



EUROPEAN
ASSOCIATION FOR
THE EDUCATION
OF ADULTS

Country Report on Adult Education in HUNGARY

Helsinki, 2011



Please check our website for the latest version of this country report via the following url or QR-code, or contact us directly at [eaea-info\[at\]eaea.org](mailto:eaea-info[at]eaea.org).

<http://www.eaea.org/country/hungary>



Please cite this report as: EAEA (2011): *Country report Hungary*. (Helsinki). www.eaea.org/country/hungary. Date of Access.



Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Overview | 4 |
| Politics and Law | 5 |
| Future trends/key concerns/directions..... | 6 |
| Structure overview..... | 6 |
| Key Providers/Main institutions/Sources for Adult Education | 7 |
| Non-Governmental Organisations (NGOs) | 7 |
| Vocational Institutions and career-related training | 9 |
| Universities | 10 |
| e-learning..... | 11 |
| References..... | 11 |

Introduction

This Report covers the situation of Adult Education and Lifelong Learning in Hungary. It is divided into two sections. The section *Policy and Politics* gives an overview of the key policy currently in force, and also outlines the main legislation or political situation in the country. *Structure and Providers* gives a more detailed look at the organizational structures, and also outlines the main adult education providers, mainly looking at non-formal and informal learning.

We want to thank our members for their contributions to this reflection on the adult education situation in Hungary as far as possible as of 2010/2011. Inevitably there will be new things emerging within the ever changing situation of adult education, but we believe the majority of the information provided will be relevant and useful for the foreseeable future. However, to keep the resource accurate and up to date we are open to suggestions to improve the texts. If you feel there is something you can add about your country please contact us via email at [eaea-info\[at\]eaea.org](mailto:eaea-info[at]eaea.org).



Overview

As in most European countries, adult education in Hungary has been a tradition for several centuries, and the present structure of formal adult education - primarily evening and correspondent institutions on the three levels - was developed between 1945 and 1950. The **folk high school movement** was popular in the period between the two World Wars, yet became less popular after 1949 for various political reasons. At the same time, the "educational" subsector of adult education in organised forms under state supervision was growing, and became widely available. This then provided non-formal educational opportunities for a large proportion of society outside of the public or tertiary education system.

After 1990, following the political and economical changes, new tendencies started to form in adult education, primarily with the end of the state monopoly in education. Although state and local authorities were still dominant, an educational and training market also developed outside the formal educational system, with participants from a variety of backgrounds. Formal and non-formal education are therefore seen as quite separate within the Hungarian system. **Vocational Education and Training (VET)** has also become increasingly important within the education system, with various pathways available within both formal and non-formal education, and for school age children as well as adults (for more detail refer to the section 'Structure and Providers'). [1]

- **Recognising Prior Learning:**

Currently, assessment and recognition of prior non-formal/informal learning is only common practice within certain types of examination with State-recognised qualifications where participation in preparatory training is not required. Examples include the master craftsman examination, some exams related to 'training regulated by public authorities', the European computer driving licence examination, or language proficiency examinations. The **Adult Training Act** (for more detail see below) does refer to the possibility of validating and recognising prior learning when it states that adults applying for a training programme may request that their level of prior knowledge be assessed, and furthermore that the training provider must then do so, and take the results into account. However, the procedure of this assessment and recognition is not currently regulated, and the actual assessment methods are therefore quite varied. [2]



Politics and Law

Specific laws encompassing the school system for education and training relating to public education, vocational training and higher education were initially established following the change of regime in 1993. These laws also contain the regulations for the formal school system of adult learning and education. To supplement these, in 2001 an **act regulating the non-school system of adult education** was passed (act CI of 2001), which was followed by various developmental government measures (e.g. regarding the quality assurance of adult education institutions). Significantly, this adult education act is a so-called "framework act", which contains special regulations relating to adult education institutions and adults, including the regulations concerning beginning, continuing or ending of adult educational programmes and contracts

The Act aims to ensure the **transparency and accountability** of the adult education system in a regulated way, and to provide a framework for the state support system for adult education. It, on one hand, regulates only a part of adult education through training outside formal education, however on the other hand it also extends it through regulating services that are in connection with adult education. This act defines the target group (adults) as individuals who have fulfilled their compulsory school attendance, which means people over 18 according to the current Hungarian regulations.

Following **EU accession in 2005** the government drew up the "**Life-long learning strategy**" and the "**Vocational training development strategy 2005-2013**", which also include the main objectives of adult education and key measures and priorities which also appear in national development plans. [3]

Further laws that also apply to adult education include:

- Act No. LXXIX of 1993 on Public Education. This Act was passed in 1993 to providing the opportunity for citizens to exercise their right for education based on equal opportunities, as stipulated in the Constitution of the Republic of Hungary [4].
- Act 76 of 1993 on vocational education
- Act 79 of 1993 on public education
- Act 86 of 2003 on vocational education contributions
- Act 139 of 2005 on higher education

- **The Adult Education Accrediting Body** was made responsible for the accreditation of adult education institutions and programmes by the Government Decree 22/2004. It is therefore responsible for assessing applications for accreditation from adult education institutions and programmes, for carrying out



the accreditation of institutions and programmes, for monitoring the activities of institutions, and for approving the training and further training programmes for experts. [5]

Future trends/key concerns/directions

As common with many countries in Europe at this time, there are a variety of directions in which the adult education sector in Hungary wishes to grow over the coming years. Key issues include: preliminary knowledge assessment, **digitalisation** of the curriculum, training for the disadvantaged, **training for trainers**, measurement and evaluation, and increasing the demand for training. [6]

However, there are also many key issues being discussed at this time within the government, which may well impact the future development of the adult education system.

In August of this year (2011), a new public education Act, and electronic administration and passenger service bills will have come before the Hungarian Government. Very intense decision-making is expected in September, on 34 major themes. According to the work plan, the following will be debated: the concept of the new higher education Act; the bill on national minority rights; the proposal on Members of Parliament; the new Labour Code; and a law underpinning the introduction of dual training. Later in the year a bill on contributions to vocational training is expected, as well as the bill on adult education, highlighting how high up the agenda vocational and adult education currently is in the Hungarian political sphere. [7]

Structure overview

The 1993 act on Public Education provides a legal basis for the structure of adult education in Hungary, as it specifies that institutions of public education may be established and maintained by various bodies, including the state, regional councils, religious entities, foundations or associations with a legal basis, or those who have obtained a state statute which grants them a legal right to do so. It also directs that the state must provide education ranging from compulsory kindergarten through to secondary vocational schooling and industrial schools. Local councils are not, however, obliged to organize vocational training for adult education, if it is outside of a full time education system. [8]

Traditionally the entire compulsory education system, including the formal school system for adult education, comes under the control of the Ministry of Education and Culture. The Ministry of Social Affairs and Labour governs the vocational training system, and the non-school or non-formal system for adult education.



Several other ministries and economic chambers also have some responsibility over content of vocational training, however, so there is the need for co-operation between these bodies. Job seekers and the unemployed system is decentralized into regional labour affairs centres, in order to best promote employment and the provision of services for the unemployed based on their local needs. [9]

However, The Adult Education Act of 2001 gave key responsibilities to the Ministry of Employment and Labour (Foglalkoztatáspolitikai és Munkaügyi Minisztérium), including the provision of comprehensive regulation for non-formal adult education (training outside the school system). In addition to this the language exam system, and vocational training was moved into the Ministry of Education, and the Ministry of National Cultural Heritage was tasked with non-formal training, public educational institutes, and folk high schools. [10]

Key Providers/Main institutions/Sources for Adult Education

Non-Governmental Organisations (NGOs)

- National Institute of Vocational and Adult Education (Nemzeti Szakképzési és Felnőttképzési Intézet)

The National Institute for Adult Education (Nemzeti Felnőttképzési Intézet) has been working since 2002 as an independent organisation of the Ministry of Employment and Labour, under the commission of the Adult Education Act. It has developed a service of research and development of roles within adult education, and runs the Board for Adult Education and Training Accreditation (Felnőttképzési Akkreditáló Testület) which is responsible for accreditation of non-formal training providers.

This can include (for example) regional and national research related to vocational and adult education, content development of vocational and adult education, further development and dissemination of efficient processes and methods, gathering adult education statistical data, and reinforcement of the relationship between vocational education, adult education, general education, higher education and popular education. They also develop central programmes, textbooks and educational aids, examination materials, examination records and publish pedagogical journals. They have been key in developing the National Qualification Register, the Vocational School Development Programme and the National Development Plan. [11]



- MELLearn

Also established in 2002, by 12 Hungarian higher education institutions, was the MELLearn Network (Hungarian University Lifelong Learning Network). It began as an initiative of the management of the University of Debrecen and the Lifelong Learning Centre of the University of Debrecen, within the frameworks of a THENUCE European Socrates / Erasmus programme. The Hungarian higher education network - as the Hungarian member of the international EULLearn Network (European University Lifelong Learning Network), currently operates with 22 members. They aim to generate and co-ordinate pedagogical, educational, and research activities for public use, particularly in relation to Life Long Learning (LLL) by compiling material, mapping and launching projects, and reviewing Hungarian LLL strategy.

One example of a project undertaken by MELLearn was 'Training of Trainers at the University of Technology and Economics' (Képzők képzése a BME oktatói körében). The aim of the project was to look at missing competences of trainers necessary to implement the requirements of the Bologna-process, the European Qualifications Framework and the Life Long Learning strategy. The outcome was training for higher education teachers in methodology, ICT tools and methods, and professional language courses in order to directly improve teacher competencies in these fields. [12]

- The Association of Life Long Learning (ALLL)

The Association of Life Long Learning (ALLL) is a Hungarian non-governmental and non-profit organization, with currently around 20 member organisations within Hungary. Although formally established in 2006 the co-operation of its member organisations has a history which dates back over the last 10 years. Their mission is to promote employability, active citizenship and to contribute to the development of social inclusion locally by turning Life Long Learning into practice and by providing operative strategies in this field to member organisations. Practically speaking, they offer assistance with fund-raising and effective utilization of resources, provide advocacy for their members, provide a database for results and activities, and also organize conferences and published material to assist with dissemination. [13]

- The Hungarian Folk High School Society (HFHSS)

The Hungarian Folk High School Society is a national level non-governmental organisation specialising in non-formal adult education and policy advocacy. It is an umbrella organization, with currently over one hundred member organisations within Hungary. Although the history of the Hungarian Folk High School movement can be traced back to the 1930s, the organisation was only able to form after the change of regime in the late 1980s. The main objectives of the



organisation are promoting learner-centeredness, increasing individual and community autonomy, and tackling marginalisation through community development and learning. They also support the recognition of all forms of learning, the role of learning in individual and family life, taking an active role in society, and employment. Local courses, both day courses and residential programmes are conducted in topics such as active citizenship and key competencies training (particularly for Roma people), clubs for elderly people, foreign language courses, computer courses, and courses on environment and ecology. They have a learning centre in western Hungary (Balatonszepezd) where learning programs are held to train adult education teachers, including teaching learning methods and developing curricula. A quarterly journal called 'FHS, Society, Education' is published, alongside collected essays, and other research.

Vocational Institutions and career-related training

Vocational training has a big place in the system of education within Hungary, as typically at the end of elementary school (students up to age 14) students are directed to one of three types of upper secondary education: one academic track and two vocational tracks. To continue along the vocational paths, students can either choose Vocational secondary schools, or Vocational training schools.

- Szakközépiskola

Vocational secondary schools (szakközépiskola) provide four years of general education (referred to as "general grades") and also prepare students for the 'maturata' (the secondary school leaving certificate required for entry into tertiary education). These schools combine general education with some specific subjects, referred to as "pre-vocational education" and "career orientation". Students obtain the maturata, rather than a vocational qualification, at the end of the four years, after which many students enrol in a post-secondary VET programme (1 to 3 years), to obtain a vocational qualification.

- Szakiskola

Vocational training schools (szakiskola) provide two years of general education, combined with some "pre-vocational education" and "career orientation", followed by two or three years of vocational education and training. Students work towards a vocational qualification at the end of the programme, rather than the 'maturata', and choose an occupational group (e.g. construction or care) to follow. During the initial general grades they take "pre-vocational subjects" and career orientation classes in their chosen field, after which they specialise within their chosen occupation (e.g. construction may offer a choice between bricklaying and painting). [14]



- CVET

Adult education within the school system is provided at primary, secondary and tertiary levels by public and higher education institutions for adults who have not obtained any graduation certificate within the formal school system, or wish to have a more specialized qualification. Adult training outside the school system is provided by the 9 regional training centers (regionális képző központ) of the Public Employment Service, private training companies, non-profit organizations, employers, and public and higher education institutions. The Adult training act of 2001 distinguishes vocational, general and language training within adult training, further training is also provided by the economic chambers, called master examinations (mestervizsga) granting a higher level qualification. Those classed as disadvantaged within the labour market (e.g. socially excluded groups), and the unemployed are provided with free adult training. [15]

- The National Council for Vocational Training (Országos Szakképzési Tanács, OSZT)

OSZT is a tripartite organization, including representatives of employers, employees and the state authorities sector. It manages vocational training, provides opinions and gives proposals to the national board. Members are nominated by the Minister for Education; however member organisations can also be part of the negotiations over who can be chosen. The OSZT's role is mainly in connection with training within the formal education system, mostly dealing with adult education, but indirectly it has a role in non-formal education as well. [16]

Universities

There are two types of higher education institutions in Hungary, egyetem (Universities) and főiskola (Colleges). A university is a higher education institution that is eligible to provide post-graduate level courses in at least two fields of study, and to offer Doctorate courses, and Doctoral degrees. However, these rules can differ between subjects, for example with art or religious education. Operating within the legal framework of the Higher Education Act (2005), Hungarian higher education institutions are autonomous, state-recognised, state or non-state (church or private) institutions. Within the framework of the Bologna Process the gradual transition from a pre-Bologna higher education system resulting in Egyetemi oklevél (university-level degree) or Főiskolai oklevél (college-level degree) to a higher education system based on three consecutive cycles started in 2004 in Hungary. [17]



e-learning

In 1992 the Minister of Education established the National Council for Distance Education (Nemzeti Távoktatási Tanács, NTT). The Professional Advisory Board members are nominated by the Minister, and its tasks are provided by the Apertus Foundation for Open Vocational Training and Distance Education. The NTT develops methodology, materials, and disseminates accumulated experience in connection with distance learning, for its development. [18]

References

[1]. Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004, Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet)
www.eaea.org/doc/news/aehuoecd.doc

[2]. European Centre for the Development of Vocational Training, 2011, Vocational education and training in Hungary: Short Description, Luxembourg: Publications Office of the European Union
www.cedefop.europa.eu/EN/Files/4103_en.pdf

[3]. National Institute of Vocational and Adult Training, March 2008, The Development and State of the Art of Adult Learning and Education (ALE), National report of Hungary Part I: by the Ministry of Social Affairs and Labour, Part II: by the Ministry of Education and Culture
www.unesco.org/fileadmin/MULTIMEDIA/.../UIL/.../Hungary.pdf

And

Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004 Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet)
www.eaea.org/doc/news/aehuoecd.doc

[4]. Act No. LXXIX of 1993 on Public Education 3 November, 2009, accessed from the Ministry of National Resources,
<http://www.nefmi.gov.hu/english/acts/act-no-lxxix-of-1993-on>

[5]. Eva Tanczos, Adult Education in Hungary, <http://www.infonet-ae.eu/en/adult-education-in-hungary-1029>InfoNet

[6]. Eva Tanczos, Adult Education in Hungary, <http://www.infonet-ae.eu/en/adult-education-in-hungary-1029> InfoNet

[7]. Hungarian Government, The Government's work plan for the second half of this year July 11, 2011, Accessed from the Ministry of Public Administration and Justice, <http://www.kormany.hu/en/ministry-of-public-administration-and-justice/news/the-government-s-work-plan-for-the-second-half-of-this-year>



[8]. Act No. LXXIX of 1993 on Public Education CHAPTER I, Article 3, Accessed from the Hungarian Ministry of National Resources, <http://www.nefmi.gov.hu/english/acts/act-no-lxxix-of-1993-on>

[9]. National Institute of Vocational and Adult Training, March 2008, The Development and State of the Art of Adult Learning and Education (ALE), National report of Hungary Part I: by the Ministry of Social Affairs and Labour, Part II: by the Ministry of Education and Culture www.unesco.org/fileadmin/MULTIMEDIA/.../UIL/.../Hungary.pdf

[10]. Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004 Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet) www.eaea.org/doc/news/aehuoecd.doc

[11]. Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004 Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet) www.eaea.org/doc/news/aehuoecd.doc

AND

Nemzeti Szakképzési és Felnőttképzési Intézet - National Institute of Vocational and Adult Education https://www.nive.hu/english_version/index.php

[12]. MELLearN: <http://www.mellearn.hu/>

[13]. The Association of Life Long Learning (ALLL): www.alll.hu

[14]. OECD, 2008, Learning for Jobs: OECD Reviews of Vocational Education and Training Hungary

AND

Viktória Kis, Maria Luisa Ferreira, Simon Field and Thomas Zwick <http://www.oecd.org/dataoecd/24/27/41738329.pdf>

[15]. EQAVET: Description of the VET System in Hungary, <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/hungary.aspx>

[16]. Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004 Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet) www.eaea.org/doc/news/aehuoecd.doc

[17]. Hungarian Ministry for National Resources, The Hungarian Higher Education System (Bologna) <http://www.nefmi.gov.hu/english/the-hungarian-higher/the-bologna-system>

[18]. Adult Education in Hungary Commissioned by the Ministry of Employment and Labour Budapest, January 2004 Institute for Higher Educational Research (Professzorok Háza Felsőoktatási Kutató Intézet) www.eaea.org/doc/news/aehuoecd.doc