/a	n/a	2020	1392
<b>PEOPLE ON CHILDCARE BENEFIT</b>	n/a	n/a	2675	1567

Source: *Foglalkoztatási Hivatal*

Training support by the ÁFSZ may involve the reimbursement of training costs and expenses related to training (e.g. travelling costs) as well as (except for those receiving child and other care support) provision of supplementary/compensatory payment for the duration of the training. Support may be given for:

- vocational training falling under the effect of the *Act LXXVI of 1993 on Vocational education and training* (except for vocational preparatory training and higher level VET, *felsőfokú szakképzés*, that are offered by publicly-subsidized public and higher education institutions),
- preparatory training providing basic skills necessary for entering VET,
- career orientation and training in job searching skills,
- training preparing to obtain a state recognized foreign language examination in case it is part of the vocational programme or it is provided for those already having a vocational qualification, and
- training awarding various driving, transportation or building-machine operator licenses.

In addition, training preparing for higher education studies may also be supported in case it is organized by a Roma minority government or association.

County (capital) labour centres define annually the fields of study in which the training of these target groups can be supported, based on the local labour market needs reported to them, changes in the structure of employment, labour market forecasts and the opinions of the county labour council (*munkaügyi tanács*, involving representatives of the local government and the county level organisations of the employers' and employees' national associations represented in the OÉT) and of the supervisory council (*felügyelő tanács*) of the regional training centre (*regionális képző központ*).

Participants of supported training programmes are selected by the county labour centres which assist the participants also in choosing the specific field of their training. The training courses offered by the centres may be provided by the state-subsidized regional training centres and by accredited adult training providers selected by the centres (for more information on providers, please refer to section 050302), but in certain justified cases the labour centre can accept and support a training programme also in another field chosen individually by the participant. In the case of those endangered by unemployment, the employer can issue a request to the county labour centre to ask for financial assistance for the training of its employees whose employment cannot be ensured without such training. With the exception of providing training for employees older than 45 years of age, the employer must co-finance such trainings or ensure the professional, material and human resources of the planned course. Table 3 below presents the distribution of participants in training supported by the county labour centres by the type of the organisation of training.

<b>Table 3 Number and distribution of participants of training supported by the county labour centres by type of the organisation of training</b>						
	<b>2002</b>		<b>2003</b>		<b>2004</b>	
	<b>NUMBER</b>	<b>%</b>	<b>NUMBER</b>	<b>%</b>	<b>NUMBER</b>	<b>%</b>
<b>TRAINING OFFERED BY THE LABOUR CENTRES</b>	49128	59.3	46192	55.7	33721	56.3
<b>TRAINING CHOSEN INDIVIDUALLY BY THE PARTICIPANT</b>	33707	40.7	29661	35.8	20263	33.8
<b>TRAINING SUPPORTED THROUGH THE EMPLOYER</b>	-	-	7042	8.5	5910	9.9
<b>TOTAL</b>	<b>82835</b>	<b>100.0</b>	<b>82895</b>	<b>100.0</b>	<b>59894</b>	<b>100.0</b>

Source: *Állami Foglalkoztatási Szolgálat*

The majority of training programmes supported financially by the county labour centres are courses awarding a state recognized vocational qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), most of which (54% in 2001) require lower than secondary school graduation certificate as prequalification. The objectives, duration and content of these training programmes are defined uniformly in the professional and examination requirements (*szakmai és vizsgakövetelmény*) of the given OKJ qualification issued in decrees of the relevant ministries.

While there is no extensive information available on the duration and content of non-OKJ programmes and the standard of pedagogy applied by the accredited adult training institutions selected by the labour centres (except for the general preconditions prescribed by the legal regulation of the selection process and the accreditation of providers), the state-subsidized regional training centres (which receive around 30% of the "orders" of labour centres) are characterised by the use of innovative and complex training content and methodology. There is, for example, a Rehabilitation Model Centre operating since 1997 within the Regional Training Centre of Székesfehérvár that provides special career orientation and correction services, training and work trial programmes based on Austrian and German models to unemployed people with reduced working capacity. The development and piloting of new, innovative training programmes in line with the local training market needs to be offered in regional training centres is currently supported also by the Human Resources Development Operational Programme Measure 3.5.1. (HRD OP, please refer to section 050102).

Improving the active labour market programmes implemented by the ÁFSZ is currently supported by HRD OP Measure 1.1. in order to provide more flexible and individualized services to unemployed and inactive people. The objective of this measure is to ensure that participants are offered a 'new start' before reaching 6 months of unemployment in the case of young people and 12 months of unemployment in the case of adults. The activities implemented by the labour centres include the development of personalised action plans based on the assessment and identification of needs, provision of vocational training or re-training, ICT and basic skills development, as well as other employment services (such as counselling and guidance, assistance in job seeking, work practice, etc.). The target number of participants in this 3-year-long programme is 25 000. In addition, the modernisation of the whole structure, quality management and service model of the ÁFSZ based on the results achieved in a prior Phare project is supported through HRD OP Measure 1.2.

#### **PER CAPITA FUNDING OF ADULT TRAINING**

The per capita financing of adult training programmes was introduced in 2003 aiming to support unqualified adults to obtain their first OKJ vocational qualification, and to assist people living with disabilities (as well as other target groups defined annually) to participate in general, language or VET training programmes provided outside the school system. Financial support provided through tendering is available to adult training institutions which are accredited and, in case they train adults living with disabilities, they offer accredited training programmes. The amount of per capita support they may receive is based on the number of participants specified in the training plan of the institution and is paid through an agreement concluded between the training provider and the Ministry of Employment and Labour. The total amount of financial support and the total number of participants are defined annually by the government.

The total amount of per capita support has increased to HUF 2 520 million (EUR 10 million) in 2005 from HUF 461 million (EUR 1.8 million) in 2003. In 2005 this provided support for 17 233 adults (2 841 of whom were people living with disabilities) participating in 1 041 training programmes offered by 153 institutions (source: Ministry of Employment and Labour).

The most recent regulation (*206/2005 (X.1.) governmental decree*) aims to increase the effectiveness of per capita support through differentiating its amount paid for the theoretical

and the practical components of the training programme, and by linking the provision of full support to guaranteed subsequent employment of the participants. Full per capita support for the training of unqualified adults to obtain the first OKJ vocational qualification, and also for training older people over 50 years of age (as a new target group) to obtain their second OKJ qualifications can thus be provided only if:

- an employer makes an agreement with the training provider in which it guarantees that it will employ in 3 months or continue employing the participant of the training programme supported financially by the ministry for at least 6 months, or
- the adult participating in the training programme supported financially by the ministry guarantees in the adult training contract that it will become self-employed in 3 months or continue her/his self-employment for at least 6 months after completing the training.

In case the employment of the participant is not in the above ways guaranteed, the ministry still reimburses 50% of the training cost in programmes provided in certain vocations for which there is a demand in the labour market, whose list is defined annually and published on the homepage of the ministry. The current list of these vocations contains the following OKJ qualifications.

OKJ IDENTIFICATION NUMBER *	NAME OF THE VOCATIONAL QUALIFICATION
31786201	shop assistant ( <i>ABC- eladó</i> )
33521601	carpenter scaffolder ( <i>ács állványozó</i> )
33526201	woodworker ( <i>asztalos</i> )
31700101	bus driver ( <i>autóbuszvezető</i> )
33524103	car manufacturer ( <i>autógyártó</i> )
31521201	poultry processing industrial skilled worker ( <i>baromfifeldolgozó-ipari szakmunkás</i> )
51522301	electrical mechanic ( <i>elektronikai műszerész</i> )
33786201	food and chemical-ware trader ( <i>élelmiszer- és vegyiáru-kereskedő</i> )
31523301	welder (trained in a specific procedure) ( <i>eljárás szerinti hegesztő, az eljárás megjelölésével</i> )
31523314	metal cutter ( <i>fémforgácsoló</i> )
31523304	engine fitter ( <i>géplakatos</i> )
31523306	welder ( <i>hegesztő</i> )
31521207	skilled worker of meat industry ( <i>húsipari szakmunkás</i> )
31521614	bricklayer ( <i>kőműves</i> )
31525602	light machine operator ( <i>könnyűgépkezelő</i> )
33527604	confection underclothes maker of knitting industry ( <i>kötőipari konfekciósfehérnemű-készítő</i> )
32523302	NC-, CNC-operator
31525603	heavy machine operator ( <i>nehézgépkezelő</i> )
33527605	ladies clothes maker ( <i>nőruha-készítő</i> )
31521210	baker ( <i>pék</i> )
31521616	machinery locksmith ( <i>szerkezetlakatos</i> )
33523302	toolmaker ( <i>szerszámkészítő</i> )
31789903	cleaner ( <i>takarító</i> )
31527603	sewing worker ( <i>varrómunkás</i> )
33521603	electrician ( <i>villanyszereelő</i> )

\*The first 2 digits of the OKJ number indicate the level of the vocational qualification: those beginning with "3" are ISCED 3 level, those beginning with "5" are ISCED 5 level qualifications.

## CENTRAL STATE PROGRAMMES AND TENDERS

There have been various central state programmes and tenders launched since the beginning of the 1990s aiming to enhance the employability of disadvantaged people. Such programmes promote also the development and piloting of complex, innovative training programmes designed to match the special needs of their target groups. The major sources of current programmes and tenders are the national Labour Market Fund, especially the adult training section (ATS) of its employment sub-fund (receiving roughly 1/3 of the vocational training contribution paid by enterprises into the training sub-fund) and the EU Structural Funds. EU funds assistance for the training of disadvantaged groups is utilized primarily through the Human Resources Development (HRD) and the Regional Development Operational Programmes (RD OP) of the I. National Development of Hungary (2004-2006) and the Hungarian EQUAL programme.

In particular, the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*) has been supporting the labour market reintegration and employment of disadvantaged unemployed people since 1992 primarily through pilot programmes implemented by partnerships of local organizations and actors. The OFA has developed the professional content of pilot programmes involving training and employment elements, labour market and psycho-social support services, and coordinated tenders that in the period 1992-2004 provided financial support for 3 313 employment projects involving around 352 836 participants. In 2004, 19 people participated in a vocational training programme awarding an OKJ qualification and 38 239 in other trainings within the framework of OFA projects. Some other major previous and current OFA programmes and initiatives are discussed in Annex 12.

As the above suggests, there exist various training support schemes as well as publicly promoted innovative pilot programmes targeting unemployed people and others vulnerable to exclusion in the labour market. Extending the training opportunities linked to actual labour market needs, facilitating access for more disadvantaged people, improving the efficiency of the funding schemes, and enhancing the dissemination of successful innovative projects are, however, still prioritized employment and adult training policy objectives.

The modernisation and improvement of the services of the Public Employment Service (*ÁFSZ*) through HRD OP Measures 1.2. and 1.1., the linking of full per capita support to a guarantee of subsequent employment, and the elaboration and provision of new content and innovative methodology of training programmes through the EQUAL programme and HRD OP Measure 3.5.1. all aim to contribute to the improvement of current provision. In addition, strengthening the infrastructure and the professional capacities of non-profit organisations is also of outstanding importance since they play a decisive role in the training of disadvantaged people. This question is addressed in several state tenders, HRD and ROP OP measures and EQUAL projects, through providing continuous professional support for NGOs in the project implementation process and/or funding for their accreditation or the further training of employees.

## **050302 PROVIDERS**

Providers of training programmes offered to unemployed people and others vulnerable to exclusion in the labour market, supported financially by the state through the county (capital) labour centres (*munkaügyi központ*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), include the state-subsidized regional training centres (*regionális képző központ*) as well as private profit- and non-profit-oriented adult training institutions.

Since 1992 nine regional training centres have been established financed from World Bank loans. Pursuant to the *Act CI of 2001 on Adult Training*, these central budgetary

organizations assist the tasks of the Minister of Employment and Labour related to human resources development at national as well as regional levels. The regional training centres were set up with the objective to contribute to the development of a modern adult training system by the regional coordination of vocational education, the implementation of innovative pilot programmes, provision of information, learning and examination centre services, and the regional certification of non-formal and informal learning. Their primary duty is to develop, organize and provide trainings and re-trainings for various target groups (adult and young unemployed, people endangered of getting unemployed, disadvantaged groups), trainings aimed at facilitating employment and the creation of new workplaces or the development of key competences, and to offer services related to the adult training activities (e.g. career orientation, guidance and counselling). The development and piloting of new, innovative training programmes and methods in these centres to assess and validate prior learning is currently supported by the Human Resources Development Operational Programme Measure 3.5.1. (see section 050102).

Private adult training institutions (see section 050201 on adult training provided outside the school system) providing state-subsidized training for unemployed people and other target groups are selected annually by the county labour centres through tenders. The preconditions of receiving such subsidy are defined in the *6/1996 (VII.16.) decree of the Minister of Labour on Support facilitating employment and support that can be provided from the Labour Market Fund (Munkaerő-piaci Alap, PA) to handle employment crises* and prescribe the following criteria:

- the provider must be a registered and accredited adult training institution;
- it must offer training programmes and have the necessary curricula in the prioritized fields of study defined annually by the labour centres based on local labour market needs;
- it must employ qualified and experienced instructors for instructing these training programmes; and
- it must have the necessary material conditions.

In the selection of providers, labour centres must also consider their previous experiences of cooperation with the institution and the rate of participants who became employed upon the completion of training. The labour centre can also approve the participant's choice of provider in case s/he has justified reason for choosing a field of study which is not prioritized by the centre. The conditions of cooperation between the labour centre and the training provider are then specified in an agreement.

Concerning per capita support, the Ministry of Employment and Labour has so far made agreements with about 200 of the altogether 1 200 accredited adult training institutions to finance their training programmes offered to unqualified adults and people living with disabilities. 40-50 of these providers provide training specifically for disabled people, mainly in the field of IT and language education.

Although every accredited adult training institution can apply for public subsidy to finance their training offered to various target groups, NGOs (including foundations, associations, folk high schools, etc.) play a particularly important role in the general and vocational training of disadvantaged people, such as people living with mental or other disabilities in need of special education and training.

### **050303 ACCESS**

Access requirements depend on the type of the training support scheme (each scheme and programme defines its specific target groups and the detailed conditions of participation, discussed in section 050301) and on the type of training programme. In general, prequalification requirements are typical only in courses that award state recognized vocational qualifications. Such requirements of qualifications listed in the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*) are defined in the professional and examination requirements (*szakmai és vizsgakövetelmény*) of each qualification published in

ministerial decrees (for a few examples, please refer to section 050203 on adult training outside the school system).

Facilitating access to training of various disadvantaged groups is an important objective of adult training policy. Those who participate in trainings supported by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) may receive – in addition to the reimbursement of their training costs and expenses related to training (e.g. travelling costs) - also supplementary/compensatory payment for the duration of the course (except for those receiving child and other care support). Besides such financial incentives, the government aims to reach more unemployed and other disadvantaged people through cooperating with NGOs that play a decisive role in their training, and by promoting – through, for example, Measure 3.5.1. of the Human Resources Development Operational Programme (HRD OP, please refer to section 050102) - the development of more flexible delivery modes (e.g. e-learning) and complex training programmes.

Supporting the labour market integration of disadvantaged people requires an integrated approach including the identification and involvement of the target group, strengthening their motivation to participate in education and employment programmes, providing psychological and social support services as well as personal development and training programmes adjusted to individual needs. The central state programmes and tenders targeting disadvantaged groups therefore aim primarily to develop (e.g. in the Hungarian EQUAL programme) and to implement and disseminate (e.g. through HRD OP Measure 3.2.) such complex training programmes involving integrated services.

In particular, facilitating the reconciliation of work and family life and the labour market re-integration of women are prime objectives of the EQUAL programme (theme H) and HRD OP Measure 1.3. which support the development of innovative methods to combat job segregation and the piloting of innovative in-company training methods, as well as the implementation and dissemination of well-established methods. Hungary has a nationwide publicly maintained network of child care facilities (*crèches* and kindergartens), but making the services of these institutions more flexible is also supported through the HRD OP measure.

#### **050304    QUALITY ASSURANCE**

Public subsidies may be awarded only to accredited adult training institutions, and, in case of training people living with disabilities, only to accredited training programmes. Accreditation of institutions and of training programmes serves primarily quality assurance functions (for more information on the accreditation procedure, please refer to section 050204).

The selection process of providers and the agreement concluded between them and the county labour centres (*munkaügyi központ*) on financing training provided to unemployed and other disadvantaged people also aim to assure the quality of education (the agreement entitles the labour centre to check the provision of training and it specifies the consequences of the breach of agreement of any parties). Still, the unification of the exact criteria of this selection process and the improvement of monitoring the quality of training provision is necessary in order to enhance the effectiveness of such training support. The Employment Office (*Foglalkoztatási Hivatal, FH*) of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) therefore plans to assist labour centres through developing guidelines for the selection process and to cooperate with the Adult Training Accreditation Body (*Felnőttképzési Akreditációs Testület, FAT*) in monitoring the quality of education provided by the supported accredited adult training institutions.

In the case of training financed by the state through per capita support based on an agreement between the provider and the Ministry of Employment and Labour, the ministry is entitled to check the lawful application, pay off and use of the support. In case the provider has not fulfilled its obligations defined in the agreement, and if a participant has not finished the training due to her/his own fault or 90% of the participants have not successfully passed

the examination in 6 months after the end of the training, the provider must repay the support or the relevant part of it.

Quality standards of the training and employment programmes supported from national and EU funds are assured by the selection process of the supported projects and continuous monitoring in accordance with the national and EU regulations.

## 0504 CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS (INCL. STATISTICS)

Apart from the second European Continuing Vocational Training Survey (CVTS 2) of Eurostat about continuing training in enterprises of the private sector in 1999, the survey of training enterprises within the framework of the short-term labour market forecast of the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), and some smaller scale research studies (e.g. Barizsné-Polónyi, 2004), currently there are no comprehensive, representative surveys available on CVET at the initiative of enterprises or social partners (the next CVTS survey will be conducted in 2006).

According to the results of the 2<sup>nd</sup> CVTS, only 37% of the enterprises in the private sector supported the CVET of employees in 1999, and such training opportunities were available only to 12% of all employees. 24% of the enterprises provided training in traditional training courses, 30% also in alternative forms. Only 4% of them had a specific classroom or a training centre dedicated to training purposes, and only 12% developed training plans. The CVTS 2 as well as other subsequent research studies have found, however, that the amount of training provision and the proportion of "learning organisations" vary considerably according to:

- the size of the enterprise: larger companies employing more than 250 people support the training of their employees in greater shares, and they provide more internal trainings, and
- sector: enterprises in the financial, telecommunication and public utility sectors (electric power, gas, water, etc.) provided CVET for their employees in a larger proportion than the national average (and companies providing their employees training and re-training opportunities generally came from sectors which had undergone rapid technological and structural change in recent years).

According to the survey of the labour market prognosis conducted in 2005, the proportion of enterprises providing training for their employees had further decreased by 2005 in every category of company size, and the proportion of employees participating in such training had as well declined (Ministry of Employment and Labour, *Munkaerőpiaci előrejelzés a 2006. évről*). An average 29.7% of the 4844 enterprises participating in the survey supported the training of their employees, but this figure was considerably higher in the case of enterprises employing more than 250 people (63.1%) than in the case of micro enterprises (12%, see Table 1 of Annex 13), and it varied considerably across sector (see Table 5 of Annex 13). Half (53.2%) of the employees of participating enterprises worked for a training company, but only 9% of employees had access to training provided by their employers, and there are significant differences concerning these figures as well according to the size of the company (see Table 2 and 4 of Annex 13).

However, considering employees both in the private and public sectors, participation in CVET is estimated to be quite substantial, taking into account such well-established systems of in-service training as:

- the legally regulated and mandatory further training and examination system of public servants introduced in the 1990s;
- the legally regulated and mandatory further training systems of teachers/trainers, medical workers and the "uniform-wearing" professions;
- the extensive further training system of banks and enterprises in the financial sector;
- the well-established and organized training system of some large companies in the public (e.g. Hungarian National Railway, Hungarian Post, etc.) as well as medium sized and large enterprises in the private sector;
- the master training system of the chambers of commerce and industry and of agriculture.

Annex 13 presents the currently available data on participation rates in training initiated by enterprises and compulsory in the public sector.

## 050401 MEASURES TO GUARANTEE PROVISION IN ENTERPRISES

Measures to guarantee some kind of training is organised for the employees of enterprises/public sector employees include primarily:

- legal regulations and financial incentives introduced by the state (for the support of the training of adults endangered by unemployment through the Public Employment Service, see section 050301);
- provision for training opportunities in the collective contracts or plans for ensuring equal opportunities developed in some companies in cooperation with the social partners; and
- the human resources policies and activities of individual private enterprises.

The state regulates by legislation the mandatory further training and/or examination system of employees in the public sector as well in some fields of the private sector where the nature of work – for example, for safety reasons and because of the constant changes of regulations - necessitates it (e.g. in vocations related to gas production and services, commerce of plant and animal health chemicals, professional drivers, bookkeepers and auditors, professional hunters, etc.).

In addition, the state promotes the further training of employees also through the Labour Code (*Act XXII of 1992*) that specifies the rights of an employee to participate in training, including provisions for training leave (please refer to section 050203 for more information). Pursuant to this act, employers and employees may conclude study contracts (*tanulmányi szerződés*) in which the employer supports the education and training of its employee, in order to ensure its high quality labour force supply, through paying tuition fees, travel and accommodation expenses, ensuring training leave, etc.

Concerning public sector employees, their further training varies according to the three main categories of professions typical in the sector:

- in the so called “uniform-wearing” vocations (e.g. policemen, firemen, soldiers etc.) the systems of appointment and promotion in the various sub-sectors are strictly regulated and linked to further training and examination systems;
- the uniform mandatory further training and examination system of civil servants working in the central and local public administration was introduced in the 1990s,;
- the further training of public servants (teachers/trainers, doctors and other professional medical workers, cultural and social workers) varies with the different sub-sectors.

Compulsory CVET of these employees is supported financially by the employer (state) and its content is defined by the relevant ministry and/or professional chambers and the social partners. In most cases there have been also separate agencies and institutions set up to promote, organize or coordinate the further training of public sector employees. Some of the most important such institutes include:

- the Hungarian Institute for Public Administration (*Magyar Közigazgatási Intézet*) is the educational and methodological centre of the further training and examination of civil servants;
- the In-service Teacher Training Accreditation Body (*Pedagógus-továbbképzési Akkreditációs Testületet, PAT*) and the Sulinova Agency for Educational Development and In-service Teacher Training (*Sulinova Közoktatásfejlesztési és Pedagógus-továbbképzési Kht.*) promote and coordinate the further training of teachers/trainers employed in public education;
- the Institute for Basic and Continuing Education of Health Workers (*Egészségügyi Szakképző és Továbbképző Intézet, ETI*) assists in the organisation of the continuous education of professional medical workers and educators;
- the Educational Directorate of the Ministry of Interior Affairs (*Belügyminisztérium Oktatási Főigazgatóság*) coordinates the in-service training of the employees of the ministry and

those working in the field of public security (e.g. policemen, firemen, border-wardens, etc.).

In addition to CVET proper, public sector employees are given opportunities also to participate in skills developing trainings, e.g. in ITC and language education, and distant learning (e-learning) training programmes are as well increasingly available to them.

Concerning the private sector, in addition to the legal regulation of mandatory CVET in some vocations and provisions for regular training in, for example, work safety and health, the state promotes the further training of employees through the Labour Code. In line with the legal regulations and the HR policies of individual companies, employers may provide for their employees either an internal training system (offering further trainings, trainee programmes, job rotation, etc., cf. Table 1 of section 05010503) at the workplace or external trainings purchased at the adult training market (see section 050201 on adult training provided outside the school system), in addition to supporting their training through study contracts. As surveys show (e.g. Barizsné-Polónyi, 2004), the training activities of companies closely correlate with the size of the enterprise:

- the training policy of smaller enterprises is rather spontaneous and their training provision is on a small scale; employers tend to support only the mandatory training of employees and those trainings that are indispensable (e.g. because of introducing a new machine or technology), and the further training of managers; they have not even the intention to monitor the efficiency of training;
- larger companies show more conscious, although not more planned training behaviour; besides the mandatory trainings and those necessary for introducing a new technology or the induction for new employees, they tend to support CVET only in the case of managers and employees with a higher education degree, mainly as an incentive measure; ultimately they plan the training demands of employees with the objective to limit those demands, and they do not monitor the effectiveness of trainings;
- the largest and especially the multinational enterprises have conscious and planned training policies and activities; in addition to the mandatory trainings and those necessitated by new technology or the induction of new employees, their support for the training of managers and employees with a higher education degree is only partly aimed at motivating the employees; planning training activities involves also strategic objectives, and they often monitor the efficiency of training.

Apart from the second European Continuing Vocational Training Survey (CVTS 2) of Eurostat conducted in 1999, the survey of the short-term labour market prognosis for 2006 (Ministry of Employment and Labour, *Munkaerőpiaci előrejelzés a 2006. évre*) provides some data on the type of training at the initiative of enterprises. According to this survey, the majority of participants of such trainings participated in internal trainings (see Table 6 of Annex 13 in section 0504), 22.3% of them participated in adult training programmes awarding a state recognized qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*), and 21.2% studied in an accredited adult training programme (see Table 7 of Annex 13 in section 0504). The OKJ training programmes were more typical at small enterprises, but in every category of the size of enterprise the dominant objective of the training of employees is to develop their job-related competencies, rather than to support their acquisition of newer and newer state recognized qualifications within or outside the school system.

The most important measure taken at national level in 1997 to improve the CVET of employees in the private sector is a financial incentive. Pursuant to the *Act LXXXVI of 2003 on the Vocational training contribution and the support of the development of training*, employers can spend a part of their compulsory vocational training contribution (*szakképzési hozzájárulás, SZH*, a kind of tax levied on enterprises in the amount of 1.5% of total labour cost to support the development of VET) on financing the training of their own employees. As data show, they increasingly do so, especially since 2000 when the maximum amount of SZH that can be allocated for such purposes was increased from 0.2% of the labour costs to 0.5%, and at the same time the opportunity to spend this amount on any vocational training

(not just those awarding a qualification of the National Qualifications Register, *Országos Képzési Jegyzék, OKJ*) was introduced.

As Table 1 shows, the amount of SZH allocated for the training of employees rose to HUF 5.4 billion (EUR 21.6 million) in 2004 from 1.031 billion (EUR 4.124 million) in 2000 and the number of employees involved in this kind of training support has increased accordingly.

<b>Table 1 Amount of the vocational training contribution allocated by enterprises for the training of their own employees and the number of employees involved</b>		
	<b>AUTHORIZED ALLOCATION OF SZH FOR THE TRAINING OF OWN EMPLOYEES</b>	<b>NUMBER OF EMPLOYEES INVOLVED IN TRAINING FINANCED BY THE SZH</b>
<b>2002</b>	HUF 3.4 billion/EUR 13.6 million	55970
<b>2003</b>	HUF 4.8 billion/EUR 19.2 million	71744
<b>2004</b>	HUF 5.4 billion/EUR 21.6 million	82616

Source: Ministry of Employment and Labour

Still, however, a large number of enterprises, especially the smaller ones, do not or cannot make use (or full use) of this opportunity, and the impact of this measure could be further increased through better publicity and more flexible administrative procedures. In 2004, for example, enterprises used only the third of the available fund on average (the sectors in which enterprises allocated more of their SZH on training their employees included the public utilities, mining, financial services, transportation and telecommunication and the processing industry, but none of these made complete use of the potential total either). Apart from the figures on the use of available fund, there is in fact not much information available on the adequacy and efficiency of this measure.

The Lifelong Learning Strategy of the government (please refer to section 050102) affirmed that while training opportunities provided by employers are expanding, not only the general qualification level, but also the learning skills and motivation of the working generations are rather low, and there is a considerable difference in this respect between older and younger people. The LLL strategy aims to increase the number of employees participating in CVET through:

- encouraging learning and development partnerships with the cooperation of the social partners in order to strengthen, increase the efficiency and extend the existing further training systems;
- promoting in-company non-formal and informal learning (e.g. through ensuring the registration in an "Employee Training Card" as well as the validation of such learning); and
- supporting learning organisations (e.g. by introducing a national award with the integration and extension of various current HR awards).

The achievement of these goals is assisted by several measures of the Human Resources Development Operational Programme (HRD OP, please refer to section 050102). In addition, the HRD OP as well as some other OPs and other national support schemes (funded, for example, by the Labour Market Fund, *Munkaerő-piaci Alap, MPA*) provide also direct financial support through tendering for the further training of employees. Although such support is in general available to all companies, priority (and a higher share of support) is given to micro-, small and medium sized enterprises and also to the training of disadvantaged groups (e.g. Roma employees and entrepreneurs).

Some of the most important measures include:

- HRD OP Measure 3.4. (*Trainings promoting job-creation and the development of entrepreneurial skills*) involving two components supporting:

1. training programmes related to investments creating new jobs and to change of corporate technology (linked to assistance granted through the Economic Competitiveness, EC OP's measures), and
  2. general and specialisation training for individual entrepreneurs aimed at improving entrepreneurial and adaptability skills;
- Regional Development Operational Programme Measure (RD OP) 3.4. (*Developing region-specific trainings*) supporting further training programmes in key sectors and trades of the given region identified by the regional development and training committees (*regionális fejlesztési és képzési bizottság*), based on surveys of training needs and programme offers conducted by the Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara, MKIK*);
  - Agriculture and Rural Development Operational Programme (ARD OP) Measure 1.4. (*Support for CVET and re-training*) supporting further trainings and re-trainings in agriculture, fishery and forestry (e.g. in ecological and organic farming, production methods ensuring environmental protection and conservation, management, the agricultural system of the European Union, regulations related to production, mainly small-scale and farm food-processing with consideration of food-safety requirements, etc.).

## **050402 MEASURES TO SUPPORT TRAINING IN SMEs**

The level of enterprise activity in Hungary is rather high (the number of enterprises per one thousand persons is 81.7 compared to the 52.4 figure in the EU) and varies by region (in Central Hungary it is 140% of the national average, while in the eastern regions, being in a less favourable position, it amounts only to 70-85%). Micro, small and medium-sized enterprises account for more than 99% of all enterprises, their efficiency, however, is rather low: their share of the GDP is 45% despite the fact that they provide employment for 60% of the people employed in the private sector, more than one and a half million people.

The main reasons for the low productivity of the small and medium-sized enterprises' sector (as identified by the Economic Competitiveness Operational Programme of the I. National Development Plan of Hungary) are the SMEs' lack of funds and obsolete technology, as well as weak entrepreneurial knowledge and the difficulties in accessing business services and consulting. Many SMEs do not have the skills necessary for the growth of enterprise, i.e. they lack the necessary financial, technological, quality assurance, management, marketing, etc. know-how. The weakness of inter-company relations and the absence of cooperation between business and other scientific and educational communities also holds back economic development.

Improving the competitiveness of micro, and small- and medium size enterprises is therefore given high priority by the state, and the parliament enacted a new SMEs law in 2004 (*Act XXXIV of 2004 on Small- and medium-sized enterprises and the support of their development*) aiming to define this sector in line with EU regulations, summarize the state measures for their development, and ensure the economic conditions that serve this objective. This law provides the following definition of SMEs:

- an SME is an enterprise with less than 250 employees whose annual net revenue is at most EUR 50 million or whose balance is at most EUR 43 million (excluding, however, those enterprises in which the state or a local government has at least 25% share by capital or vote);
- within the sector of SMEs, an enterprise is considered as a small enterprise if the number of its employees is less than 50, and the amount of its annual net revenue or the balance is at most EUR 10 million;
- within the sector of SMEs, a micro enterprise is defined as one with less than 10 employees and whose annual net revenue or balance is at most EUR 2 million.

The government has defined the strategic objectives of the development of SMEs in a medium-term strategy (2003-2006, Széchenyi Enterprise Development Programme) in 2002 and prepares biannual reports for the parliament on the impact of the measures applied. The capacity building of SMEs by CVET is one of the highlighted objectives of the development strategies and the state provides financial support for it through various schemes, including:

- budget allocation of the Ministry of Economy and Transport for SMEs which can be used for supporting (in various forms, including tenders, grants, loans, etc.), among others, the development and provision of training programmes developing entrepreneurial skills and knowledge of EU regulations;
- tenders financed from the decentralized section of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) supporting training linked to investments creating new jobs or preparing for self-employment;
- measures of the various (e.g. human resources, regional, agriculture and rural development) operational programmes of the I. National Development Plan of Hungary governing the use of EU Structural Funds assistance (for more information on these measures, please refer to 050401);
- tenders coordinated by the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*, with a budget of EUR 1.9 million in 2003) supporting primarily pilot projects aiming to facilitate employment and develop human resources (in 2004 the OFA announced a tender for the CVET of SMEs with a budget of HUF 400 million / EUR 1.6 million that gave support for 51 projects);
- the opportunity to spend 33% of the vocational training contribution (*szakképzési hozzájárulás*, 1.5% of total labour costs) is also available to SMEs, due to its small amount in their case, however, they cannot in fact much benefit from that measure.

There are no SME training networks established at the initiative of the SMEs themselves with the specific aim of reducing costs by sharing resources, although there have been some foundations established to support their development through various measures, including training, and most of the economic interest representative associations pay much attention to developing CVET in SMEs within their sector (more information on the latter is available in section 050403). The services of these organisations include provision of training, but due to lack of resources these are either offered at a normal price to SMEs, or free of charge only in case these are supported by the state through a tender.

Some of the most important foundations dedicated to the development of SMEs include:

- the Hungarian Business Development Foundation (*Magyar Vállalkozásfejlesztési Alapítvány, MVA*), an autonomous organisation set up in 1990 with the objective to give assistance to the establishment and development of SMEs (its trust-estate was covered by the government together with several commercial banks and interest representative organisations), coordinated the Phare programmes for the development of SMEs, and its current activities include organizing and supporting enterprise developing, counselling and training (e.g. English language education) programmes;
- the Business Development Foundation of Budapest (*Budapesti Vállalkozásfejlesztési Közalapítvány, BVK*) was set up in 1993 by the General Assembly of the City of Budapest with the aim to facilitate the establishment and development of SMEs in the capital city by utilizing corporate, metropolitan, governmental and European Union resources and through organizing educational and training programmes (e.g. in IT, quality management, tourism, EU integration, etc.) at a low price for SMEs;
- the Small Enterprise Development Foundation (*SEED Kisvállalkozás-fejlesztési Alapítvány*) was established in 1989 by several ministries, economic interest representations, educational institutions and banks in order to develop the entrepreneurial culture in Hungary, to extend the professional knowledge of entrepreneurs, to increase competitiveness of small enterprises, to strengthen the non-profit sector and to support the role of disadvantaged and minority groups in the economy and in public life; SEED offers the following services to entrepreneurs: research, training, consultation, business

plan compilation, event organisation, monitoring, expert activities and project management.

In spite of the measures described above, increasing participation of the employees of SMEs in CVET is still limited by two major factors. One is the problem of replacements since because of the small number of employees in SMEs, employers cannot afford to release them to participate in training or only reluctantly do so. In addition, SMEs complain about the lack of a wide range of short-term, adequate and efficient training programmes and materials, due to their special training needs which are not adequately met by the traditional training offer of adult training institutions. For all these reasons, increasing the flexibility of training, promoting non-formal learning, and the development of training programmes delivered in alternative modes (e.g. e-learning) are of outstanding importance in their case. This is currently supported by various measures of the operational programmes of the National Development Plan as well as through tenders of the OFA and the Leonardo National Agency.

In addition, the system of surveying the training needs of SMEs also has to be developed further, and it is in fact a strategic objective of adult training policy to develop a special information and support system for SMEs tailored to their needs and demands, built on projects and networks supporting their cooperation, and to enable them to report their training needs to the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) and establish a special training organizer service based on it (1069/2004. (VII.9.) Government Resolution on the Directives and action plan of developing adult training, please refer to section 050102).

There is a promising new initiative of the Hungarian Association of Craftsmen's Corporations (*Ipartestületek Országos Szövetsége, IPOSZ*) which aims to provide an effective solution for all the challenges discussed above: a project called "Entrepreneurs' Academy" (*Vállalkozói Akadémia*). The project builds on the results of an extensive survey of the training needs of micro enterprises conducted by the IPOSZ in 2003-2004 (financed by the Ministry of Economy and Transport) and aims to develop and provide modularized, practice-oriented training programmes (in finance, IT, marketing, business planning, networking and human resources) to meet those needs. The IPOSZ would like to offer these trainings free of charge or at a low price to SMEs financed from a fund to be established for this purpose. The preparatory phase of the project started in 2004 with search for national and international partners and financial sources, and the IPOSZ received financial support from the Ministry in 2005 to start the implementation of the first phase (development of training programmes).

#### **050403 MEASURES TO SUPPORT TRAINING FOR ENTERPRISES IN SPECIFIC ECONOMIC SECTORS**

According to the results of various surveys on provision of CVET in/by enterprises, the training activities of enterprises strongly correlate not only with the size of the enterprise, but also with the sector it operates within. CVET is provided on a greater than average scale by companies within the service (finance, telecommunications, etc.) and the public utility (electric power, gas, water, etc.) sectors, while those in the textile, clothing and leather industries, catering, mining and construction industry sectors are lagging behind. Such differences may partly result from the legal provisions for mandatory CVET in some vocations (e.g. gas service, auditing, etc.), the objective need for continuing training of employees due to change of technology or legal regulations (e.g. IT, bookkeeping, etc.), and also from the average financial strength (correlating also with the average size) of enterprises in these sectors.

The improvement of CVET in enterprises within certain economic sectors is promoted primarily by various social partner organisations, including chambers of economy and interest representative employers' and professional associations. The involvement of social partners in CVET has improved considerably in the past decade, but in general it is still rather limited due to lack of resources, informational and professional institutional background, and also because of the fragmented nature of their initiatives. Employees' associations (trade unions) underwent a radical weakening in the 1990s therefore their

promotion of CVET is even more insignificant, while the newly established bipartite sectoral dialogue committees (*ágazati párbeszéd bizottság, ÁPB*) have already initiated some interesting new projects, but their overall influence cannot yet be considered very great. The *1069/2004 (VII.9.) government resolution on the directives and action plan of the development of adult training* has confirmed the importance of encouraging the participation of social partners in the definition and implementation of adult training policies and development programmes, and it called upon the participants of the national dialogue and the ÁPBs to make recommendations for making agreements about trainings at the workplace.

Many of the economic interest representative organisations do consider the development of CVET in their sector(s) a prioritized objective and many of them also engage in training provision. Due to lack of resources, however, they can offer trainings free of charge to their members only when those are financed by national/EU sources, obtained usually through tenders. Since more than 99% of enterprises in Hungary belong to the category of SMEs, organisations promoting CVET at sectoral level are often the same as those supporting the development of SMEs, and include, among others, the following associations.

The Hungarian Chambers of Economy and Commerce (*Magyar Kereskedelmi és Iparkamara, MKIK*) and of Agriculture (*Magyar Agrárkamara*) and their local branches play an important - and in several aspects a legally regulated - role in school-based VET and also (although to a lesser extent) in non-school based CVET in the sectors of industry, commerce and crafts, and in agriculture, fishery and forestry. The chambers organize master examinations (*mestervizsga*), participate in development programmes financed by national/EU funds (c.f. the role of MKIK in Measure 3.4. of the Regional Development Programme discussed in section 050401), and some of the local chambers (e.g. the Chamber of Commerce and Industry of Budapest) offer training programmes also to enterprises.

The system of master examinations was introduced by the *Act LXXVI of 1993 on Vocational education and training* in 1996 as a new, special form of CVET, awarding a higher level vocational qualification that is the precondition of practicing certain vocations (e.g. car mechanic or electrician). Pursuant to the law, master examinations can be organized exclusively by the chambers which are assigned to develop also their qualification requirements in cooperation with the national economic interest representative organizations (these are then issued in decrees by the relevant minister). The local chambers organize training programmes to prepare applicants for this examination that involves the assessment of entrepreneurial and pedagogical skills (thus preparing participants for providing vocational training at the workplace in school-based VET), vocational theoretical knowledge and practical skills. Participation in such preparatory courses is, however, not a precondition of applying for the exam, only having a given vocational qualification and professional experience. The system of master training and examination is in fact still in a development phase (it can currently be taken in 82+19 vocations), and the benefits of obtaining the master certificate should be further concretized and extended in order to increase participation.

The Hungarian Association of Craftsmen's Corporations (*Ipartestületek Országos Szövetsége, IPOSZ*), the interest representative association of craftsmen and SMEs made up of 230 territorial, 20 county level and 30 national professional associations (e.g. of hairdressers, beauticians, carpenters, bakers, etc.), plays as well an important role in promoting CVET. It has developed the "Entrepreneurs' Academy" project discussed in section 040302, and also set up a separate public company (*IPOSZ Kht.*) in 2003 with the objective to develop its own training system and create a national network of training providers.

The Hungarian Industry Association (*Magyar Iparszövetség, OKISZ*) maintains an Education Centre, an accredited adult training institution having a network of 9 branches in the country, that offers training programmes for its members working in the industrial sectors (mostly SMEs).

The National Federation of Traders and Caterers (*Kereskedők és Vendéglátók Országos Érdekképviseleti Szövetsége, KISOSZ*) offers further training courses to its members working in the catering, commerce and related services sectors.

The National Federation of Consumer Co-operative Societies and Trade Associations (*Általános Fogyasztási Szövetkezetek Országos Szövetsége, ÁFEOSZ*) organizes further training programmes offered to its member cooperatives.

Several professional associations (e.g. Hungarian Association of Welding Technology and Material Testing, *Magyar Hegesztéstechnikai és Anyagvizsgáló Egyesülés, MHTÉ*, or the Hungarian Refrigeration and Air Conditioning Association, *Hűtő- és Klímatechnikai Vállalkozások Szövetsége, HKVSZ*), involving enterprises as well as educational institutions operating in the given sector, play an important role in the validation and recognition of vocational skills obtained through CVET.

Sectoral dialogue committees, created in the past few years within the framework of a Phare project, are also expected to play a more significant role in the future in promoting CVET. Each of the ÁPBs that have so far been set up (altogether 33 sectoral, sub-sectoral and specialized sectoral dialogue committees) deals with and regularly discusses questions related to VET, adult education and lifelong learning. Most often, tasks related to these subjects (e.g. commissioning and discussing assessment reports, framing policy recommendations, organizing conferences) are included in their annual work programmes that they prepare for planning the use of public subsidies they receive. Among others, the Construction Industry, Machine Industry, Telecommunication, Light Industry and the Private Security ÁPB have also set up educational committees involving the educational experts of their sectors to deal with the subject.

As one of the most promising initiatives of the ÁPBs, the Agricultural ÁPB participates in a Hungarian-Dutch project (2003-2006) called STRIKING DEALS that aims to develop a new model of adult training based on a bipartite organization (i.e. founded and operated by the two actors of the world of work, employees and employers), aiming to meet the employers', employees' and sectoral skills and training needs, and guaranteed through collective agreements.

As a major step in the implementation of the project, the Trade Union Alliance of the Agricultural, Woodcraft and Water Conservancy Employees (*Mezőgazdasági, Erdészeti és Vízügyi Dolgozók Szakszervezeti Szövetsége*) and the Tokaj Trader Plc. (*Tokaj Kereskedőház Részvénytársaság*) founded in 2005 in Miskolc the "Bilateral VET Foundation in the Wine Sector" Foundation (*"Kétoldalú Szakképzési Alapítvány a Borszektorban" Alapítvány*) with the following objectives:

- to assist the skills and competence development necessary for improving the professional activities of the sector, through supporting and harmonizing the training plans of member enterprises;
- to improve the conditions of complying with the international standards of practical training;
- to search for training models facilitating employment, development of enterprises and retention of workplaces, supporting the creation of new sectoral cooperation structures and network, through involving existing institutions and preparing for cooperation;
- to broaden the adult training development programmes offer and the range of training opportunities;
- to provide harmonised support for practical training provided by enterprises and programmes initiated by upper secondary and tertiary level educational institutions;
- to search for distance learning methods and opportunities in VET, to link developers and users of informatics and information systems created for the purpose of modernising training and technology.

The Foundation is open to all employers in the Mátraalja, Egri and Tokaj wine districts who consider it important to improve their employees' qualification level, define the competence level of work processes, and prepare training plans. The Foundation will monitor the training needs of the sector in general, and in particular of the enterprises and their employees joining it, provide consultation for members regarding training plans and activities, assist in the selection and implementation of special local training programmes and the monitoring of their quality, and organize re- and further training programmes in order to improve the employability and raise the labour market value of employees.

#### **050404 SOCIAL PARTNER BASED SCHEMES TO SUPPORT NON-JOB RELATED TRAINING**

There is no extensive information available even on CVET provided at the initiative of enterprises or social partners, much less on the prevalence of non-job related trainings. There are no national surveys or research reports available on this subject, but considering the limited role that social partners play in job-related trainings, their involvement in the provision of such courses cannot be very significant. Nevertheless, it is not rare that interest representative organisations organize training courses to build the capacity of their own staff (e.g. some trade unions organized English language courses for their activists or trainings in the European interest representation practices prior to the accession of Hungary to the EU).

As the available surveys show, employers mainly endeavour to support the vocational training of their employees in order to improve the efficiency of their work. Nevertheless, large companies, mainly multinational enterprises and some of the medium-sized companies as well, often have both the resources and the will to offer their employees trainings that are not closely related to their specific work. Communication, IT, foreign language, personal (social) or leaderships skills are in fact considered very important by most employers, and larger enterprises can also afford to finance training courses developing these skills. Such training programmes are often provided as external trainings purchased by the employer from a specialized adult training institution.

#### **050405 CVET AT THE INITIATIVE OF THE INDIVIDUAL (STATISTICS)**

There are no specific surveys or registers available providing statistical data about CVET at the initiative of the individual, although some indicative figures can be derived indirectly from various databases. Participants of adult education offered by public and higher educations (see section 050201 on adult education provided within the school system) may mostly be considered as participating in CVET at their own initiative (with the exception of some special groups, in particular teachers/trainers who may fulfil their mandatory in-service training by obtaining another university/college degree in undergraduate or post-graduate programmes). In the field of adult training (see section 050201 on adult training provided outside the school system), the personal income tax deduction opportunity in the amount of 30% of the training fee (maximum HUF 60 000/EUR 240, counted together with the allowance obtainable when buying ICT equipment), available for every participant with an annual income of less than HUF 6 500 000/EUR 26 000, may indirectly provide figures on the number of participants who are willing to pay for their own further training.

<b>Table 1 Number of participants in adult training making use of the personal income tax deduction opportunity (2003-2004)</b>	
	<b>NUMBER OF PARTICIPANTS</b>
<b>2003</b>	78466
<b>1ST HALF OF 2004</b>	77609
<b>2ND HALF OF 2004</b>	87217

Source: Adó- és Pénzügyi Ellenőrzési Hivatal (APEH, Tax and Financial Control Administration)

According to the estimate and adjusted calculation of the Ministry of Employment and Labour, around one third of the participants of registered adult trainings pay themselves the training fee. The corrected number of these participants is an estimated 100 000.

*Adult education in Hungary (OECD Country Report Hungary)*/ Professzorok Háza Felsőoktatási Kutató Intézet (Institute for Higher Education Research). Compiled by Györgyi, Zoltán. Commissioned by the Ministry of Employment and Labour. Budapest, 2004. Available from Internet: <http://www.eaea.org/doc/news/aehuoecd.doc>

Barizsné Hadházi, Edit; Polónyi, István (eds.): *Felnőttképzés, vállalati képzés (Adult training, training in enterprises)*. Competitio series. Debrecen: Debreceni Egyetem, Közgazdaságtudományi Kar, 2004. Available from Internet: [http://www.econ.unideb.hu/oktatas\\_es\\_kutatas/competitio/download/Competitio\\_konyvek\\_1.pdf](http://www.econ.unideb.hu/oktatas_es_kutatas/competitio/download/Competitio_konyvek_1.pdf)

Barizsné Hadházi, Edit: *44 hazai vállalat oktatáspolitikája (Educational policy of 44 Hungarian enterprises)*. Available from Internet: [http://www.econ.unideb.hu/rendezvenyek/programsorozatok/tanszeki\\_estek/44\\_hazai\\_vallalat\\_oktataspolitikaja.pdf](http://www.econ.unideb.hu/rendezvenyek/programsorozatok/tanszeki_estek/44_hazai_vallalat_oktataspolitikaja.pdf)

Dr. Szűcs, András: Distance education and e-learning in Central and Eastern Europe - a snapshot on the history and perspectives of the new EU member countries. In: *Lline - Lifelong Learning in Europe*. 2005. 1. Available from Internet: <http://www.bme-tfk.bme.hu/?p=t&sp=aktualis&ssp=disted>

*Economic Competitiveness Operational Programme*/ Republic of Hungary. Available from Internet: <http://www.gkm.gov.hu/data/135326/ECOP.pdf>

*The Education System in Hungary (2001/2002)*. Eurybase. *The Information Database on Education Systems in Europe*/ Eurydice Unit, Ministry of Education. Available from Internet: <http://194.78.211.243/Eurybase/Application/frameset.asp?country=HU&language=EN>

*Az élethosszig tartó tanulás. Lifelong learning*/Központi Statisztikai Hivatal (KSH, Central Statistical Office). Budapest: Központi Statisztikai Hivatal, 2004. Available from Internet: [http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/pdf/lifelong\\_learning.pdf](http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/pdf/lifelong_learning.pdf)

*E-learning és felnőttképzés Magyarországon és Európában. Részlet a a Központ által az E-learning a felnőttképzésben kutatás során az NFI számára készített, kiadás alatt lévő tanulmánykötetből. (E-learning and adult training in Hungary and in Europe. Excerpt from the research study E-learning in adult training prepared for the NFI currently under publication).*/ Műegyetemi Távoktatási és Felnőttképzési Központ. Available from Internet: [http://www.bme-tfk.bme.hu/pages/elmelet/aktualis/reszlet\\_nfikutatas.pdf](http://www.bme-tfk.bme.hu/pages/elmelet/aktualis/reszlet_nfikutatas.pdf)

Fehérvári, Anikó: *Párhuzamos szakképzési rendszerek az iskolarendszeren kívüli szakképzésben (Parallel VET systems in VET outside the school system)*. Oktatókutató Intézet. Budapest, 2001. (Kutatás Közben, 230). Available from Internet: [http://www.hier.iif.hu/kutat/Kutatas2/pdf/FehervariA\\_Parhuzamos.pdf](http://www.hier.iif.hu/kutat/Kutatas2/pdf/FehervariA_Parhuzamos.pdf)

*Felnőttképzési Almanach 2004. Akkreditált intézmények és programok. (Adult Training Almanac 2004. Accredited institutions and programmes)*/Felvételi Információs Szolgálat. Nemzeti Felnőttképzési Intézet. Budapest: 2004.

*Felnőttképzésünk a Munkaerőpiac tükrében. III. Országos Felnőttképzési Konferencia. Hajdúszoboszló, 2005. szeptember 22-24. (Adult Training in Respect of the Labour Market. III. National Adult Training Conference.)* Debrecen: Suliszervíz Oktatási és Szakérti Iroda, 2005.

*Felsőoktatási felvételi tájékoztató 2005 (Higher education admission bulletin 2005)*/Országos Felsőoktatási Felvételi Iroda; Oktatási minisztérium.

*A gazdasági szervezetek saját munkavállalói számára biztosított képzések 1999 (Trainings provided by economic organisations for their own employees)/ Ministry of Employment and Labour. 2003. Available from Internet:*

<http://www.fmm.gov.hu/upload/doc/200312/kiskiadv.pdf>

Györgyi, Zoltán: *Tanulás felnőttkorban (Learning in adult age)*. Kutatás közben 241. Oktatókutatási Intézet: Budapest, 2003.

*Human Resources Development Operational Programme 2004-2006)/ Republic of Hungary. Available from Internet:*

[http://www.hefop.hu/uploaded/pages/44/content/HEFOP\\_en\\_20060503.pdf](http://www.hefop.hu/uploaded/pages/44/content/HEFOP_en_20060503.pdf)

Juhász, József: A felnőttoktatás néhány tanügyigazgatási kérdése (Some educational administrative questions of adult education). In: *Kihívások és válaszok: Új pályán a felnőttoktatás (Challenges and answers: Adult education on a new road)*. Conference paper of the Felnőttoktatási Akadémia (Adult Education Academy) Gyula, 2001. Budapest: Országos Közoktatási Intézet, Felnőttoktatási és Kisebbségi Központ, 2002. Available from Internet:

<http://www.oki.hu/oldal.php?tipus=cikk&kod=kihivasok-juhasz>

Juhász, József: A közoktatási törvény módosítása és az iskolarendszerű felnőttoktatás (Amendment of the Act on Public education and adult education within the school system). In: *A tanulás kora (Age of learning)*. Conference paper of the Felnőttoktatási Akadémia (Adult Education Academy) Gyula, 2002. eds. Mayer, József, Siger, Péter. Budapest: Országos Közoktatási Intézet, Felnőttoktatási és Kisebbségi Központ, 2003. Available from Internet:

<http://www.oki.hu/oldal.php?tipus=cikk&kod=akademia-2002-Juhasz-kozoktatasi>

*A Kis- és Középvállalkozások helyzete 2003-2004. Éves jelentés (State of Small and Medium Enterprises 2003-2004. Annual report)/Ministry of Economy and Transport. Budapest: 2005.*

Available from Internet: [http://www.gkm.gov.hu/data/296787/kkv2003\\_2004.pdf](http://www.gkm.gov.hu/data/296787/kkv2003_2004.pdf)

Dr. Koltai, Dénes: *Felmérés a hazai akkreditált felnőttképzési szervezetek működéséről (Survey of the operation of the Hungarian accredited adult training institutions)*. Felnőttképzési Kutatási Füzetek (Adult Training Research Papers). Budapest: Nemzeti Felnőttképzési Intézet, 2005.

*Lifelong learning in Europe/Eurostat (Statistics in focus. Population and social conditions.8/2005)*. European Communities, 2005. Available from Internet:

[http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-NK-05-008/EN/KS-NK-05-008-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-NK-05-008/EN/KS-NK-05-008-EN.PDF)

*A Magyar Agrárkamara Mestervizsga Szabályzata (Rules of the Master examination of the Hungarian Chamber of Agriculture)/Magyar Agrárkamara. Available from Internet:*

<http://www.agrarkamara.hu/Szakképzés/MestervizsgaSzabalyzat/tabid/318/Default.aspx>

*A Magyar Kereskedelmi és Iparkamara Mestervizsga Szabályzata (Rules of the Master examination of the Hungarian Chamber of Commerce and Industry)/Magyar Kereskedelmi és iparkamara. Available from Internet:*

<http://www.mestervizsga.hu/docs/Mestervszabmkik.pdf>

*Strategy of the Government of the Hungarian Republic on lifelong learning/ Government of the Republic of Hungary. September 2005. Available from Internet:*

[http://www.om.hu/doc/upload/200604/angol\\_strategia.pdf](http://www.om.hu/doc/upload/200604/angol_strategia.pdf)

Mayer, József: Kerettanterv az iskolarendszerű felnőttoktatás számára: válasz a kihívásokra (Framework curricula for school based adult education: answer to the challenges). In: *Kihívások és válaszok: Új pályán a felnőttoktatás (Challenges and answers: Adult education on a new road)*. Conference paper of the Felnőttoktatási Akadémia (Adult Education Academy)

Gyula, 2001. Budapest: Országos Közoktatási Intézet. Felnőttoktatási és Kisebbségi Központ, 2002. Available from Internet: <http://www.oki.hu/oldal.php?tipus=cikk&kod=kihivasokmayer>

*Munkaerőpiaci előrejelzés a 2005. évre (Labour Market Forecast on Year 2005)*/Ministry of Employment and Labour. Employment Office. Budapest, 2004. Available from Internet: [http://www.afsz.hu/engine.aspx?page=afsz\\_rovidtavu\\_prognozisok\\_oldal](http://www.afsz.hu/engine.aspx?page=afsz_rovidtavu_prognozisok_oldal)

*Munkaerőpiaci előrejelzés a 2006. évre (Labour Market Forecast on Year 2006)*/Ministry of Employment and Labour. Employment Office. Available from Internet: [http://www.afsz.hu/engine.aspx?page=afsz\\_rovidtavu\\_prognozisok\\_oldal](http://www.afsz.hu/engine.aspx?page=afsz_rovidtavu_prognozisok_oldal)

*A munkahelyi képzések főbb adatai (Main indicators of training at the workplace)*/Központi Statisztikai Hivatal. Contributed by Janák, Katalin. Budapest, 2002. Available from Internet: <http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/pdf/munkkepz.pdf>

*National Broadband Strategy (Nemzeti Szélessávú Stratégia)*/Informatikai és Hírközlési Minisztérium, 2005. Available from Internet: [http://www.ihm.gov.hu/data/80746/net\\_eng.pdf](http://www.ihm.gov.hu/data/80746/net_eng.pdf)

Nógrádi, Zoltán; Mendöly, Mátyás: *Az Apertus Közalapítvány tevékenysége és hatása a Magyar távoktatás fejlődésére (Activities of the Apertus Public Foundation and its influence on the development of distance learning in Hungary)*. Commissioned by the Apertus Közalapítvány. Edunet Kft., 2004. Available from Internet: <http://www.apertus.hu/doc/default.asp.htm> (Közhasznúsági Jelentés 2004).

*Összefoglaló a HEFOP 3.5.1. jelű, „Korszerű felnőttképzési módszerek kifejlesztése és alkalmazása” című központi intézkedés fő tartalmáról (Summary of the main content of HRD OP 3.5.1. central measure “Developing and applying up-to-date adult training methods”)*/Nemzeti Felnőttképzési Intézet. Available on Internet: [http://www.nfi.hu/hefop/dok/hefop\\_351\\_osszegzo.doc](http://www.nfi.hu/hefop/dok/hefop_351_osszegzo.doc)

*Regionális Fejlesztés Operatív Program 2004-2006 (Regional Development Operational Programme 2004-2006)*/ Republic of Hungary. Available from Internet: <http://www.vati.hu/owa/vati/newweb.tfimenu?kod=101.&lang=en>

*Report of the Ministry of Education of the Republic of Hungary to the 2006 Joint Interim Report of the Council and the Commission on the implementation of the EU Work Programme on Education and Training*/Ministry of Education. May 2005. Available from Internet: [http://www.om.hu/doc/upload/200511/hu\\_nationalreport\\_final\\_101105\\_en.pdf](http://www.om.hu/doc/upload/200511/hu_nationalreport_final_101105_en.pdf).

*School year opening in Vocational Education and Training*/Deputy State Secretariat of VET of the Ministry of Education. Budapest, 2005. Available from Internet: <http://www.nive.hu/start.php>

Singer, Péter: Új tartalmak, új módszerek – megújult-e az iskolarendszerű felnőttoktatás? (New content, new methods – has adult education within the school system been renewed?) In: *A tanuló felnőtt – felnőtt tanuló (Learning adult – adult learning)*. Conference paper of the *Felnőttoktatási Akadémia* (Adult Education Academy) Gyula, 2003. eds. Mayer, József, Singer, Péter. Budapest: Országos Közoktatási Intézet, 2004. Available from Internet: <http://www.oki.hu/oldal.php?tipus=cikk&kod=gyula2003-12-Singer-uj>

*Statistics of VET provided outside the school system*/Ministry of Employment and Labour. [online]. Available from Internet: <http://www.fmm.gov.hu/main.php?folderID=2010>

*Structures of Education, Vocational Training and Adult Education Systems in Europe. Hungary 2003*/ Eurydice Unit, Ministry of Education. Available from Internet: [http://www.eurydice.org/Documents/struct2/frameset\\_EN.html](http://www.eurydice.org/Documents/struct2/frameset_EN.html)

Papp, Ágnes (ed.): *Vocational Training and Education in Hungary 2005*. Study commissioned by the Ministry of Education. Budapest: Nemzeti Szakképzési Intézet, 2005.

*Szakképzés-fejlesztési Stratégia 2013-ig (Strategy for the development of vocational education and training until 2013)*/ Government of the Republic of Hungary. Budapest: Ministry of Education; Ministry of Employment and Labour, 2005. Available from Internet: [http://www.om.hu/letolt/szakke/szakkepzesi\\_strategia\\_050414.pdf](http://www.om.hu/letolt/szakke/szakkepzesi_strategia_050414.pdf)

Szilágyi, Antal: Tanulás egy életen át a felnőttképzés tükrében (Lifelong learning in terms of adult training). In: *Felnőttképzés*, 2004. 2/1. p. 30-36. "Teleházminimum"/Magyar Teleház Szövetség, 2005. Available from Internet: [http://www.telehaz.hu/hosted/page1/telehazminimum\\_2005.pdf](http://www.telehaz.hu/hosted/page1/telehazminimum_2005.pdf)

Tordai, Péter; Mártonfi, György: „Az oktatás és munkaerőpiac kapcsolódása” című, a Nemzeti Fejlesztési Terv II. előkészítését szolgáló, az oktatási szektor fejlesztési szükségleteiről szóló szakértői vita strukturált összefoglalója (Structured summary of the "Relationship of education and the labour market" expert discussion on the development needs of the educational sector, aimed to assist in the preparation of the II. National Development Plan). Available from Internet: <http://www.oki.hu/oldal.php?tipus=cikk&kod=egyeb-munkaeropiac#cim11>

Tóth, Éva: Az iskolarendszeren kívüli képzés. In: *Educatio*, 1998/1. Available from Internet: [http://www.neumann-haz.hu/tei/educatio/educatio/1998tavasz/studies/8toteva/8toteva\\_hu.html](http://www.neumann-haz.hu/tei/educatio/educatio/1998tavasz/studies/8toteva/8toteva_hu.html)

Új, európai úton a diplomához. A magyar felsőoktatás modernizációja. (New, European way to the diploma. Modernisation of Hungarian higher education)/Oktatási Minisztérium. Budapest, 2003. Available on Internet: [http://www.om.hu/doc/upload/200510/bologna\\_kezirat\\_1019.pdf](http://www.om.hu/doc/upload/200510/bologna_kezirat_1019.pdf)

*A vállalkozók képzése, vállalkozási ismeretek oktatása EU összehasonlításban és a továbbképzésre (fejlesztésre) vonatkozó javaslatok (Training of entrepreneurs, enterprenurial trainings in EU comparison and recommendations for further training [improvement])*/Piacgazdaság Alapítvány. Research report commissioned by the Ministry of Economy and Transport. Budapest: 2005. Available on Internet: [http://www.gkm.gov.hu/data/359689/Tanulm\\_jav3v1.pdf](http://www.gkm.gov.hu/data/359689/Tanulm_jav3v1.pdf)

*Vocational Education and Training and Employment Services in Hungary*. Prepared by Köpeczi Bócz, Tamás et al. Commissioned by the European Training Foundation. Luxembourg: Office for Official Publications of the European Communities, 2004.

Zachár, László: A felnőttképzés rendszere és főbb mutatói (System of adult training and its main indicators). In: *Felnőttoktatás és -képzés az iskolarendszerben és azon kívül: tanulmányok (Adult education and training within and outside the school system: studies)*. szerk. Singer, Péter. Országos Közoktatási Intézet: Budapest, 2003. Available from Internet: <http://www.oki.hu/cikk.php?kod=felnottkepzes-Zachar-Felnottkepzes.html>

## USEFUL WEBSITES

Állami Foglalkoztatási Szolgálat (Public Employment Service). Homepage. Available from Internet: <http://www.afsz.hu>

Apertus Közalapítvány a Nyitott Szakképzésért és Távoktatásért (Apertus Public Foundation for Open Vocational Education and Distance Learning). Homepage. Available from Internet: <http://www.apertus.hu>

Egészségügyi Szakképző és Továbbképző Intézet (Institute for Basic and Continuing Education of Health Workers). Homepage [online]. Available on internet: <http://www.eti.hu>

ESZA Európai Szociális Alap Nemzeti Programirányító Iroda Társadalmi Szolgáltató Kht. (European Social Fund Implementing Agency). Homepage. Available from Internet: <http://www.esf.hu>

equalhungary.hu/Ministry of Employment and Labour. Homepage. Available from Internet: <http://www.fmm.gov.hu/main.php?folderID=3730>

Foglalkoztatáspolitikai és Munkaügyi Minisztérium (Ministry of Employment and Labour). Homepage. Available from Internet: <http://www.fmm.gov.hu>

Ipartestületek Országos Szövetsége (Hungarian Association of Craftsmen's Corporations). Homepage. Available from Internet: <http://www.iposz.hu>

Központi Statisztikai Hivatal (Hungarian Central Statistics Office). Homepage [online]. Available on internet: <http://portal.ksh.hu>

Magyar Agrárkamara (Hungarian Chamber of Agriculture). Homepage. Available from Internet: <http://www.agrarkamara.hu>

Magyar Kereskedelmi és Iparkamara (Hungarian Chamber of Commerce and Industry). Available from Internet: <http://www.mkik.hu>

Magyar Közigazgatási Intézet (Hungarian Institute of Public Administration). Homepage. Available from Internet: <http://www.mki.gov.hu>

Nemzeti Felnőttképzési Intézet (National Institute of Adult Education). Homepage. Available from Internet: <http://www.nfi.hu>

Nemzeti Szakképzési Intézet (National Institute for Vocational Education). Homepage. Available from Internet: <https://www.nive.hu>

Oktatási Minisztérium (Ministry of Education). Homepage. Available from Internet: <http://www.om.hu>

Országos Felsőoktatási Információs Központ (National Higher Education Information Centre). Homepage. Available from Internet: <http://www.felvi.hu>

Országos Foglalkoztatási Közalapítvány (National Employment Foundation). Homepage. Available from Internet: <http://www.ofa.hu>

Sulinova Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht (Agency for the Development of Education and In-service Teacher Training). Homepage [online]. Available on internet: <http://www.sulinova.hu>

## Indicators of participation in adult learning (section 0501)

The following tables present indicators of adult education and training. While reading the tables please consider the following notes.

### General notes:

- Data was obtained from the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*) and partly from the Ministry of Education (*Oktatási Minisztérium, OM*) and from Ministry of Employment and Labour (*Foglalkoztatáspolitikai és Munkaügyi Minisztérium, FMM*).
- Data on adult education provided within the school system includes information on part-time/distance learning primary school (*általános iskola*, ISCED 2-3), vocational school (*szakiskola*, ISCED 3C and 2C), secondary vocational school (*szakközépiskola*, ISCED 3A-4C) and grammar school (*gimnázium*, ISCED 3A) programmes, part-time/distance learning higher level VET (*felsőfokú szakképzés*, ISCED 5B) and college/university undergraduate programmes (ISCED 5A), and full and part-time postgraduate specialization programmes (*szakirányú továbbképzés*, ISCED 5A) and Phd/DLA programmes (ISCED 6).
- Data on adult training provided outside the school system derives from the adult training statistics of the FMM, but they must be considered with caution for several reasons:
  - (1) Although the *Act CI of 2001 on Adult Training* prescribes that providers supply data about their activities to the Ministry of Employment and Labour, the aspects and the practice of data collection are still under evolution. Some providers still fail to supply data about their programmes.
  - (2) Presented data on adult training for years 1995 and 2001 covers VET programmes only, since general and language education had been incorporated into the statistical data collection system only since 2002.
  - (3) The regulations of data collection had not been applied for internal trainings at the workplace until 2004 when an amendment to government decree 48/2001 rendered these types of trainings under the mandatory data supply. Thus data about trainings organised at the workplace are missing from the tables (available data on CVET in the public sector are presented in Tables 1-4 of Annex 12).
  - (4) Data collection of a special category of trainings called trainings regulated by public authorities (*hatósági képzések*) had not been incorporated into the adult training statistics until 2004. These trainings award nationally or internationally recognized qualifications in adult training, primarily in the fields of road, water and air transportation, plant and veterinary health inspection or food hygiene. The filing of data about these types of trainings had been done in a unique structure, and kept at various places, making the collection of data and the comparison and unification of databases rather complicated.
- Data on adult learning in 2003 is available in the Report on Lifelong Learning (2004) of the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*, please refer to Annex 2).

**Table 1-4** present participation rates of adult learning, based on the annually collected statistical data about adult education (adult learning within the school system) and about adult training (adult learning outside the school system).

- **Table 3** shows information for year 2001 (instead of year 2000, which was asked by CEDEFOP). The reason for this is that year 2000 was the shift from paper-wise data collection to the electronic system; therefore precision of data in 2000 is vague, therefore unusable. Year 2001 shows a much more realistic picture in terms of statistics.
- Tables labelled with **A** show the total numbers/participation rates, while tables labelled with **B** show information separately for the number of learners within and outside the school system.

- The numbers in **Table 1** show data of adult education only, since statistical data collection about trainings outside the school system started from 1995.
- Indicators of participation rates in adult training by age group are available only for year 2004 (there are data available for years 1997-2000 and 2002-2004 only, these are presented in Table 7 of section 0502).

**Table 5** presents the distribution of participants in adult education (within the school system) by gender. Distribution of participants in gender is not recorded in the current statistical system of adult training provided outside the school system; the LLL survey of the KSH conducted in 2003 does, however, contain information about the distribution of adult learners (including those learning within and outside the school system) by gender (please refer to Annex 2).

**Tables 6 and 7** attempt to summarise the distribution of adult learners by highest level of educational attainment.

- The numbers in Table 6 rely on the assumption that the aim of participation in adult learning within the school system in most cases is the desire to obtain a higher level qualification. Thus to the construction of Table 6, data of the highest required qualification to the participation in the relevant training programme was used.
- Table 7 shows the distribution of participants in adult training by highest level of educational attainment.

Table 1A Proportion of the total of adult population participating in adult learning by age group (1990)

1990	participants in adult learning		Population
	ratio to population (%)	number	
15-24	n/a	n/a	1 510 348
15-64	<b>1.57</b>	108 481	6 909 479
25-34	n/a	n/a	1 336 068
25-64	n/a	n/a	5 399 131
35-49	n/a	n/a	2 281 459
50-64	n/a	n/a	1 781 604

Table 1B Proportion of the total of adult population participating in adult learning by age group and type of training (1990)

1990	within the school system		outside the school system		Population
	ratio to population (%)	number	ratio to population (%)	number	
15-24	n/a	n/a	n/a	n/a	1 510 348
15-64	<b>1.57</b>	108 481	n/a	n/a	6 909 479
25-34	n/a	n/a	n/a	n/a	1 336 068
25-64	n/a	n/a	n/a	n/a	5 399 131
35-49	n/a	n/a	n/a	n/a	2 281 459
50-64	n/a	n/a	n/a	n/a	1 781 604

Table 2A Proportion of the total of adult population participating in adult learning by age group (1995)

1995	participants in adult learning		Population
	ratio to population (%)	number	
15-24	n/a	n/a	1 609 743
15-64	<b>3.49</b>	244 081	6 984 179
25-34	n/a	n/a	1 312 067
25-64	n/a	n/a	5 374 436
35-49	n/a	n/a	2 299 086
50-64	n/a	n/a	1 763 283

Table 2B Proportion of the total of adult population participating in adult learning by age group and type of training (1995)

1995	within the school system		outside the school system		Population
	ratio to population (%)	number	ratio to population (%)	number	
15-24	n/a	n/a	n/a	n/a	1 609 743
15-64	<b>2.08</b>	145 500	<b>1.41</b>	98 581	6 984 179
25-34	n/a	n/a	n/a	n/a	1 312 067
25-64	n/a	n/a	n/a	n/a	5 374 436
35-49	n/a	n/a	n/a	n/a	2 299 086
50-64	n/a	n/a	n/a	n/a	1 763 283

Table 3A Proportion of the total of adult population participating in adult learning by age group (2001)

2001	participants in adult learning		Population
	ratio to population (%)	number	
15-24	n/a	n/a	1 436 915
15-64	<b>6.39</b>	445 017	6 962 825
25-34	n/a	n/a	1 534 630
25-64	n/a	n/a	5 525 910
35-49	n/a	n/a	2 117 963
50-64	n/a	n/a	1 873 317

Table 3B Proportion of the total of adult population participating in adult learning by age group and type of training (2001)

2001	within the school system		outside the school system		Population
	ratio to population (%)	number	ratio to population (%)	number	
15-24	<b>7.82</b>	112 326			1 436 915
15-64	<b>4.14</b>	288 392	<b>2.25</b>	156 625	6 962 825
25-34	<b>8.35</b>	128 090			1 534 630
25-64	<b>3.19</b>	176 066			5 525 910
35-64	<b>1.20</b>	47 976			3 991 280

Table 4A Proportion of the total of adult population participating in adult learning by age group (2004)

2004	participants in adult learning		Population
	ratio to population (%)	number	
15-24	<b>9.51</b>	125 715	1 322 024
15-64	<b>6.48</b>	449 399	6 940 253
25-34	<b>12.35</b>	197 488	1 598 886
25-64	<b>5.70</b>	320 121	5 618 229
35-64	<b>3.05</b>	122 633	4 019 343

Table 4B Proportion of the total of adult population participating in adult learning by age group and type of training (2004)

2004	within the school system		outside the school system		Population
	ratio to population (%)	number	ratio to population (%)	number	
15-24	<b>7.56</b>	99 913	<b>1.95</b>	25 802	1 322 024
15-64	<b>4.70</b>	326 532	<b>1.77</b>	122 867	6 940 253
25-34	<b>9.74</b>	155 713	<b>2.61</b>	41 775	1 598 886
25-64	<b>4.03</b>	226 619	<b>1.66</b>	93 502	5 618 229
35-64	<b>1.76</b>	70 906	<b>1.29</b>	51 727	4 019 343

Source: KSH, OM, FMM, and calculation of the Hungarian National Observatory (HNO) based on data received from KSH, FMM, OM

**Table 5: Distribution of participants in adult education (within the school system) by gender (2004)**

2004	number	%
<b>Female</b>	176 294	<b>60.25</b>
<b>Male</b>	116 306	<b>39.75</b>

Source: KSH

**Table 6: Distribution of participants in adult education provided within the school system by highest level of educational attainment (2004)**

2004	within the school system
	%
college or university degree (ISCED 5A)	19.32
maturity certificate (ISCED 3A)	53.49
more than 8 grades but no maturity certificate (ISCED 3)	24.93
8 grades (primary school, ISCED 2A)	1.26
less than 8 grades (ISCED 1A/2A)	1.00
<b>total</b>	<b>100.00</b>

Source: calculation of HNO based on OM Statistics

**Table 7: Distribution of participants in adult training provided outside the school system by highest level of educational attainment (2004)**

2004	outside the school system
	%
college or university degree (ISCED 5A)	11.10
graduation from polytechnic ( <i>technikum</i> ) (ISCED 4C)	5.70
maturity certificate (ISCED 3A)	37.00
12 grades at grammar school (ISCED 3A)	0.70
10 grades at secondary vocational school (ISCED 3A)	0.10
vocational school (ISCED 3C)	23.20
special vocational school (ISCED 2C or 3C)	0.30
10 grades at vocational school (ISCED 3C)	1.20
8 grades (primary school, ISCED 2A)	15.90
less than 8 grades (ISCED 1A/2A)	0.50
unidentifiable	4.30
<b>total</b>	<b>100.00</b>

Source: FMM

### **Indicators of participation in adult learning in the Lifelong Learning Report (2003) of the Central Statistical Office**

The following tables are taken from the Report on Lifelong Learning (2004) of the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*). The data of the report originate from the LLL survey conducted in the second quarter of 2003 as an ad hoc module of the regularly conducted Labour Force Survey (CLFS/LLL 2003.II).

Some additional data from the Report on participation rates by economic activity are presented in Annex 10.

**Table 1** presents the participation rates in any kind of learning by age group.

- The target group of the survey was the population aged 15-74. The quoted report provided data for age groups 15-24, 25-34, 35-44, 45-54, 55-64, 65-74, thus instead of 35-49 and 50-64 we could include only categories 35-55 and 55-64.
- Table 1 includes all data of the above mentioned survey, including those who are learning as part of their mandatory schooling.

**Table 2** presents the participation rate in any kind of adult learning, excluding those who are learning as part of their mandatory schooling (their number is indicated in Table 5 of Annex 10 in section 0503 as school aged category).

- The data of Table 2B are indicative, since the "number within the school system" category includes the number of those who are participating only in adult education within the school system. Those who are involved in both adult education within and outside the school system, plus those who are involved in informal learning are counted in the category "number outside the school system".

**Tables 3-4** show the distribution of participants aged 15-74 in any kind of learning by gender.

- Table 3 shows this distribution for adult education, while Table 4 presents indicators for adult learning in the calculation of HNO based on the results of the LLL survey report.

**Table 5** provides indicators of the distribution of participants aged 15-74 in any kind of learning.

**Table 6** provides information about the distribution of participants aged 15-74 in any kind of learning by target group.

Table 1: Participation in learning by age group (2003)

2003 II.	participants in any kind of learning		Population
	ratio to population (%)	number	
15-24	69.15	924 490	1 336 928
15-64	22.99	1 571 437	6 835 470
25-34	19.52	301 809	1 546 465
25-64	11.77	646 947	5 498 542
35-54	10.45	293 081	2 804 767
55-64	4.54	52 057	1 147 310

Table 2A: Participation in adult learning in age group 15-74 (2003)

2003 II.	participants in any kind of adult learning		Population
	ratio to population (%)	number	
15-74	8.46	720 020	8 508 600

Table 2B: Participation in adult learning in age group 15-74 by type of learning (2003)

2003 II.	within the school system		outside the school system		Population
	ratio to population (%)	number	ratio to population (%)	number	
15-74	1.63	139 084	6.83	580 936	8 508 600

Table 3: Distribution of participants aged 15-74 in adult learning by gender (2003)

2003 II.	number	%
Female	833 927	52.39
Male	757 915	47.61

Table 4: Number and distribution of participants aged 15-74 in adult learning by type of learning and distribution by gender (2003)

2003 II.		Participants in adult learning	within the school system	outside the school system	informal learning	within the school system and outside	within the school system and informal	outside school system and informal	within and outside the school system and informal
Number	Female	833 927	415 626	125 766	136 157	16 001	82 891	44 926	12 560
	Male	757 915	395 628	96 209	137 303	12 734	71 784	35 070	9 187
Proportion (%)	Female	52.39	51.23	56.66	49.79	55.68	53.59	56.16	57.76
	Male	47.61	48.77	43.34	50.21	44.32	46.41	43.84	42.24

**Table 5: Distribution of participants in lifelong learning by highest level of educational attainment (2003)**

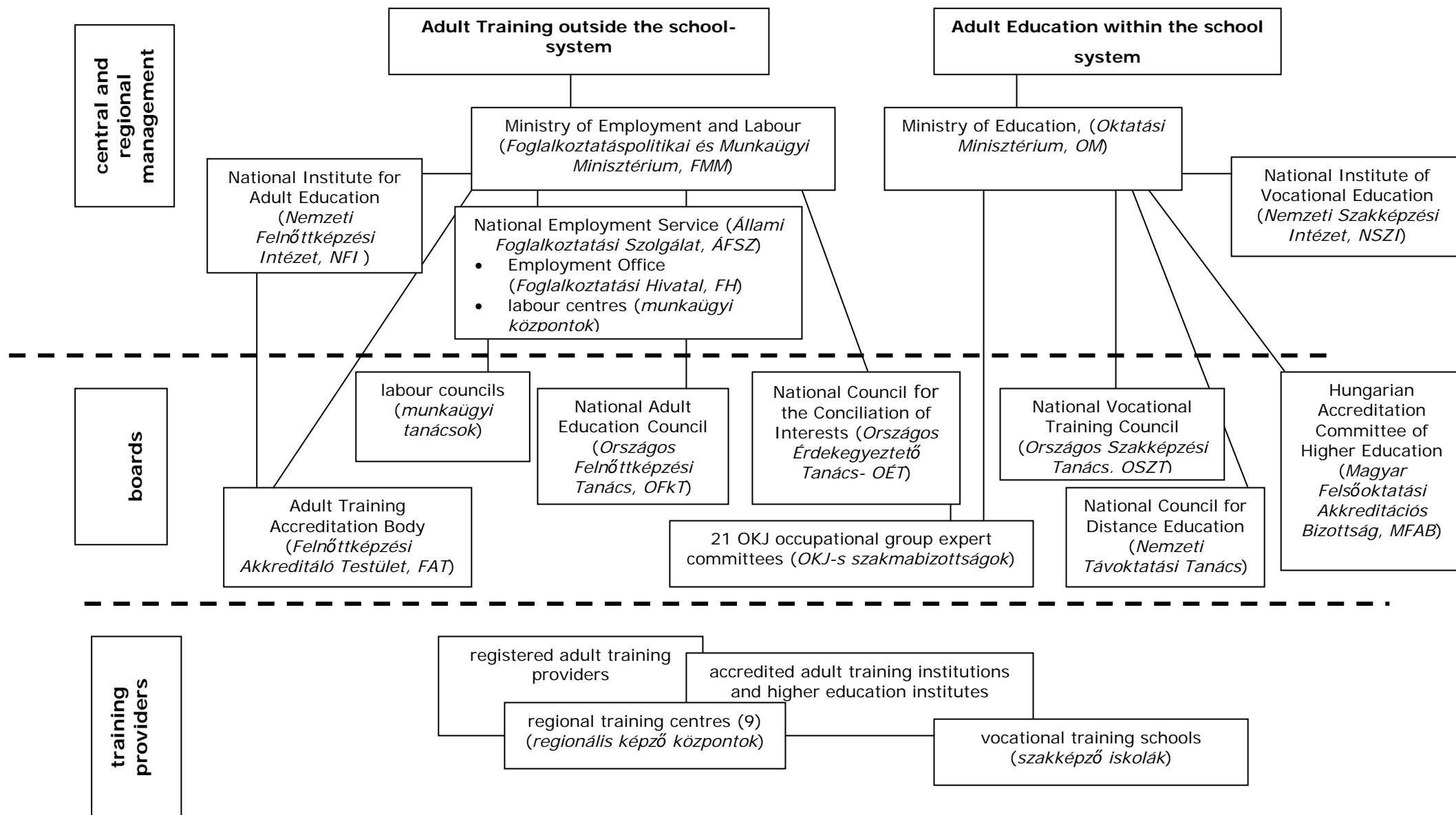
	Ratio to total (%)	Participants in adult learning
8 grades or less (ISCED 1A/2A)	36.40	579 389
vocational school (ISCED 3C)	10.00	159 120
grammar school (ISCED 3A)	18.65	296 931
secondary vocational school (ISCED 3A-4C)	18.68	297 347
higher level vocational qualification (ISCED 5B)	0.22	3 508
college (BA. BSc) (ISCED 5A)	9.41	149 835
University (MA. MSc) (ISCED 5A)	6.33	100 727
PhD. DLA (ISCED 6)	0.31	4 985
<b>Total</b>	<b>100.00</b>	<b>1 591 842</b>

**Table 6: Distribution of participants in adult learning by target group (2003)**

	Ratio to total (%)
employed	39.19
unemployed	2.06
school aged	54.77
pensioner	2.09
other inactive	1.90
<b>total</b>	<b>100.00</b>

### Administrative framework of adult learning

(source: *Adult education in Hungary (OECD Country Report Hungary)*/ Professzorok Háza Felsőoktatási Kutató Intézet.  
Compiled by Györgyi, Zoltán. Ministry of Employment and Labour. Budapest, 2004.)



**Development goals and measures defined in the 1069/2004. (VII.9.)  
Government Resolution on the Directives and action plan of developing adult  
training**

1. Adult training has to improve the competitiveness of the economy and the adaptability of employers and employees to the changes
  - 1.1. **Support investments in Hungary by training programmes** tailored to the needs of the investors, link training modules to programmes aimed at encouraging investment and creating new workplaces
  - 1.2. Develop a special **information and support system for the small and middle-sized enterprises** tailored to their needs and demands, built on projects and networks supporting their cooperation, enable employers to report their training needs to the National Employment Service and there be a special training organizer service built on it.
  - 1.3. **Help solving employment crisis, change of the structure of the economy, change of technology and the renewal and updating of competences** by training programmes.
  - 1.4. Join the community initiatives of developing the **Europass system**.
  - 1.5. Launch a **language teaching** programme available to everyone.
  - 1.6. Review the **efficiency of the supporting system** of adult training and within its framework assess the possibility of:
    - how the **per capita (budget) support** of adult training could be changed so that it would provide training opportunities in certain vocations free of charge for adults over 22 years of age to obtain their first vocational qualification and the 2<sup>nd</sup> in the case of adults over 50, in case their subsequent employment is guaranteed;
    - how could financial sources of **in-company training** (especially in the case of SMEs) be increased;
    - how could individual training accounts, savings for training objectives that would be capable of **integrating all kinds of support**, be introduced;
    - how could support of **language teaching and digital skills** be increased.
2. Encourage the cooperation of actors involved in adult training
  - 2.1. Establish an **Adult Training Programme Council** (*Felnőttképzési Programtanács*) that would assist in the implementation of the adult training strategy, definition of development directions and developing further programmes.
  - 2.2. Invite **social partners**:
    - to present their proposals on agreements concerning in-company training using a methodological aid prepared by the government in national interest-negotiation and through the sectoral dialogue committees
    - to assess the possibilities and conditions of creating a training working time-fund and a related system of replacement using the background study and recommendation of the government, as part of their reviewing the Labour Code and negotiations about decreasing the official working time.
  - 2.3. Invite the **labour and the regional development councils** to compare labour market forecasts prepared by the labour centres and the experiences of developed regions and supplement these by information about their own region (educational attainment, quality of obtained qualifications, structure of the

qualifications of school-leavers, etc.), and make recommendations on vocations and trainings to be preferred (supported) and not to be preferred.

3. Build on the key role of competences and training in ensuring equal chances and reintegration into the labour market
  - 3.1. Extend the training of **unemployed, those in danger** of unemployment and **adults having no vocational qualification**, and link it to concrete labour market demands and the criteria of efficiency as much as possible.
  - 3.2. Launch training programmes for developing **entrepreneurial skills and competences**, programmes linked to labour market services (counselling, job seeking, probation period, etc.) to update the vocational skills of older people.
  - 3.3. Support **women** in their reintegration to the labour market through programmes (training, distance learning programmes, employment services and counselling) aimed at preserving and updating their employment skills.
  - 3.4. Reach more **disadvantaged people**, Romas and people living with disabilities by cooperating with **non-profit organizations**, and launch complex training programmes for them that include services necessary for catching up, transit elements and programmes preparing for the use of new technologies, thus helping their employment on the labour market.
  - 3.5. Make training **accessible** for everyone:
    - develop a support programme for creating the **information technological conditions** of learning at home and of encouraging family learning, based on the experiences of the SULINET programme
    - continue developing the methodology of **distance learning**, extend its use and create the possibility of recognizing competences obtained through this kind of learning, in order to make maximum use of the distance learning system
    - try to ensure that every person could **get to an institution in 1 hour** by using public transportation where s/he could get adult training services of a guaranteed quality.

**Development objectives and measures defined in the 1057/2005 (V. 31.)  
Government Resolution on the Measures necessary for the implementation of  
the strategy of the development of VET**

1. Providing quality VET for everyone

1.1. Restructuring the VET system according to the needs of users (developing a system of VET that – through continuously monitoring and analyzing the changing demands of the labour market – can constantly adapt to its changes, and by developing the structure, content and methodology of VET, can provide the necessary VET competences and ensure the satisfaction of all actors)

Measures:

1.1.1. Enable all VET providers to apply the **quality assurance** system developed in accordance with the VET quality assurance framework of the EU. Encourage the adaptation of good practices and successful models of the European countries.

*Sub-measure planned for 2005-2006:*

- Establish a uniform quality assurance system in the 90 vocational schools (*szakiskola*) participating in the Development Programme of Vocational Schools.

1.1.2. Create the **planning system** of VET based on labour market demands, including the planning of VET within the school system satisfying longer term demands and the definition of short-term demands. Through improving regional planning and making use of the information provided by the labour market information system, continuously monitor the range of vocational qualifications that VET either within or outside the school system provides training for. With the involvement of enterprises enact the necessary measures for ensuring the appropriate number of VET participants enrolled.

*Sub-measure planned for 2005-2006:*

- Publish the rate of those having obtained a vocational qualification who became unemployed in 4 months after leaving school and who continued VET to obtain a new qualification, by school and by vocational qualification, every year.
- Improve the controlling activities of school maintainers in VET schools.

1.1.3. Create an **honour prize** to reward those VET providers whose graduates get employed in large proportions.

*Sub-measure planned for 2005-2006:*

- Develop a proposal for the conditions of awarding the prize.

1.1.4. Introduce the **Europass system** in order to ensure the international transparency of vocational qualifications. Improve the mobility of the labour force and as part of this task initiate bilateral agreements with EU member states to ensure the mutual recognition of certificates and to extend effective agreements for further qualifications.

1.1.5. Make possible the conclusion a "**pre-student contract**" (*student contract, "tanulószerződés", the apprenticeship form in Hungary*) in order to ensure a stronger relation of practical training and the labour market.

1.2. Improving the accessibility of vocational education and training (through applying methods tailored to the lifestyle, prior knowledge and experiences of

young people and adults, making VET more attractive, improving the prestige of VET and developing the accessibility of training, ensure the improvement of the vocational qualifications of the Hungarian population; the objective is to ensure that the majority of students of vocational training schools obtain a vocational qualification enabling them to enter the labour market, and that adult training offer flexible competence-developing training opportunities for adults).

Measures:

- 1.2.1. Develop measures to **prevent early school leaving** in VET and to assist drop-outs to **reintegrate** into education and training. Develop programmes that enable adults without the formal school **qualifications necessary for entering VET** to obtain a marketable vocational qualification.  
*Sub-measure planned for 2005-2006:*
  - In order to enable young people without a lower secondary school graduation certificate to obtain a marketable vocational qualification, introduce 1-year programmes preparing for VET in the schools participating in the Development Programme of Vocational Schools from school year 2005/2006, and make the introduction of such grades mandatory in every vocational school from school year 2006/2007.
  - Reform the content of general education provided in grades 9-10 of vocational schools so that it should aim at developing students' missing basic skills and at providing the knowledge and skills necessary for grounding VET. Time to be spent on career orientation and vocational grounding must be increased in order to develop foreign language, information technology, and vocational basic knowledge and skills.
- 1.2.2. Extend the **Development Programme of Vocational Schools**. Improve the **infrastructure** of participating schools.
- 1.2.3. In order to ensure lifelong learning opportunities, **accessibility** of all levels and forms of VET must be ensured for individuals in the course of their whole life and the system of CVET opportunities must be developed and tailored to the needs.  
*Sub-measure planned for 2005-2006:*
  - Launch the "Út a szakmához" (Road to vocation) scholarship programme as part of the Government's "Útravaló" programme.
- 1.2.4. Transform the financing system of **regional training centres** and define their place within the National Employment Service (*Állami Foglalkoztatási Szolgálat*). Define their new training and service provider tasks that should primarily target the training of disadvantaged groups aimed at assisting their finding employment and the prompt satisfaction of labour market needs.
- 1.2.5. Develop a **new qualification structure**. Through introducing a modular system ensure wide grounding in an occupational group (*szakmacsoport*) and the development of the system of vocational qualifications built on it.  
*Sub-measure planned for 2005-2006:*
  - Publish in legal form the OKJ with the new structure including 400 vocational qualifications.
  - Update the content of vocational qualifications obtainable within the school system, in accordance with the development of the system of VET.
- 1.2.6. Develop **modular training programmes**.  
*Sub-measure planned for 2005-2006:*

- Support – also by EU financial assistance – the development of modular and competence-based curricula of VET provided outside the school system and disseminate the products.
- 1.2.7. Develop the **VET of adults within the school system**. Ensure the possibility of **recognizing prior knowledge** (obtained in a formal, non-formal or informal way) at all levels of VET. Parallel to extending the modular system, prepare a proposal for recognizing knowledge and skills obtained in vocational education also in higher education.  
*Sub-measure planned for 2005-2006:*
- Work out the development concept of adult general and vocational education within the school system.
  - Join the EU programmes assisting the recognition of informal and non-formal learning.
- 1.2.8. Improve the conditions of accessibility of training through improving the system of **adult training**. Support training programmes linked to investments creating new workplaces and to change of technology in enterprises as well as those developing entrepreneurial skills.  
*Sub-measure planned for 2005-2006:*
- Modify the directions of support provided from the adult training outside the school system section of the employment sub-fund of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) in line with the priorities of trainings that have been developed in accordance with the labour market demands as specified by the enterprises.
  - Make a survey of the adult training opportunities of each settlement and create an incentive system for areas lacking such opportunities.
- 1.3. Creating modern teaching/learning materials for VET (developing teaching/learning materials adequate for the information and communication technological development of the 21<sup>st</sup> century, ensuring the technical and teacher/trainer methodological development necessary for the application of digital materials).

Measures:

- 1.3.1. Develop **digital teaching/learning materials** for VET and ensure the technical and human conditions of their application.  
*Sub-measure planned for 2005-2006:*
- Create digital teaching/learning materials for the vocational preparatory subjects of the maturity examination (*érettségi vizsga, secondary school leaving examination*) in at least half of the occupational groups (*szakmacsoport*).
  - Create an incentive system for developing and disseminating digital materials to be used in VET outside the school system.
- 1.4. Modernizing the training of VET teachers and trainers (since vocational teachers, "*szakmai tanár*", vocational trainers, "*szakoktató*", working in schools and at enterprises, and trainers, "*tréner*", employed by adult training providers play a key role in the implementation of the strategy, human conditions must be improved; improving human conditions through improving the self-training of competences, pre-service and in-service training of teachers and trainers).

Measures:

1.4.1. Modernize the **pre-service training** of vocational teachers and vocational trainers within the framework of the reform process of higher education. In **the in-service training** of teachers and trainers improve the dissemination of methods necessary for the application of modern teaching materials and pedagogical methods tailored to the needs of the participants of the training. Develop the in-service training system of teachers, trainers and other practitioners working **in adult training** provided outside the school system and ensure the legal background for its introduction. Develop differentiated in-service training programmes and pilot them by using the financial support of the EU.

*Sub-measure planned for 2005-2006:*

- Develop the criteria of vocational teacher and trainer training.
- Develop a central programme for the training of teachers/trainers working in adult training that should include new methods introduced in OKJ training programmes tailored to the needs of disadvantaged groups, in catching-up and supplementary programmes and in the field of distance learning. Introduce the theoretical methodology of adult training in Hungary and the results of international adult training research.
- Provide opportunities for the teachers/trainers of vocational training schools to prepare for their adult training tasks.

1.4.2. Organize in-service training for teachers of **vocational schools** to master and apply methods of project and team work.

## 2. Developing a more cost efficient system of financing and governance

2.1. Improving the possibilities for users to advocate their interests (ensuring the participation of social partners and all stakeholders of VET in the national, regional and local decision-making process in order to make efficient use of available funds and ensure future-oriented planning; developing the administration system of VET aimed at its coordinated and efficient development).

### Measures:

2.1.1. Develop the system of professional interests-reconciliation. Ensure the participation of the chambers of economy, employers' and employees' associations, enterprises and all **stakeholders** in the preparation and implementation of decisions and the monitoring of implementation at all levels (national, regional and local).

*Sub-measure planned for 2005-2006:*

- Regulate (in legal form) the operation of the professional consulting bodies of regional integrated vocational training centres (*térségi integrált szakképző központ, TISZK*) and of vocational training schools training at least 800 students.
- Create professional consulting bodies in regional training centres.
- Create an Adult Training Programme Council (*Felnőttképzési Programtanács*) to operate as the forum for promoting adult training.

2.1.2. Prepare a proposal for modernizing the **maintenance system of vocational training schools**.

2.1.3. Create an **incentive system for vocational training schools to participate in adult training** and apply for accreditation.

2.1.4. Simplify the **procedure of registering vocational qualifications** in the OKJ in order to ensure qualification structure adapt promptly to employment needs.

2.2. Making the use of resources more efficient and improving the allocation of capacities (transforming the institutional system through optimizing the size of vocational training schools so that it would be able to continuously develop capacities, react promptly to the demands and operate in a cost efficient way; transform the financing of vocational training schools in order to encourage them to adapt their training structures to the changes of the labour market).

Measures:

2.2.1. Create the system of **regional integrated training centres** (TISZK) and continuously improve their infrastructure in order to develop a more cost efficient VET institutional system.

*Sub-measure planned for 2005-2006:*

- Develop an indicator system to measure cost-efficiency.

2.2.2. Change the **support system of adult training** in order to ensure the satisfaction of the demands of the labour market and of the participants, make better use of the capacities of adult training institutions, ensure their transparency and maintain competition.

*Sub-measure planned for 2005-2006:*

- Do the necessary preparation for making better use of the capacities of adult training institutions and ensure their transparency and for introducing the "Employee Training Card" (*Munkavállalói Képzési Kártya*)
- Prepare a proposal for changing the support system of adult training.

2.2.3. Eliminate the excesses manifested in the **development subsidies** provided to vocational training schools from the training sub-fund of the MPA.

*Sub-measure planned for 2005-2006:*

- Maximize the amount (per capita – student) of subsidies schools are allowed to obtain.

2.2.4. Make the use of the remnants of the **MPA** for supporting ongoing operations possible.

2.2.5. Continuously improve the **learning environment** (building, tools) in accordance with the regional needs.

*Sub-measure planned for 2005-2006:*

- Establish 16 regional integrated vocational training centres (TISZK).
- Use the decentralized section of the training sub-fund of the MPA in a concentrated way, publish regional tenders aimed at the implementation of the strategy of the development of VET.

2.2.6. Prepare a proposal for **modernizing the differentiated financing of the system of VET**. Enhance the use of the capacities of vocational training schools by **using their free capacities through providing adult training**.

*Sub-measure planned for 2005-2006:*

- Develop an incentive system for supporting trainings awarding vocational qualifications for which there is a shortage on the labour market.
- Prepare a proposal for transforming the per capita financing system of adult training in order to support market-oriented training.

2.2.7. **Differentiate the per capita financing of VET provided within the school system** on the basis of the employment ratio of graduates.

*Sub-measure planned for 2005-2006:*

- Define the criteria of differentiation that would encourage school maintainers to adapt to labour market demands and improve the efficiency of VET.

2.2.8. Ensure the **financial sources of providing career orientation, vocational grounding and grounding in an occupational group** for students in groups of 8-12 persons.

2.2.9. Ensure the better involvement of enterprises in practical training through continuously modernizing the system of **vocational contribution** (*szakképzési hozzájárulás*).

*Sub-measure planned for 2005-2006:*

- Review the amount of the reimbursement of expenses enterprises providing practical training can apply for.
- Assess the necessity and possibility of introducing the "pre-student contract".

2.3. Developing the institution system of VET (enabling the recognition of prior knowledge obtained in whatever form and ensuring that the competences certified by the certificate awarded upon passing the vocational examination mirror real knowledge, through creating regional integrated vocational training centres, TISZK, the new system and institutional system of vocational examination; ensuring the infrastructural conditions of the National Institute of Vocational Education, *Nemzeti Szakképzési Intézet, NSZI*, in charge of the content and methodological development of VET and the coordination of VET research).

Measures:

2.3.1. Create a regional institution network that would ensure the operation of a system of **vocational examination independent from training providers**.

*Sub-measure planned for 2005-2006:*

- In order to enhance the independence of examination, abolish the right of the organizers of the vocational examination to propose the president of the examination board.
- Prepare the proposal for transforming the system of vocational examination.

2.3.2. Ensure the appropriate accommodation of the **NSZI** and improve its infrastructure.

2.3.3. Establish further **integrated regional vocational centres** (TISZK) by using the sources of the decentralized section of the training sub-fund of the MPA in order to rationalize the institution system of VET.

3. Developing the information system (developing a reliable statistical system covering all aspects of VET in order to ensure well-grounded decision-making at national, regional and local levels).

Measures:

- 3.1. Continuously monitor the changes of **labour market demands** of the regions by improving the labour market information system. Provide data necessary for the modification of the national, regional and local VET structures and for grounding career choices by the continuous analysis of the **employment status of VET graduates and adult training participants**.
- 3.2. **Modernize the existing statistical system of VET** in order to provide adequate indicators for evaluating tendencies, making decisions and providing information to the EU.  
*Sub-measure planned for 2005-2006:*
  - Prepare a proposal for the development of the statistical system of VET.
- 3.3. Introduce an **adult training identification and registration system** to enable tracking and controlling adult training participants.
- 3.4. Operate a **complex information system** that provides data on VET for grounding national VET policy development and for the follow-up of programmes supported by national and EU funds.  
*Sub-measure planned for 2005-2006:*
  - Harmonize the existing VET databases.
- 3.5. Introduce a **career follow-up system**.  
*Sub-measure planned for 2005-2006:*
  - Provide data on employment status in 2006 for the first time.

## Indicators of participation in publicly promoted CVET for all (section 0502)

The following tables present indicators of publicly promoted adult learning and the distribution of learners. While reading the tables please consider the following notes.

### General notes:

- As it is explained in section 0502, there may be various interpretations of “publicly promoted” CVET for all. In its most restricted interpretation it refers to vocational training opportunities within public and higher education financed (financially supported) by the state. Statistics of adult education include data on the number of places financed by the state, although distributions of participants in the demanded structure are not always available.
- In its broadest sense, however, publicly promoted CVET for all includes also adult training opportunities outside the school system (see section 0502 for an explanation); indicators of participation in that sector are provided in Annex 1 of section 0501 (covering VET programmes only, since general and language education had not been incorporated into the statistical system until 2004).
- The following tables thus present indicators of CVET within the school system (adult education), i.e. for part-time/distance learning vocational school (*szakiskola*, ISCED 3C) and secondary vocational school (*szakközépiskola*, ISCED 3A-4C) programmes, part-time/distance learning higher level VET (*felsőfokú szakképzés*, ISCED 5B) and college/university undergraduate programmes (ISCED 5A), and full and part-time specialized postgraduate programmes (*szakirányú továbbképzés*, ISCED 5A) and PhD/DLA programmes (ISCED 6).
- Data was obtained from the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*) and from the Ministry of Education (*Oktatási Minisztérium, OM*)

**Tables 1-4** present participation rates in adult education (within the school system) by age group.

**Tables 5-8** show the number and proportion to total population of participants in vocational adult education (within the school system), both the total figures and the number of those financed by the state.

**Table 9A** shows the distribution of participants in state financed vocational adult education within the school system by gender, **Table 9B** shows the same distribution for the total number of participants.

**Table 10A** presents the distribution of participants in state-financed vocational adult education by highest level of educational attainment or qualification level, **Table 10B** shows the same distribution for the total number of participants.

- The calculation of these indicators is possible only on the assumption that the aim of participation in adult education within the school system is in most cases the desire to obtain a higher level qualification. On this basis we assumed that the highest level of qualification of participants is the one required for the participation in the given training programme. This may provide an approximation, but presumably underestimates the level of qualification of participants especially in higher education (cf. a part of the participants are learning to obtain their second or further qualification).

Table 1: Participation rates in adult education within the school system by age group (1990)

1990	15-24		15-64		25-34		25-64		35-64	
population in age cohort	1 510 348		6 909 479		1 336 068		5 399 131		4 063 063	
	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)
1. primary school part-time/distance learning	n/a	n/a	8 544	0.12	n/a	n/a	n/a	n/a	n/a	n/a
2. grammar school part-time/distance learning	15 937	1.06	18 820	0.27	n/a	n/a	2 883	0.05	n/a	n/a
3. secondary vocational school part-time/distance learning	37 571	2.49	49 342	0.71	n/a	n/a	11 771	0.22	n/a	n/a
4. vocational school part-time/distance learning	–	–	–	–	–	–	–	–	–	–
5. higher level VET part-time/distance learning	–	–	–	–	–	–	–	–	–	–
6. college/university undergraduate part-time/distance learning programme	n/a	n/a	25 786	0.37	n/a	n/a	n/a	n/a	n/a	n/a
7. postgraduate specialization programmes	n/a	n/a	5 989	0.09	n/a	n/a	n/a	n/a	n/a	n/a
8. Phd/DLA programmes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>total adult education (1-8)</b>	..	..	..	..	..	..	..	..	..	..
<b>total vocational adult education (3-8)</b>	..	..	..	..	..	..	..	..	..	..

Source: KSH

Table 2: Participation rates in adult education within the school system by age group (1995)

1995	15-24		15-64		25-34		25-64		35-64	
population in age cohort	1 609 743		6 984 179		1 312 067		5 374 436		4 062 369	
	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)
1. primary school part-time/distance learning	n/a	n/a	3 564	0.05	n/a	n/a	n/a	n/a	n/a	n/a
2. grammar school part-time/distance learning	18 496	1.15	22 468	0.32	n/a	n/a	4 017	0.07	n/a	n/a
3. secondary vocational school part-time/distance learning	43 605	2.71	53 423	0.76	n/a	n/a	9 773	0.18	n/a	n/a
4. vocational school part-time/distance learning	–	–	–	–	–	–	–	–	–	–
5. higher level VET part-time/distance learning	–	–	–	–	–	–	–	–	–	–
6. college/university undergraduate part-time/distance learning programme	16 889	1.05	50 024	0.72	n/a	n/a	33 135	0.62	n/a	n/a
7. postgraduate specialization programmes	n/a	n/a	12 565	0.18	n/a	n/a	n/a	n/a	n/a	n/a
8. Phd/DLA programmes	n/a	n/a	3 456	0.05	n/a	n/a	n/a	n/a	n/a	n/a
<b>total adult education (1-8)</b>	..	..	<b>145 500</b>	<b>2.08</b>	..	..	..	..	..	..
<b>total vocational adult education (3-8)</b>	..	..	<b>119 468</b>	<b>1.71</b>	..	..	..	..	..	..

Source: KSH

Table 3: Participation rates in adult education within the school system by age group (2001)

2001	15-24		15-64		25-34		25-64		35-64	
population in age cohort	1 436 915		6 962 825		1 534 630		5 525 910		3 991 280	
	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)
1. primary school part-time/distance learning	2 271	0.16	2 793	0.04	334	0.02	522	0.01	188	0.00
2. grammar school part-time/distance learning	21 059	1.47	41 207	0.59	15 847	1.03	20 148	0.36	4 301	0.11
3. secondary vocational school part-time/distance learning	29 270	2.04	54 024	0.78	19 573	1.28	24 754	0.45	5 181	0.13
4. vocational school part-time/distance learning	922	0.06	2 453	0.04	1 092	0.07	1 531	0.03	439	0.01
5. higher level VET part-time/distance learning	333	0.02	665	0.01	250	0.02	332	0.01	82	0.00
6. college/university undergraduate part-time/distance learning programme	50 346	3.50	129 167	1.86	59 809	3.90	78 821	1.43	19 012	0.48
7. postgraduate specialization programmes	3 406	0.24	24 558	0.35	12 688	0.83	21 152	0.38	8 464	0.21
8. Phd/DLA programmes	1 212	0.08	7 030	0.10	4 588	0.30	5 818	0.11	1 230	0.03
<b>total adult education (1-8)</b>	<b>108 819</b>	<b>7.57</b>	<b>261 897</b>	<b>3.76</b>	<b>114 181</b>	<b>7.44</b>	<b>153 078</b>	<b>2.77</b>	<b>38 897</b>	<b>0.97</b>
<b>total vocational adult education (3-8)</b>	<b>85 489</b>	<b>5.95</b>	<b>217 897</b>	<b>3.13</b>	<b>98 000</b>	<b>6.39</b>	<b>132 408</b>	<b>2.40</b>	<b>34 408</b>	<b>0.86</b>

Source: KSH

Table 4: Participation rates in adult education within the school system by age group (2004)

2004	15-24		15-64		25-34		25-64		35-64	
population in age cohort	1 322 024		6 940 253		1 598 886		5 618 229		4 019 343	
	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)	number	ratio to population (%)
1. primary school part-time/distance learning	1 797	0.14	2 766	0.04	622	0.04	969	0.02	347	0.01
2. grammar school part-time/distance learning	21 621	1.64	45 484	0.66	17 893	1.12	23 863	0.42	5 970	0.15
3. secondary vocational school part-time/distance learning	21 072	1.59	44 837	0.65	16 353	1.02	23 765	0.42	7 412	0.18
4. vocational school part-time/distance learning	1 361	0.10	3 505	0.05	1 247	0.08	2 144	0.04	897	0.02
5. higher level VET part-time/distance learning	659	0.05	1 670	0.02	707	0.04	1 011	0.02	304	0.01
6. college/university undergraduate part-time/distance learning programme	47 491	3.59	166 174	2.39	86 319	5.40	118 683	2.11	32 364	0.81
7. postgraduate specialization programmes	2 340	0.18	25 991	0.37	12 821	0.80	23 651	0.42	10 830	
8. Phd/DLA programmes	1 159	0.09	7 941	0.11	5 436	0.34	6 782	0.12	1 346	
<b>total adult education (1-8)</b>	<b>97 500</b>	<b>7.38</b>	<b>298 368</b>	<b>4.30</b>	<b>141 398</b>	<b>8.84</b>	<b>200 868</b>	<b>3.58</b>	<b>59 470</b>	<b>1.18</b>
<b>total vocational adult education (3-8)</b>	<b>74 082</b>	<b>5.60</b>	<b>250 118</b>	<b>3.60</b>	<b>122 883</b>	<b>7.69</b>	<b>176 036</b>	<b>3.13</b>	<b>53 153</b>	<b>1.02</b>

Source: KSH

**Table 5: Number and proportion of the total of adult population aged 15-64 participating in publicly promoted vocational adult education (1990)**

<b>1990*</b>				
	<b>total</b>	<b>state financed</b>	<b>% total</b>	<b>% state financed</b>
<b>vocational school part time/distance learning**</b>	n/a	n/a	n/a	n/a
<b>secondary vocational school part time/distance learning</b>	49 342	49 342	<b>0.71</b>	<b>0.71</b>
<b>college/university undergraduate programme part time/distance learning</b>	25 786	n/a	<b>0.37</b>	n/a
<b>postgraduate specialisation programmes</b>	5 989	n/a	<b>0.09</b>	n/a
<b>PhD/DLA</b>	-	-	-	-
<b>Total</b>	<b>81 117</b>	n/a	<b>1,17</b>	<b>n/a</b>

\*Total cohort: 6 909 479

\*\* According to the Statistics of the Ministry of Education, there were no adult education offered in the predecessors of vocational schools, in skilled workers' schools (*szakmunkásképző iskola*); the training of adults was provided outside the school system. Still, adults could take the skilled workers' examination in this type of schools, their number was 5955 in 1990.

Source: KSH

**Table 6: Number and proportion of the total of adult population participating in publicly promoted vocational adult education for the population 15 -64 (1995)**

<b>1995*</b>				
	<b>total</b>	<b>state financed</b>	<b>% total</b>	<b>% state financed</b>
<b>vocational school part time/distance learning**</b>	n/a	n/a	n/a	n/a
<b>secondary vocational school part time/distance learning</b>	53 423	53 423	<b>0.76</b>	<b>0.76</b>
<b>college/university undergraduate programme part time/distance learning</b>	50 024	n/a	<b>0.72</b>	n/a
<b>postgraduate specialisation programmes</b>	3 456	n/a	<b>0.05</b>	n/a
<b>PhD/DLA</b>	12 565	n/a	<b>0.18</b>	n/a
<b>Total</b>	<b>119 468</b>	n/a	<b>1.71</b>	<b>n/a</b>

\*Total cohort: 6 984 179

\*\* See the note above. The number of adults who successfully passed the skilled workers' examination in skilled workers' schools was 5740 in 1995.

Source: KSH

**Table 7: Number and proportion of the total of adult population participating in publicly promoted vocational adult education for the population 15 -64 (2001)**

2001*				
	total	state financed	% total	% state financed
vocational school part time/distance learning	2 453	2 453	0.04	0.04
secondary vocational school part time/distance learning	54 024	54 024	0.78	0.78
college/university undergraduate programme part time/distance learning	156 327	23 782	2.25	0.34
postgraduate specialisation programmes	24 558	227	0.35	0.00
PhD/DLA	7 030	2 718	0.10	0.04
<b>Total</b>	<b>244 392</b>	<b>83 204</b>	<b>3.51</b>	<b>1.19</b>

\* Total cohort: 6 962 825

Source: KSH, OM Statistics, calculation of HNO based on data from KSH and OM Statistics

**Table 8: Number and proportion of the total of adult population aged 15-64 participating in publicly promoted vocational adult education (2004)**

2004*				
	total	state financed	% total	% state financed
vocational school part time/distance learning*	3 505	3 505	0.05	0.05
secondary vocational school part time/distance learning	44 837	44 837	0.65	0.65
higher level VET part time/distance learning	1 670	898	0.02	0.01
college/university undergraduate programme part time/distance learning	166 174	28 023	2.39	0.40
postgraduate specialisation programmes	25 991	46	0.37	0.00
PhD/DLA	7 941	2 982	0.11	0.04
<b>Total</b>	<b>250 118</b>	<b>80 291</b>	<b>3.60</b>	<b>1.15</b>

\*Total cohort: 6 940 253

Source: KSH, OM Statistics, calculation of HNO based on data from KSH and OM Statistics

**Table 9A: Number and distribution of participants aged 15-64 in state financed vocational adult education within the school system by gender (2004)**

2004	total number	female	male	% female	% male
vocational school part time/distance learning	3 505	1 969	1 536	56.18	43.82
secondary vocational school part time/distance learning	44 837	26 214	18 623	58.47	41.53
high level VET part time/distance learning	898	n/a	n/a	n/a	n/a
college/university programme part time/distance learning	28 023	n/a	n/a	n/a	n/a
postgraduate specialised programme	46	n/a	n/a	n/a	n/a
PhD/DLA	2 982	n/a	n/a	n/a	n/a
<b>Total</b>	<b>80 291</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Source: KSH, OM Statistics

**Table 9B: Number and distribution of participants aged 15-64 in vocational adult education within the school system by gender (2004)**

2004	total number	female	male	% female	% male
vocational school part time/distance learning	3 505	1 969	1 536	56.18	43.82
secondary vocational school part time/distance learning	44 837	26 214	18 623	58.47	41.53
high level VET part time/distance learning	1 670	1 183	487	70.84	29.16
college/university programme part time/distance learning	166 174	105 365	60 809	63.41	36.59
postgraduate specialised programme	25 991	15 777	10 214	60.70	39.30
PhD/DLA	9 741	3 536	6 205	36.30	63.70
<b>Total</b>	<b>251 918</b>	<b>154 044</b>	<b>97 874</b>	<b>61.15</b>	<b>38.85</b>

Source: Calculation of HNO based on OM Statistics

**Table 10A: Distribution of participants in state financed vocational adult education within the school system by highest level of educational attainment or qualification level (2004)**

2004	number	%
college or university degree (ISCED 5A)	3 028	3.77
maturity examination (ISCED 3A)	28 921	36.02
8 grades of primary school (ISCED 1A-2A)	48 342	60.21
<b>total</b>	<b>80 291</b>	<b>100.00</b>

Source: calculation of HNO based on OM Statistics

**Table 10B: Distribution of participants in CVET within the school system by highest level of educational attainment or qualification level (2004)**

2004	number	%
college or university degree (ISCED 5A)	35 732	14.18
maturity examination (ISCED 3A)	167 844	66.63
8 grades of primary school (ISCED 1A-2A)	48 342	19.19
<b>total</b>	<b>251 918</b>	<b>100.00</b>

Source: calculation of HNO based on OM Statistics

**Statistics of secondary level adult education (section 050201)**

**Table 1: Distribution of the participants in secondary level adult education by age group and school type (2004)**

Age	secondary vocational school		vocational school		grammar school		total	
	number	%	number	%	number	%	number	%
<b>15-24</b>	21 072	47.00	1 361	38.83	21 621	47.54	<b>44 054</b>	<b>46.95</b>
<b>25-34</b>	16 353	36.47	1 247	35.58	17 893	39.34	<b>35 493</b>	<b>37.83</b>
<b>35-64</b>	7 412	16.53	897	25.59	5 970	13.13	<b>14 279</b>	<b>15.22</b>
<b>15-64</b>	<b>44 837</b>	<b>100.00</b>	<b>3 505</b>	<b>100,00</b>	<b>45 484</b>	<b>100,00</b>	<b>93 826</b>	<b>100,00</b>

Source: Statistics of the Ministry of Education

**Table 2: Distribution of participants in secondary level adult education by orientation of education (2004)**  
**vocational school**

	secondary vocational school		vocational school		grammar school		total	
	number	%	number	%	number	%	number	%
<b>general education grades</b>	23 522	52,46	182	5,19	45 484	100,00	<b>69 188</b>	<b>73,74</b>
<b>VET grades</b>	21 315	47,54	3 323	94,81	0	0,00	<b>24 638</b>	<b>26,26</b>
<b>total</b>	<b>44 837</b>	<b>100,00</b>	<b>3 505</b>	<b>100,00</b>	<b>45 484</b>	<b>100,00</b>	<b>93 826</b>	<b>100,00</b>

Source: Statistics of the Ministry of Education

Table 3: Distribution of adult learners in vocational schools and secondary vocational schools by delivery mode

	full time		evening		correspondence		other (e.g. ODL)		total	
	number	%	number	%	number	%	number	%	number	%
<b>vocational school</b>										
<b>all grades</b>										
2001/2002	623	25.8	1 155	47.8	551	22.8	87	3.6	2 416	100.0
2002/2003	554	16.2	1 369	39.9	1 094	31.9	410	12.0	3 427	100.0
2003/2004	431	13.4	1 499	46.6	995	30.9	291	9.0	3 216	100.0
2004/2005	691	19.7	1 832	52.3	783	22.3	199	5.7	3 505	100.0
<b>VET grades</b>										
2001/2002	596	24.9	1 155	48.3	551	23.1	87	3.6	2 389	100.0
2002/2003	514	15.2	1 369	40.4	1 094	32.3	410	12.1	3 387	100.0
2003/2004	386	12.2	1 499	47.3	995	31.4	291	9.2	3 171	100.0
2004/2005	638	19.2	1 703	51.2	783	23.6	199	6.0	3 323	100.0
<b>secondary vocational school</b>										
<b>all grades</b>										
2001/2002	9 156	16.9	18 657	34.5	25 314	46.9	897	1.7	54 024	100.0
2002/2003	5 215	11.0	19 397	41.0	19 797	41.9	2 872	6.1	47 281	100.0
2003/2004	5 159	11.5	22 293	49.9	16 165	36.2	1 066	2.4	44 683	100.0
2004/2005	6 313	14.1	22 383	49.9	14 729	32.9	1 412	3.1	44 837	100.0
<b>VET grades</b>										
2001/2002	3 975	23.4	6 283	36.9	5 866	34.5	897	5.3	17 021	100.0
2002/2003	650	3.6	7 528	42.2	6 934	38.9	2 734	15.3	17 846	100.0
2003/2004	722	3.7	9 911	50.7	8 061	41.2	867	4.4	19 561	100.0
2004/2005	2 167	10.2	10 552	49.5	7 628	35.8	968	4.5	21 315	100.0

Source: Statistics of the Ministry of Education

**Table 4: Distribution of participants in vocational adult education by the group of occupations (*szakmacsoport*) in school year 2004/2005**

Name of the group of occupations	Students	
	number	%
Health	5 085	20.6
Other services	2 116	8.6
Electrotechnology- electronics	401	1.6
Food industry	76	0.3
Architecture	764	3.1
Wood industry	64	0.3
Mechanical engineering	742	3
IT (software)	2 964	12
Commerce-marketing, business administration	3 663	14.9
Light industry	164	0.7
Environmental protection-water management	237	1
Economics	2 064	8.4
Transport	35	0.1
Agriculture	855	3.5
Art, cultural education, communication	901	3.7
Education	640	2.6
Social services	1 338	5.4
Administration	1 310	5.3
Chemical engineering	287	1.2
Catering and tourism	932	3.8
<b>Total</b>	<b>24 638</b>	<b>100</b>

Source: Statistics of the Ministry of Education

**Statistics of tertiary level adult education (section 050201)**

**Table 1: Distribution of participants of tertiary level education by type of training programme and delivery modes in school year 2004/2005 (%)**

Delivery mode	Higher level VET (ISCED 5B)	College level degree programmes (ISCED 5A)	University level degree programmes (ISCED 5A)	Postgraduate specialisation programmes (ISCED 5A)	PHd/DLA programmes (ISCED 6)
Full time	81.69	42.61	79.55	1.73	66.97
Evening	0.92	2.92	1.69	8.34	0.60
Correspondence	17.39	41.07	18.76	78.05	32.43
Distance learning	-	13.40	-	11.87	-
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

Source: calculation of Hungarian National Observatory (HNO) based on the Statistical Yearbook of the Ministry of Education 2004-2005

**Table 2: The total number of students and the number and rate of state financed students by type of training programme and delivery modes\* in school year 2004/2005**

Delivery mode		Higher level VET (ISCED 5B)	College level degree programmes (ISCED 5A)	University level degree programmes (ISCED 5A)	Postgraduate specialisation programmes (ISCED 5A)	PHd/DLA programmes (ISCED 6)
<b>Total number of students</b>	<b>total number</b>	<b>9 122</b>	<b>240 297</b>	<b>138 169</b>	<b>25 991</b>	<b>7 941</b>
	number and rate of state financed students	8 074 88.51%	105 348 43.84%	93 766 67.86%	46 0.18%	2 982 37.55%
<b>Full time</b>	<b>total number</b>	<b>7 452</b>	<b>102 380</b>	<b>109 912</b>	<b>450</b>	<b>5 318</b>
	number and rate of state financed students	7 176 96.30%	79 223 77.38%	91 868 83.58%	0 0.00%	2 903 54.59%
<b>Evening</b>	<b>total number</b>	<b>84</b>	<b>7 025</b>	<b>2 331</b>	<b>2 168</b>	<b>48</b>
	number and rate of state financed students	45 53.57%	2 388 33.99%	39 1.67%	0 0.00%	0 0.00%
<b>Correspondence</b>	<b>total number</b>	<b>1 586</b>	<b>98 699</b>	<b>25 926</b>	<b>20 287</b>	<b>2 575</b>
	number and rate of state financed students	853 53.78%	23 737 24.05%	1 859 7.17%	46 0.23%	79 3.07%

\* Distance learning courses are missing from the table since pursuant to the legislation in effect at that time, training delivered through distance learning could not be state financed.

Source: calculation of HNO based on the Statistical Yearbook of the Ministry of Education 2004-2005

**Statistics of adult training (section 050201)**

**Table 1: Number and distribution of CVET programmes provided outside the school system by type of programme (1998-2002)**

Type/Number of training programmes	1998		1999		2000		2001		2002		2003		2004	
	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Pre-vocational training grounding a vocational qualification	466	8.7	194	2.9	208	2.9	280	3.5	270	3.5	102	2.0	142	2.1
Training awarding a state recognized (OKJ) vocational qualification	4 002	74.9	5 484	81.3	5 679	79.9	6 460	81.1	6 273	80.4	3 649	71.3	4 633	68.1
Training awarding a vocational qualification which is not state recognized	433	8.1	485	7.2	545	7.7	456	5.7	418	5.4	514	10.0	747	11.0
Vocational further training	76	1.4	96	1.4	85	1.2	77	1.0	116	1.5	264	5.2	366	5.4
Rehabilitation training of people living with disabilities	29	0.5	19	0.3	22	0.3	14	0.2	22	0.3	21	0.4	17	0.2
Training facilitating employment or providing entrepreneurial skills	24	0.4	45	0.7	60	0.8	37	0.5	58	0.7	70	1.4	82	1.2
Other	316	5.9	420	6.2	509	7.2	639	8.0	650	8.3	500	9.8	818	12.0
<b>Total</b>	<b>5 346</b>	<b>100.0</b>	<b>6 743</b>	<b>100.0</b>	<b>7 108</b>	<b>100.0</b>	<b>7 963</b>	<b>100.0</b>	<b>7 807</b>	<b>100.0</b>	<b>5 120</b>	<b>100.0</b>	<b>6 805</b>	<b>100.0</b>

Source: *Országos Statisztikai Adatgyűjtési Program* (OSAP, National Statistical Data Collection Programme)

**Table 2: Number and distribution of participants in CVET programmes provided outside the school system by type of programme (1998-2004)**

Type of training programme/Number of participants	1998		1999		2000		2001		2002		2003		2004	
	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Pre-vocational training grounding a vocational qualification	9 574	9.3	3 671	2.8	4 440	3.1	5 981	3.8	5 058	3.4	1 746	1.9	2 921	2.4
Training awarding a state recognized (OKJ) vocational qualification	80 245	77.6	112 967	85.1	118 604	82.2	131 611	84.0	125 296	83.8	71 088	75.5	89 231	72.6
Training awarding a vocational qualification which is not state recognized	6 820	6.6	7 005	5.3	9 954	6.9	7 114	4.5	6 089	4.1	8 409	8.9	10 896	8.9
Vocational further training	1 200	1.2	1 744	1.3	1 914	1.3	1 871	1.2	2 249	1.5	5 577	5.9	7 140	5.8
Rehabilitation training of people living with disabilities	483	0.5	238	0.2	284	0.2	187	0.1	391	0.3	384	0.4	256	0.2
Training assisting finding employment or providing entrepreneurial skills	351	0.3	693	0.5	1 001	0.7	587	0.4	974	0.7	957	1.0	1 412	1.1
Other	4 670	4.5	6 471	4.9	8 145	5.6	9 274	5.9	9 416	6.3	6 031	6.4	11 011	9.0
<b>Total</b>	<b>103 343</b>	<b>100.0</b>	<b>132 789</b>	<b>100.0</b>	<b>144 342</b>	<b>100.0</b>	<b>156 625</b>	<b>100.0</b>	<b>149 473</b>	<b>100.0</b>	<b>94 192</b>	<b>100.0</b>	<b>122 867</b>	<b>100.0</b>

Source: *Országos Statisztikai Adatgyűjtési Program* (OSAP, National Statistical Data Collection Programme)

**Table 3: Distribution of participants of VET outside the school system by the prequalification requirement of the vocational qualification pursued (%) (1997-2004)**

Level of training programme (vocational qualifications that ...)	1997	1998	1999	2000	2003	2004
do not require a school graduation certificate	2.3	2.3	1.9	1.9	7.1	7.6
require at most the General Knowledge Examination certificate and professional prequalification	41.3	46.8	44.2	0,5	57.4	54.4
require at least secondary school graduation or definite professional prequalification	48.8	0,4	45.6	44.3	0,3	30.9
require a higher education degree	1.7	1.3	1.9	1.4	1.5	1.5
not identifiable	5.8	5.8	6.4	6.4	-	5.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: *Országos Statisztikai Adatgyűjtési Program (OSAP, National Statistical Data Collection Programme)*

**Table 4: The 14 most popular OKJ vocational qualification in VET outside the school system (2002)**

Name of vocational qualification	Number of providers	Number of training programmes	Participants	
			number	%
computer operator (-user)	144	448	8 219	9.7
certified accountant	45	223	7 238	8.5
light machine operator	59	225	5 287	6.2
surveillance	53	222	4 319	5.1
computer software operator	99	215	3 976	4.7
heavy machine operator	56	181	3 946	4.6
trader-storekeeper II.	52	149	3 926	4.6
shop assistant	56	179	2 576	3.0
"ezüstkalászos" farmer	17	59	2 175	2.6
trader-storekeeper I.	39	103	2 074	2.4
catering-storekeeper II.	39	79	1 341	1.6
catering-storekeeper I.	39	106	1 260	1.5
social security administrator	16	44	1 106	1.3
tax advisor	6	30	1 066	1.3

Source: Ministry of Employment and Labour, Statistics of VET provided outside the school system

Table 5 Distribution of participants in VET outside the school system by age (%) (1997-2004)

Age	1997	1998	1999	2000	2003	2004
-19	11	9.8	9.2	8	5.7	5.4
20-24	26.9	25.2	24.9	23	15.9	15.6
25-29	17.9	18.7	19	19.6	9.5	18.1
30-34	13.4	14.8	15.6	15.8	16.9	15.9
35-39	10.8	11.3	11.4	11.6	13.1	13.2
40-44	10.1	10	9.6	9.6	6.2	10.1
45-49	6.6	6.7	6.8	7.8	18.9	9
50-54	2.7	2.9	2.9	3.6	10	6.5
55-	0.6	0.6	0.6	1,0	2.7	3.3
missing	0,0	0,0	0,0	0,0	1.1	2.9
<b>total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: *Országos Statisztikai Adatgyűjtési Program* (OSAP, National Statistical Data Collection Programme)

### **Indicators of participation in training for unemployed people and others vulnerable to exclusion in the labour market (section 0503)**

The following tables provide indicators of participation in training for unemployed people and others vulnerable to exclusion in the labour market. While reading the tables please consider the following notes.

#### **General notes:**

- We can provide data only about the so-called labour market training (*munkaerőpiaci képzés*, the training of unemployed and employed people endangered by unemployment and other target groups) financed by the National Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*), because (1) filing of data by the Employment Office (*Foglalkoztatási Hivatal, FH*) of the ÁFSZ of other target groups is under development and data are not yet available in the structure and distribution requested; (2) nationally summarized data on training and employment programmes financed through tendering by national and/or EU funds is not available.
- The requested distributions could not always be provided, since the files of the FH do not contain data about the length of unemployment and the requested age groups.
- The presented tables do not contain data on participants in training supported through per capita funding (*normative finanszírozás*). This support scheme introduced in 2003 provided funding in 2005 for 1 694 training programmes with 27 235 participants, of which 2 374 were people living with disabilities.
- The presented tables do not contain data on the training and employment projects of the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*). In 2004, 19 people participated in a vocational training programme awarding an OKJ qualification and 1 682 in other trainings within the framework of OFA projects (there are no data available for years 1995 and 2001).
- Some supplementary information is available on the participation rates of unemployed and inactive people training from the Report on Lifelong Learning (2004) survey conducted in 2003 by the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*, please refer to Annex 2 of section 0501).

**Tables 1-3** present participation rates in labour market training by age group.

- Data on the training of unemployed people is not available for year 1990 due to the fact that unemployment in Hungary has become a phenomenon only after the change of the political system in 1989.

**Tables 4-5** presents the number and participation rate of unemployed and inactive people aged 15-74 participating in any kind of training, including formal, non-formal and informal learning, based on the LLL survey of the KSH.

**Tables 6-7** present the distribution of participants in labour market training by gender.

**Table 8** presents the distribution of unemployed and inactive people aged 15-74 participating in any kind of training by gender based on the LLL survey of the KSH.

**Tables 9-10** present the distribution of participants in labour market training by highest level of educational attainment.

**Table 11** presents the distribution of participants in labour market training by the registered target groups.

**Tables 12-14** present the distribution of participants in labour market training by employment status.

**Table 1: Proportion of the total of adult population participating in labour market training by age group (1995)**

1995	Participants		Population
	ratio to population (%)	number	
15-24	n/a	n/a	1 609 743
15-64	<b>1.02</b>	71 182	6 984 179
25-34	n/a	n/a	1 312 067
25-64	n/a	n/a	5 374 436
35-49	n/a	n/a	2 299 086
50-64	n/a	n/a	1 763 283

Source: FH

**Table 2: Proportion of the total of adult population participating in labour market training by age group (2001)**

2001	Participants		Population
	ratio to population (%)	number	
15-24	<b>2.50</b>	35 875	1 436 915
15-64	<b>1.31</b>	91 519	6 962 825
25-34	n/a	n/a	1 534 630
25-64	n/a	n/a	5 525 910
35-49	n/a	n/a	2 117 963
25-49	<b>1.44</b>	52 623	3 652 593
50-64	<b>0.16</b>	3 020	1 873 317

Source: calculation of the Hungarian National Observatory (HNO) based on data provided by the FH

**Table 3: Proportion of the total of adult population participating in labour market training by age group (2004)**

2004	Participants		Population
	ratio to population (%)	number	
15-24	<b>1.52</b>	20 124	1 322 024
15-64	<b>0.86</b>	59 894	6 940 253
25-34		n/a	1 598 886
25-64		n/a	5 618 229
35-49		n/a	2 031 239
25-49	<b>1.02</b>	36 955	3 630 125
50-64	<b>0.14</b>	2 815	1 988 104

Source: calculation of HNO based on data provided by the FH

**Table 4: Number and proportion of the total of adult population aged 15-74 participating in any kind of adult learning by economic activity (2003)**

2003 II.	Participants in LLL		Population
	number	ratio to population (%)	
employed	623 840	15.90	3 923 977
<b>unemployed</b>	<b>32 713</b>	<b>13.57</b>	<b>241 155</b>
school aged	871 822	98.95	881 081
<b>pensioner</b>	<b>33 207</b>	<b>1.64</b>	<b>2 026 007</b>
<b>other inactive</b>	<b>30 260</b>	<b>4.48</b>	<b>675 401</b>
total	1 591 842	20.55	7 747 621

Source: KSH, LLL

**Table 5: Number of people aged 15-74 participating in any kind of adult learning by economic activity and by type of training (2003)**

2003.II	Participants in LLL	within the school system	outside the school system	informal learning	within the school system and outside	within the school system and informal	outside school system and informal	within and outside the school system and informal	Population
employed	623 840	122 395	174 426	214 324	7 664	28 232	71 075	5 724	3 923 977
<b>unemployed</b>	<b>32 713</b>	<b>9 877</b>	<b>12 378</b>	<b>5 705</b>	<b>790</b>	<b>1 906</b>	<b>1 735</b>	<b>322</b>	<b>241 155</b>
school aged	871 822	672 170	28 236	6 722	20 079	123 642	5 385	15 588	881 081
<b>pensioner</b>	<b>33 207</b>	<b>153</b>	<b>1 883</b>	<b>30 658</b>	<b>0</b>	<b>0</b>	<b>513</b>	<b>0</b>	<b>2 026 007</b>
<b>other inactive</b>	<b>30 260</b>	<b>6 659</b>	<b>5 052</b>	<b>16 051</b>	<b>202</b>	<b>895</b>	<b>1 288</b>	<b>113</b>	<b>675 401</b>
total	1 591 842	811 254	221 975	273 460	28 735	154 675	79 996	21 747	7 747 621

Source: KSH, LLL

**Table 6: Distribution of participants in labour market training by gender (2001)**

2001	number	%
<b>Total</b>	91 519	
<b>Female</b>	53 459	<b>58.41</b>
<b>Male</b>	38 060	<b>41.59</b>

Source: calculation of HNO based on data provided by the FH

**Table 7: Distribution of participants in labour market training by gender (2004)**

2004	number	%
<b>Total</b>	59 894	
<b>Female</b>	36 784	<b>61.42</b>
<b>Male</b>	23 110	<b>38.58</b>

Source: calculation of HNO based on data provided by the FH

**Table 8: Distribution unemployed and inactive people aged 15-74 participating in any kind of training by gender and labour market activity (2003)**

2003.II	Participants in LLL	Number		Proportion (%)	
		Female	Male	Female	Male
employed	623 840	325 560	298 280	<b>52.19</b>	<b>47.81</b>
<b>unemployed</b>	<b>32 713</b>	<b>18 440</b>	<b>14 273</b>	<b>56.37</b>	<b>43.63</b>
school aged	871 822	448 224	423 598	<b>51.41</b>	<b>48.59</b>
<b>pensioner</b>	<b>33 207</b>	<b>18 972</b>	<b>14 235</b>	<b>57.13</b>	<b>42.87</b>
<b>other inactive</b>	<b>30 260</b>	<b>22 731</b>	<b>7 529</b>	<b>75.12</b>	<b>24.88</b>
<b>total</b>	<b>1 591 842</b>	<b>833 927</b>	<b>757 915</b>	<b>52.39</b>	<b>47.61</b>

Source: calculation of HNO based on KSH, LLL

**Table 9: Distribution of participants in labour market training by highest level of educational attainment (2001)**

2001	%
Primary school or less	19.90
Vocational school	27.70
Vocational secondary school	28.30
Grammar school	17.20
College. university	6.90

Source: FH

**Table 10: Distribution of participants in labour market training by highest level of educational attainment (2004)**

2004	%
Primary school or less	23.70
Vocational school	24.60
Vocational secondary school	26.50
Grammar school	16.30
College. university	8.90

Source: FH

**Table 11: Distribution of participants in labour market training by target group (2004)**

<b>2004</b>	<b>number</b>	<b>%</b>
<b>unemployed new entrant to labour market</b>	12 136	<b>20.26</b>
<b>long term unemployed</b>	2 032	<b>3.39</b>
<b>disabled</b>	1 392	<b>2.32</b>
<b>on child care benefit</b>	1 567	<b>2.62</b>
<b>other not specified</b>	42 767	<b>71.40</b>
<b>total</b>	59 894	<b>100.00</b>

Source: FH

**Table 12: Distribution of people in labour market training by employment status (1995)**

<b>1995</b>	<b>number</b>	<b>%</b>
<b>unemployed</b>	66 506	<b>93.43</b>
<b>employed</b>	4 676	<b>6.57</b>
<b>total</b>	71 182	<b>100.00</b>

Source: FH

**Table 13: Distribution of people in labour market training by employment status (2001)**

<b>2001</b>	<b>number</b>	<b>%</b>
<b>unemployed</b>	86 203	<b>94.19</b>
<b>employed</b>	5 316	<b>5.81</b>
<b>total</b>	91 519	<b>100.00</b>

Source: FH

**Table 14: Distribution of people in labour market training by employment status (2004)**

<b>2004</b>	<b>number</b>	<b>%</b>
<b>unemployed</b>	52 429	<b>87.54</b>
<b>employed</b>	7 465	<b>12.46</b>
<b>total</b>	59 894	<b>100.00</b>

Source: FH

## Summary of the various training support schemes targeting unemployed people and others vulnerable to exclusion from the labour market by the major target groups

### Unemployed people

- unemployed people are eligible for training support from the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*, this is undifferentiated by length of unemployment); the proportion of people participating in training supported by the labour centres (*munkaügyi központ*) among the registered unemployed was around 20% in 2004, while young "unemployed career beginners" (*pályakezdő munkanélküliek*) participate in trainings in a larger proportion (20-24%) compared to their number than other generations;
- unskilled or older unemployed (like the employed) people can obtain their first or second OKJ vocational qualification free of charge at accredited adult training providers receiving per capita state support (*normatív finanszírozás*);
- central state programmes and tenders: central programme targeting adults in multiple disadvantageous situation; "One step forward" programme; HRD OP Measure 3.2. and ROP Measure 3.2. targeting young and long-term unemployed, EQUAL projects.

### People living with disabilities

- their training is supported by the ÁFSZ through so-called rehabilitation training; these training programmes - typically offered in IT, crafts (e.g. pottery, carpet weaving, bookbinding, etc.), office administration and social services - are generally of longer duration than those offered to other target groups, as they usually involve supplementary modules (career orientation, work trials, catching-up, personal development, communication trainings, etc.) and (e.g. psychological, medical, social pedagogical) services, and they are often characterized by innovative methodology;
- their vocational, general and language education is supported by the state through per capita funding that is available to accredited adult training institutions offering accredited training programmes tailored to the nature of disability; they are prioritized in the evaluation of tenders for per capita support the amount of which is double of the normal in their case (it was 740 HUF/2.96 EUR per hour in 2005);
- central programmes and tenders funded by the adult training section of the Labour Market Fund (*Munkaerő-piaci Alap, MPA*) and/or by EU Structural Funds assistance: distance work programmes that involve training in IT, entrepreneurial skills, e-Business, etc. (often through distance or e-learning); central programme targeting adults in multiple disadvantageous situation; alternative labour market programmes of the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*); HRD OP Measure 2.3. and ROP Measure 3.2. targeting disabled people, EQUAL projects.

### Ethnic/linguistic minorities

- the state finances the training costs in higher education of disadvantaged Roma students who did achieve the minimum admission score required in the self-financing training form, thus participation for them is free of charge;
- unskilled or older people (over 50) - irrespective of whether they belong to a minority group - can obtain their first or second OKJ vocational qualification free of charge at accredited adult training providers receiving per capita state support;
- central programmes and tenders: central programme targeting adults in multiple disadvantageous situation focusing especially on Roma people; HRD OP Measure 3.2. targeting Roma people and asylum seekers; ROP Measure 3.2. targeting Roma people, EQUAL projects.

Older workers

- adults over the age of 50 can obtain their second OKJ vocational qualification free of charge at accredited adult training providers receiving per capita state support;
- central state programmes and tenders: the programme called "Labour market programme facilitating the labour market status of adults over 45 years of age, primarily unqualified people employed in agriculture" of the OFA; HRD OP Measure 3.2. targeting adults over 45 years of age, EQUAL projects.

Women returners

- the state finances the training costs of mothers on child care support (e.g. GYES, GYED) in higher education, thus participation for them is free of charge;
- the county (capital) labour centres may provide financial support for the training of mothers on childcare support in case the training programme involves less than 20 study hours a week;
- unskilled and older women (over 50) can obtain their first or second OKJ vocational qualification free of charge at accredited adult training providers receiving per capita state support;
- central state programmes and tenders: HRD OP Measure 1.3. (aiming to promote the reintegration of women in the labour market by supporting their training, employment and entrepreneurship, paying special emphasis on promoting the entrepreneurship and self-employment of women through training, development of business skills and counselling services); ROP Measure 3.2. targeting inactive women, EQUAL projects.

Other marginalised groups

- there have been training programmes awarding OKJ qualifications (e.g. cook, IT, bricklayer, painter, paver, etc.) organized in penal institutions through tenders since 1996, funded by the Labour Market Fund; so far 360 million HUF (1 440 000 EUR) covered the training costs of 5800 people, 76% of the courses were provided by the 9 regional training centres, the rest by accredited adult training institutions; several labour centres of the ÁFSZ have made cooperation agreements with the penal institutions or announce tenders to organize such courses, and the experts of the centres regularly or on demand provide career guidance and counselling or personal development trainings for imprisoned people;
- central state programmes and tenders: HRD OP Measure 2.3., ROP Measure 3.2., EQUAL projects targeting ex-offenders and released prisoners as well as people with addictions.

## **Major current central programmes and tenders targeting unemployed people and others vulnerable to exclusion in the labour market**

### ***Central programme facilitating the social integration and employability of adults in a multiple disadvantageous situation***

The central training programme was launched in July 2005 funded by the ATS of the Labour Market Fund (total amount is HUF 1 billion/EUR 4 million) and coordinated by the Public Employment Service (ÁFSZ). It targets adults who have at most primary school graduation certificate, unskilled adults or people with obsolete vocational qualifications, who have no work experience or are without skills needed for employment, people who became disabled or belong to an ethnic minority. In particular, the programme focuses on two target groups: unemployed and inactive Roma people and adults living with disabilities, who may join the programme through the labour centres and the gipsy minority governments. The majority of participants are 17-29 years old.

The complex training programme starts with the selection and preparation of the participants, including the assessment of their prior learning, medical aptitude tests, career orientation and choice counselling and personal development training. One third of the targeted 3 300 participants (1000) will first participate in a catching-up training programme preparing them to finish the 7<sup>th</sup> and 8<sup>th</sup> grades of primary school, the others are trained to gain an OKJ vocational qualification. The training programmes are provided by the 9 regional training centres and selected accredited adult training institutions, and the typical fields of study include: construction industry, agriculture, food industry, crafts, commerce, tourism and catering, medical, social and other services, IT. The training programme will involve provision of mental care, preparation for employment and the development of Roma identity. The duration of the programme is 20 months. Participation is free of charge, and participants may receive compensatory payment and the costs of their travelling and catering may also be reimbursed.

The expected number of participants who will complete the programme is 3 000, 2 500 of whom will acquire an OKJ qualification, 50% is expected to continue their studies and 20-25% (500-650) to enter the labour market.

### ***Some examples of the pilot programmes of the National Employment Foundation (Országos Foglalkoztatási Közalapítvány, OFA)***

The *transit employment programme* was launched in 1996, targeting disadvantaged unemployed people. The programme involved training provided outside the school system awarding OKJ qualifications, accompanied by employment (for which participants received salaries) and continuous supplementary services (career orientation, motivation, preparation, mental care) based on individual needs. There was much attention paid to preparing participants for employment upon completion of the training component and following up their status for 6 months. The programme proved to be extremely successful, 77% of the participants (831 out of 1073) found employment in 1 month, 82% in 6 months after successfully passing the examination.

The KID (complex, integrated, differentiated) programme was developed in 2000, targeting disadvantaged unemployed young people (16-25 years of age) vulnerable to exclusion in the labour market and in the society (having completed at most 11 grades and disadvantaged due to socio-cultural background, or having secondary level education but unemployed for more than 6 months and in need of career correction). The programme supported the development, piloting and dissemination of complex development-training projects tailored to individual needs and applying innovative methodology that improve the learning ability and employment of participants, thus supporting their reintegration into education or the labour market.

The OFA is currently performing also the tasks of the national agency of the Hungarian EQUAL Programme funded by Structural Funds assistance that provides support for developing partnerships to elaborate and pilot new, innovative programmes in 4 themes (priorities):

- *Facilitating access or return to the labour market for those who have disadvantages in the labour market (Theme A):* improving the employability of unemployed and inactive people, including Romas, through supporting initiatives based on an integrated approach and a combination of the tools of education and training, employment and social services;
- *Promoting lifelong learning and "inclusive" work practices which encourage the recruitment and retention of those suffering discrimination and inequality in the labour market (Theme E):* enhancing equal opportunities for disadvantaged people, including low-skilled workers, people working in declining industrial sectors, and older workers, through promoting flexible forms of employment and piloting new ways of improving their adaptability by promoting their access to training and re-training, with special regard to the development of basic competencies (e.g. literacy, communication, etc.) and ICT skills;
- *Reducing gender gaps and supporting job desegregation (Theme H):* promoting equal opportunities for women and men in the labour market through raising awareness of gender issues and changing stereotypes and patterns, as well as supporting actions to improve the labour market position of women through training and skills development;
- *Supporting the social and vocational integration of asylum seekers (Theme I):* supporting the elaboration of new methods and services enhancing the employability and inclusion of asylum seekers by providing language and vocational training, experimenting new integrated services that rely on a connection of labour market, training, social and psychological support as well as the training of trainers, support staff and officials working in the asylum system.

In the first preparatory phase of the programme 39 partnerships involving 185 organisations were selected whose projects will facilitate the employment of around 40 000 people. Most of the supported projects target Roma people and people with reduced working capacity, but women, young and older people over 45 years of age, asylum seekers, imprisoned, homeless people, those living with mental disabilities or addictions, and inactive adults are as well important target groups. Almost all these projects involve a training component, and other typical activities include provision of employment, mentor and legal services, research and development of second chance schools.

***HRD OP Measure 2.3: Improving the employability of disadvantaged people, including the Roma***

The measure aims to promote the wider application, dissemination and adaptation of methodologies developed by and/or piloted through tenders of the OFA and prior Phare projects that proved successful in improving the labour market situation of disadvantaged people. The measure provides funding (total amount is EUR 40 014 442) for local partnerships initiated by NGOs to provide complex training programmes for the following target groups:

- Roma people,
- older people over the age of 45,
- long-term unemployed and inactive people
- young unemployed people with low levels of education, early school-leavers,
- people living with disabilities or people with reduced working capacity,
- people with addiction problems,
- ex-offenders and released prisoners,
- asylum seekers.

### ***“One step forward” programme***

This is a new initiative that aims to improve the qualification level of the adult population through providing free learning opportunities. It is funded by national and EU Structural Funds assistance within the framework of HRD OP Measure 3.5.3. and is coordinated by the Public Employment Service (ÁFSZ). The available fund of HUF 3 937 million (EUR 15 748 million) will cover the full training fees of minimum 11 000 adults as well as a one-time allowance (in the amount of the minimum wage) paid to the participants upon successful completion of the training course.

The programme offers free learning opportunities outside the school system for the following target groups:

- adults who have not completed the 6<sup>th</sup> grade of primary school can participate in training preparing for VET and then in VET;
- adults who have completed the 6<sup>th</sup> grade of primary school can participate in training preparing for obtaining the primary school certificate;
- adults who have completed primary school but have no vocational qualification can participate in VET;
- adults who have obtained the maturity certificate (*érettségi bizonyítvány*) but no vocational qualification can participate in VET that builds on this certificate; and
- adults having a vocational qualification can participate in VET awarding a new qualification that builds on their original qualification.

VET in the programme can be provided only in vocations for which there is demand in the given county, based on the local labour forecasts prepared by the county labour centres or attested by an employer. The range of available training programmes offered by accredited adult training institutions is selected by the Employment Office (*Foglalkoztatási Hivatal*) of the ÁFSZ. The eligible courses of 150-800 hours duration must either award a state recognized OKJ qualification or have to be accredited, and must be completed by October 2007.

Participants in the programme may be employed or unemployed/inactive people, but the latter group is favoured in the selection of applicants (employed people can participate free of charge only in preparatory trainings or in VET that awards an OKJ qualification). There are quotas set up for the total number of participants eligible in each county according to the prioritized target groups and regional distribution in the population and concerning indicators of educational attainment and unemployment of the counties. In every county, two mentors employed by the Employment Office assist in identifying and motivating the eligible target groups to participate in the programme.

### ***ROP Measure 3.2: Supporting local employment initiatives – component 2: Implementing non-profit employment projects in the social economy***

The measure funded by the budget and EU Structural Funds assistance supports complex employment projects aiming to facilitate the employment of non-employed people in active age in the third system and in the social economy, focusing especially on the following target groups:

- long-term unemployed;
- women;
- people with reduced working capacity;
- Roma people;
- homeless people;
- single parents;
- people with a low level of education;
- people living on regular social assistance;
- young people formerly living in child care institutions;

- released prisoners; and
- people with addictions.

Funding is available through tendering to non-profit organisations, local governments and local consortiums (projects implemented in underdeveloped regions are favoured) to provide complex programmes tailored to the needs of the target groups whose employment and employability will be strengthened by appropriate training and development inputs. Projects can be implemented in a broad range of sectors, for example:

- development of personal services (e.g. home care);
- organisation of recreational and cultural programmes, preserving traditions;
- care for the environment (e.g. renovation of old buildings, selective waste collection, recycling);
- environmental protection (preservation of protected areas).

## Indicators of participation in CVET at the initiative of enterprises or social partners (section 0504)

The following tables provide indicators of CVET at the initiative of enterprises or social partners. While reading the tables please consider the following notes.

### General notes:

- Data supply about trainings organized within enterprises has been regulated only since 2004 with an amendment to government decree 48/2001 on data filing of adult training. There are no national surveys available on trainings provided at the initiative of social partners.
- Data on trainings provided at the initiative of public employers has been kept in local databases in unique structures serving the needs of the specific employer and not central strategic aims. As a result, databases about trainings on the initiative of the employers are currently very fragmented and incomparable.
- The Report on Lifelong Learning (2004) survey conducted in 2003 by the Central Statistical Office (*Központi Statisztikai Hivatal, KSH*) provides some information on the participation of employed people in any kind of training (please refer to Tables 4-5 and 8 of Annex 2 in section 0501).
- The training and employment projects of the National Employment Foundation (*Országos Foglalkoztatási Közalapítvány, OFA*) provided support for the training of 15 844 entrepreneurs and employees, and the training of 11 908 representatives of the social partners in 2004.

Concerning CVET within the private sector, apart from the results of the second European Continuing Vocational Training Survey (CVTS 2) of Eurostat conducted in 1999 (its most important indicators are presented in the text of section 0504), only the results of the survey of training enterprises conducted in 2005 within the framework of the short-term labour force prognosis by the Public Employment Service (*Állami Foglalkoztatási Szolgálat, ÁFSZ*) can be quoted.

Concerning trainings within the public sector, we made an attempt to collect information from as many sources as possible. Thus we can present data about:

- the in-service training of teachers/trainers employed in public education registered by the Public Information Office (*Közoktatási Információs Iroda, KIR*) of the *Educatio Kht.*,
- the further training of civil servants and public employees registered by the Hungarian Institute of Public Administration (*Magyar Közigazgatási Intézet, MKI*), and
- the continuing training of employees in the health sector registered by the Institute for Basic and Continuing Education of Health Workers (*Egészségügyi Szakképző és Továbbképző Intézet, ETI*).

**Table 1-8** present data available on the CVET of employees in the private sector:

- **Tables 1-7** reproduce the tables presenting indicators of the accessibility of training available from Chapter VIII. of the publication *Labour market forecast for year 2006 (Munkaerőpiaci előrejelzés a 2006. évre)*/Ministry of Employment and Labour. Employment Office.
- **Table 8** presents the distribution of the various forms of CVET offered by enterprises by the size of enterprise, based on the CVTS 2 survey.

**Tables 9-12** summarise data available on the CVET of public sector employees from the most relevant aspects.

Concerning the continuing training of self-employed, **Tables 5-10** present indicators of participation in training undertaken by self-employed people and partnerships. The source of data is the labour force survey of the KSH conducted on a quarterly basis. Although this survey does not ask at whose initiative the training was realized, it can be an acceptable assumption to say that self-employed people and partnerships participate in further training at their own initiative.

**Table 1: Training support according to the number of enterprises, by the size of enterprise (2005)**

Category (number of employees)	Number of enterprises participating in the survey	Enterprises supporting the training of employees	
		number	%
Less than 10	425	51	12.0
10 - 49	2044	383	18.7
50 - 249	1792	638	35.6
equals or more than 250	583	368	63.1
<b>Total</b>	<b>4844</b>	<b>1440</b>	<b>29.7</b>

Source: FMM-FH, 2005. p. 113.

**Table 2: Training support according to the number of employees, by the size of enterprise I. (2005)**

Category (number of employees)	Number of employees of enterprises participating in the survey	Enterprises supporting the training of employees	
		number of employees	%
Less than 10	2397	320	13.2
10 - 49	53653	11122	20.7
50 - 249	196321	76577	39.0
equals or more than 250	402077	260262	34.7
<b>Total</b>	<b>654448</b>	<b>348281</b>	<b>53.2</b>

Source: FMM-FH, 2005. p. 113.

**Table 3: Training support according to the number of employees, by the size of enterprise II. (2005)**

Category (number of employees)	Enterprises participating in the survey	Enterprises supporting the training of employees
	distribution of employees (%)	
Less than 10	0.4	0.1
10 - 49	8.2	3.2
50 - 249	30.0	22.0
equals or more than 250	61.4	74.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Source: FMM-FH, 2005. p. 114.

**Table 4: Distribution of the participants of training according to the number of employees of enterprises, by the size of enterprise – Accessibility of training (2005)**

Category (number of employees)	Proportion of employees of enterprises participating in the survey	Proportion of employees of enterprises providing training for their employees
	participating in training (%)	
Less than 10	7.2	54.1
10 - 49	3.5	17.0
50 - 249	5.2	13.3
equals or more than 250	11.4	17.7
<b>Total</b>	<b>8.9</b>	<b>16.7</b>

Source: FMM-FH, 2005. p. 114.

**Table 5: Number of employees and participants of training by economic sector - Accessibility of training (2005)**

Economic sector	Number of employees at the enterprises participating in the survey	Enterprises supporting the training of employees		Number of employees participating in training	Proportion of employees of enterprises participating in the survey	Proportion of employees of enterprises providing training for their employees
		number of employees	%		participating in training (%)	
<b>Meadow, game and forest husbandry (Mező-, vad-, erdőgazdálkodás)</b>	42558	16999	39.9	1525	3.6	9.0
<b>Fish farming (Halgazdálkodás)</b>	794	4	0.5	0	0.0	0.0
<b>Mining (Bányászat)</b>	1478	1105	74.8	166	11.2	15.0
<b>Processing industry (Feldolgozóipar) – of which:</b>	324313	176080	54.3	29876	9.2	17.0
Food industry and tobacco production (Élelmiszer-ipar, dohánygyártás)	47666	18538	38.9	2185	4.6	11.8
Textile production (Textília, textilárugyártás)	30335	9300	30.7	375	1.2	4.0

Leather product, shoe production ( <i>Bőrtermék, lábbeli gyártása</i> )	8122	2392	29.5	53	0.7	2.2
Wood industry ( <i>Fafeldolgozás</i> )	12404	4308	34.7	1501	12.1	34.8
Paper production, publishing ( <i>Papírgyártás, kiadói, nyomdai tevékenység</i> )	9360	5123	54.7	781	8.3	15.2
Caking coal production, petroleum processing ( <i>Kokszgyártás, kőolajfeldolgozás</i> )	506	360	71.1	140	27.7	38.9
Chemicals production ( <i>Vegyí anyag, termék gyártása</i> )	13863	11942	86.1	2476	17.9	20.7
Rubber, plastic commodity production ( <i>Gumi, műanyagtermék gyártása</i> )	13514	7100	52.5	1021	7.6	14.4
Other non-metal mineral commodity production ( <i>Egyéb nem fém ásványi termék gyártása</i> )	8102	5318	65.6	1557	19.2	29.3
Metal raw material, metal processing commodity production ( <i>Fémalapanyag, fémfeldolgozási termék gyártása</i> )	36605	20206	55.2	3998	10.9	19.8
Machine, equipment production ( <i>Gép, berendezés gyártása</i> )	38422	26603	69.2	5410	14.1	20.3
Electric machine, instrument production ( <i>Villamos gép, műszer gyártása</i> )	57863	41499	71.7	5799	10.0	14.0
Vehicle production ( <i>Járműgyártás</i> )	17564	10295	58.6	3915	22.3	38.0
Processing industry not classified ( <i>Máshova nem sorolt feldolgozóipar</i> )	29987	13096	43.7	665	2.2	5.1
<b>Energy, gas, fume and water supply</b> ( <i>Villamos - energia, gáz, gőz, vízellátás</i> )	33993	28038	82.5	8317	24.5	29.7
<b>Building industry</b> ( <i>Építőipar</i> )	18118	6961	38.4	576	3.2	8.3
<b>Commerce, repair</b> ( <i>Kereskedelem, javítás</i> )	43371	22865	52.7	3929	9.1	17.2
<b>Accommodation services, catering</b> ( <i>Szálláshely szolgáltatás, vendéglátás</i> )	6305	1627	25.8	125	2.0	7.7
<b>Transportation, storage, post, telecommunication</b> ( <i>Szállítás, raktározás, posta, távközlés</i> )	37588	21341	56.8	4415	11.7	20.7

Finance ( <i>Pénzügyi tevékenység</i> )	2983	2076	69.6	725	24.3	34.9
Real estate, economic services ( <i>Ingtatlanügyletek, gazdasági szolgáltatás</i> )	4662	1913	41.0	256	5.5	13.4
Public administration, defence, compulsory social security ( <i>Közigazgatás, védelem, kötelező társadalombiztosítás</i> )	12990	5238	40.3	1530	11.8	29.2
Education ( <i>Oktatás</i> )	27336	8326	30.5	753	2.8	9.0
Health, social services ( <i>Egészségügyi, szociális ellátás</i> )	65979	37944	57.5	3958	6.0	10.4
Other community, personal services ( <i>Egyéb közösségi, személyi szolgáltatás</i> )	17624	10662	60.5	1101	6.2	10.3
Other not classified ( <i>Egyéb nem besorolt tevékenység</i> )	14356	7102	49.5	975	6.8	13.7
<b>Total</b>	<b>654448</b>	<b>524361</b>	<b>53.2</b>	<b>58227</b>	<b>8.9</b>	<b>16.7</b>

Source: FMM-FH, 2005. p. 130.

**Table 6: Distribution of the participants of training according to the type of training, by the size of enterprise – External and internal trainings (2005)**

Category (number of employees)	Proportion of participants (%) in		Total
	external training	internal training	
Less than 10	39.3	60.7	100.0
10 - 49	31.1	68.9	100.0
50 - 249	34.7	65.3	100.0
equals or more than 250	43.7	56.3	100.0
<b>Total</b>	<b>41.7</b>	<b>58.3</b>	<b>100.0</b>

Source: FMM-FH, 2005. p. 115.

**Table 7: Distribution of the participants of training according to the type of training, by the size of enterprise – OKJ and accredited training programmes (2005)**

Category (number of employees)	Proportion of participants (%) in	
	OKJ training programme*	accredited training programme
Less than 10	17.9	8.1
10 - 49	33.9	16.0
50 - 249	26.9	23.0
equals or more than 250	20.8	21.0
<b>Total</b>	<b>22.3</b>	<b>21.2</b>

\* training programme awarding a state-recognized qualification of the National Qualifications Register (*Országos Képzési Jegyzék, OKJ*)

Source: FMM-FH, 2005. p. 115.

**Table 8: Proportion of different forms of in-company training by the size of enterprise (%) (1999)**

Number of employees	Traditional		Non-traditional				
	In-company	External	Situative training	Rotation training	Learning circles	Individual learning	Conferences
10–19	15.8	49.3	40.4	13.0	6.9	13.7	52.7
20–49	20.5	55.2	46.9	10.4	9.7	17.4	60.4
50–249	28.2	64.1	45.9	13.2	12.7	16.4	62.9
250–499	52.5	67.4	56.7	17.7	17.0	24.8	73.1
500–999	58.1	80.7	68.8	21.5	25.8	26.9	82.8
Over 1000	77.3	90.9	84.1	47.7	38.6	34.1	81.8
<b>Total</b>	<b>31.5</b>	<b>62.9</b>	<b>49.6</b>	<b>14.8</b>	<b>13.6</b>	<b>18.5</b>	<b>64.4</b>

Source: *A munkahelyi képzések főbb adatai (Main indicators of in-company training)*/KSH. Compiled by: Janák Katalin. Budapest, 2002. (Table 5)

**Table 9: Number of participants in further training in the health sector (2005)**

2005	Number of participants
Further training of medical workers	63 682

Source: ETI

**Table 10: Number of participants in the in-service training of teachers/trainers employed in public education by school type (1995)**

1995	Number of participants	Kindergarten	Primary schools	Secondary schools	Vocational schools
Further training of teachers/trainers	22 850	8 728	10 432	3 111	579

Source: Educatio

**Table 11: Number and distribution of participants in the in-service training of teachers/trainers employed in public education by gender (2004)**

2004	Number of participants	Number and rate of female participants		Number and rate of male participants	
Further training of teachers/trainers	44 094	36 675	83.17%	7 419	16.83%

Source: Educatio

**Table 12: Further training of civil servants and public employees (1999-2005)**

Number of participants in	1999	2000	2001	2002	2003	2004	2005
<b>prioritized training subject</b> (e.g. EU studies, foreign language, IT skills, leadership training, etc.)	5 156	3 734	8 532	9 489	5 121	5 531	6 555
<b>non- prioritized training subjects</b> (sectoral vocational training, local government management, quality assurance, etc.)	4 478	6 054	2 356	2 101	545	1 550	3 257
<b>mandatory central programmes</b>	0	0	0	0	0	5 143	23 556
<b>Total</b>	<b>9 634</b>	<b>9 788</b>	<b>10 888</b>	<b>11 590</b>	<b>5 666</b>	<b>12 224</b>	<b>33 368</b>

Source: MKI

**Table 13: Participation rate of self-employed and partnerships in training (1995, 2000, 2005)**

Participation in any kind of learning during the past 4 weeks	1995		2000		2005	
	number	%	number	%	number	%
<b>Yes</b>	6 267	<b>1.21</b>	11 918	<b>2.31</b>	14 883	<b>2.9%</b>
<b>No</b>	513 320	<b>98.79</b>	503 518	<b>97.69</b>	496 257	<b>97.0%</b>
<b>Total</b>	519 586		515 436		511 140	

Source: KSH

**Table 14: Distribution of self employed and partnerships participating in training by age (1995, 2000, 2005)**

Participants in training	1995		2000		2005	
	number	%	number	%	number	%
<b>15-24</b>	2 192	<b>34.98</b>	1 612	<b>13.53</b>	1 400	<b>9.41</b>
<b>25-64</b>	4 075	<b>65.02</b>	10 270	<b>86.17</b>	13 411	<b>90.11</b>
<b>65-74</b>	0	<b>0.00</b>	36	<b>0.30</b>	72	<b>0.48</b>
<b>Total</b>	6 267		11 918		14 883	

Source: KSH

**Table 15: Distribution of self-employed and partnerships participating in training by gender (1995, 2000, 2005)**

Participants in training	1995		2000		2005	
	number	%	number	%	number	%
<b>Female</b>	3321	<b>52.99</b>	6 301	<b>52.87</b>	8 039	<b>54.01</b>
<b>Male</b>	2946	<b>47.01</b>	5 617	<b>47.13</b>	6 844	<b>45.99</b>
<b>Total</b>	6 267		11 918		14 883	

Source: KSH

**Table 16: Distribution of self-employed and partnerships participating in training by highest level of educational attainment (1995, 2000, 2005)**

Participants in training	1995		2000		2005	
	number	%	number	%	number	%
<b>8 grades or less + vocational school</b>	1 044	<b>16.66</b>	228	<b>1.91</b>	14	<b>0.09</b>
<b>maturity examination</b>	3 482	<b>55.56</b>	6 735	<b>56.51</b>	8 420	<b>56.57</b>
<b>college. university degree</b>	1 741	<b>27.78</b>	4 955	<b>41.58</b>	6 449	<b>43.33</b>
<b>Total</b>	6 267		11 918		14 883	

Source: KSH

**Table 17: Distribution of self-employed and partnerships participating in training by economic sector (1995, 2000, 2005)**

Participants in training	1995		2000		2005	
	number	%	number	%	number	%
agriculture	156	<b>2.49</b>	733	<b>6.15</b>	847	<b>5.69</b>
industry	1 602	<b>25.56</b>	1 613	<b>13.53</b>	1 150	<b>7.73</b>
service	4 509	<b>71.95</b>	9 573	<b>80.32</b>	12 886	<b>86.58</b>
<b>Total</b>	6 267		11 918		14 883	

Source: KSH

**Table 18: Distribution of self-employed and partnerships participating in training by type of vocation (1995, 2000, 2005)**

Participants in training	1995		2000		2005	
	number	%	number	%	number	%
physical worker	4 180	<b>66.99</b>	8 369	<b>70.22</b>	10 250	<b>68.87</b>
non-physical worker	2 060	<b>33.01</b>	3 549	<b>29.78</b>	4 633	<b>31.13</b>
<b>Total</b>	6 240		11 918		14 883	

Source: KSH

## List of Abbreviations

ÁFEOSZ	Általános Fogyasztási Szövetkezetek Országos Szövetsége ( <i>National Federation of Consumer Co-operative Societies and Trade Associations</i> )
ÁFSZ	Allami Foglalkoztatási Szolgálat ( <i>Public Employment Service</i> )
ÁPB	ágazati párbeszéd bizottság ( <i>sectoral dialogue committees</i> )
APEH	Adó- és Pénzügyi Ellenőrzési Hivatal ( <i>Tax and Financial Control Administration</i> )
BVK	Budapesti Vállalkozásfejlesztési Közalapítvány ( <i>Business Development Foundation of Budapest</i> )
CVET	continuing vocational education and training ( <i>szakmai továbbképzés, SZT</i> )
ETI	Egészségügyi Szakképző és Továbbképző Intézet ( <i>Institute for Basic and Continuing Education of Health Workers</i> )
FAT	Felnőttképzési Akkreditáló Testület ( <i>Adult Training Accreditation Body</i> )
FH	Foglalkoztatási Hivatal ( <i>Employment Office</i> )
FVSZ	Felnőttképzők Szövetsége ( <i>Association of Adult Training Providers</i> )
HKVSZ	Hűtő- és Klímatechnikai Vállalkozások Szövetsége ( <i>Hungarian Refrigeration and Air Conditioning Association</i> )
HNO	Hungarian National Observatory ( <i>Magyar Oktatási Observatórium Iroda</i> )
HRD OP	Human Resources Development Operational Programme ( <i>Humánerőforrás-fejlesztési Operatív Program, HEFOP</i> )
IPOSZ	Ipartestületek Országos Szövetsége ( <i>Hungarian Association of Craftsmen's Corporations</i> )
IVET	initial vocational education and training ( <i>szakmai alapképzés, SZA</i> )
KISOSZ	Kereskedők és Vendéglátók Országos Érdekképviselői Szövetsége ( <i>National Federation of Traders and Caterers</i> )
KSH	Központi Statisztikai Hivatal ( <i>Central Statistical Office</i> )
LLL	lifelong learning ( <i>élethosszig tartó tanulás</i> )
MAB	Magyar Felsőoktatási Akkreditációs Bizottság ( <i>Hungarian Higher Education Accreditation Committee</i> )
MAK	Magyar Agrárkamara ( <i>Hungarian Chamber of Agriculture</i> )
MAT	Munkaerőpiaci Alap Irányító Testülete ( <i>Governing Board of the Labour Market Fund</i> )
MHTe	Magyar Hegesztéstechnikai és Anyagvizsgáló Egyesülés ( <i>Hungarian Association of Welding Technology and Material Testing</i> )
MKIK	Magyar Kereskedelmi és Iparkamara ( <i>Hungarian Chamber of Commerce and Industry</i> )
MPA	Munkaerő-piaci Alap ( <i>Labour Market Fund</i> )
MVA	Magyar Vállalkozásfejlesztési Alapítvány ( <i>Hungarian Business Development Foundation</i> )
NFI	Nemzeti Felnőttképzési Intézet ( <i>National Institute of Adult Education</i> )
NFT	Nemzeti Fejlesztési Terv ( <i>National Development Plan</i> )
NSZI	Nemzeti Szakképzési Intézet ( <i>National Institute of Vocational Training</i> )
NTT	Nemzeti Távoktatási Tanács ( <i>Hungarian National Council for Distance Education</i> )
OÉT	Országos Érdekegyeztető Tanács ( <i>National Council for the Conciliation of Interests</i> )
OFA	Országos Foglalkoztatási Közalapítvány ( <i>National Employment Foundation</i> )
OFIK	Országos Felsőoktatási Információs Központ ( <i>National Higher Education Information Centre</i> )
OFKT	Országos Felnőttképzési Tanács ( <i>National Adult Education and Training Council</i> )
OKÉV	Országos Közoktatási Értékelési és Vizsgaközpont ( <i>National Centre for Assessment and Examination in Public Education</i> )
OKI	Országos Közoktatási Intézet ( <i>National Institute of Public Education</i> )
OKISZ	Magyar Iparszövetség ( <i>Hungarian Industry Association</i> )
OKJ	Országos Képzési Jegyzék ( <i>National Qualifications Register</i> )
OSAP	Országos statisztikai adatgyűjtési program ( <i>National Statistical Data Collection Programme</i> )
OSZT	Országos Szakképzési Tanács ( <i>National Vocational Training Council</i> )

PAT	Pedagógus-továbbképzési Akkreditációs Testületet ( <i>In-service Teacher Training Accreditation Body</i> )
SZH	szakképzési hozzájárulás ( <i>vocational contribution</i> )
SZVK	szakmai és vizsgakövetelmények ( <i>professional and examination requirements</i> )
TISZK	térségi integrált szakképző központ ( <i>regional integrated vocational training centres</i> )
VET	vocational education and training ( <i>szakképzés, szakmai képzés</i> )

## List of key Hungarian VET terms

<i>ágazati párbeszéd bizottság (ÁPB)</i>	sectoral dialogue committee
<i>alapképzés</i>	undergraduate training
<i>alapképzés</i>	General Knowledge Examination
<i>általános iskola</i>	primary school
<i>általános iskolai bizonyítvány</i>	primary school graduation certificate
<i>ápolási díj</i>	permanent support for caring for sick children or people living with disabilities
<i>érettségi bizonyítvány</i>	maturity certificate
<i>esti képzés</i>	evening education
<i>felnőttképzés</i>	adult training
<i>felnőttoktatás</i>	adult education
<i>felsőfokú oklevéllel rendelkezők számára meghirdetett képzés</i>	training offered to higher education graduates
<i>felsőfokú szakképesítés</i>	higher level vocational qualification
<i>felsőfokú szakképzés</i>	higher level vocational education and training
<i>felsőoktatás</i>	higher education
<i>gimnázium</i>	grammar school
<i>hatósági képzés</i>	training regulated by public authorities
<i>iskolarendszerű szakképzés</i>	VET provided within the school system
<i>iskolarendszeren kívüli szakképzés</i>	VET provided outside the school system
<i>képzési és kimeneti követelmények (SZVK)</i>	professional and examination requirements
<i>kerettanterv</i>	framework curriculum
<i>kiegészítő képzés</i>	supplementary undergraduate training
<i>közművelődési intézmény</i>	community cultural institution
<i>központi program</i>	standard programme
<i>levelező képzés</i>	correspondence training
<i>megyei munkaügyi központ</i>	county labour centre
<i>megyei munkaügyi tanács</i>	county labour council
<i>mestervizsga</i>	master examination
<i>Munkaerő-piaci Alap (MPA)</i>	Labour Market Fund
<i>Munkavállalói Képzési Kártya</i>	Employees' Training Card
<i>művelődési ház</i>	community cultural centre
<i>nappali munkarend szerinti oktatás</i>	full time education
<i>nappali rendszerű oktatás</i>	full time regular education
<i>normatív támogatás</i>	per capita support
<i>Országos Képzési Jegyzék (OKJ)</i>	National Qualifications Register
<i>Országos statisztikai adatgyűjtési program (OSAP)</i>	National Statistical Data Collection Programme
<i>pályakezdő</i>	career beginner
<i>regionális fejlesztési és képzési bizottság</i>	regional development and training committee
<i>regionális képzőközpont</i>	regional training centre
<i>szakirányú továbbképzés</i>	postgraduate specialized programme
<i>szakiskola</i>	vocational school
<i>szakképzés</i>	vocational education and training
<i>szakképzési hozzájárulás</i>	vocational training contribution
<i>szakképzettség (felsőoktatásban megszerezhető)</i>	qualification (obtainable in higher education)
<i>szakképző iskola</i>	vocational training school
<i>szakközépiskola</i>	secondary vocational school
<i>szakmacsoport</i>	occupational group
<i>szakmai és vizsgakövetelmények (SZVK)</i>	professional and examination requirements
<i>szakmai vizsga</i>	vocational examination
<i>szakmunkások szakközépfiskolája</i>	secondary vocational school for skilled workers
<i>távoktatás</i>	distance learning