

Dr. Éva Farkas
**The Practice of Adult Education
and Vocational Training IN HUNGARY**

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**THE PRACTICE OF ADULT EDUCATION
AND VOCATIONAL TRAINING IN HUNGARY**

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1. INTRODUCTION

1.1. Appreciation of Learning

Education and training are our society's most important public concerns today, with a special emphasis on vocational training and adult education. The attention of the general public is increasingly focused on educational questions in general and the conditions of education in particular. The topic of education has become a hot socio-political issue. All members of society are interested in the future of their own children; they want to know what educational institutions the young ones can enroll, what learning environments they will work in and, also, what teaching methods will be used by their teachers. The most decisive period of the learning process by now has shifted from childhood education to adult learning. Today the function of formal vocational schools is only to provide initial training and the first qualification. Adults, at different stages of their lives are to face the outdatedness of their formerly acquired knowledge and skills. As time passes the usefulness of formerly acquired knowledge in society has been rapidly diminishing. This is why the question of lifelong learning, continuing education and training and retraining programs has become of vital importance. It is worth being prepared for these changes, especially as it is a well known fact that education has become the most remunerative investment.

The operation of various economic and social subsystems is closely interrelated, thus changes in one policy necessarily generate changes in another area. The renewed appreciation of learning was

also generated by changes outside the educational sector. Mobility, the free movement of workforce is one of the basic human rights in the countries of the European Union, and this feature necessitated the implementation of mutually accepted qualifications, degrees and certificates by regulating and harmonizing the entire area of education. This dimension is described by GÁBOR HALÁSZ, as a factor of significance from the point of view of the creation of the European educational area. (HALÁSZ, 2012). Human resources development – a priority area within the European Union – had a considerable impact on the content of the programs offered by various training institutions and it triggered their renewal from legal and financial points of view as well.

Education and training also play a role in the fight against poverty within social policy, since economic inactivity and poverty are closely related. (HALÁSZ, 2004). (Vocational) training is an active tool in employment policy because it makes inactive work force employable in the job market.

It is more and more evident that within the school system the young generation cannot be taught everything they would need during their working lives. Consequently, teaching – at all schools, including the highest level – can only serve as basis for further education and training. Thus, the most decisive stage within the learning process has been shifted to adulthood. Today an outstanding majority of young people acquire their knowledge and improve their skills outside the formal educational system, i.e. within the framework of adult education. This trend is likely to continue in the future, too. This is why it is of utmost importance to implement an educational system, which is based on the idea of lifelong learning and which represents a coherent system of public education, vocational training, higher education and adult education. The operation of training programs is part of this system. These programs develop people's skills in order to enable them to adjust to the rapidly changing social, economic, employment and demographic conditions and they enable them to respond to the changing conditions in a creative way. In addition, this system needs to be operated in such a way that it should meet the claims of those people in the job market

who want to be part of lifelong learning programs. Although this need is present in Hungary, the current educational (vocational) programs are too varied and difficult to match the formerly described needs. The quality assessment of these programs varies, too, and both experts and outsiders express diverse statements on this issue.

1.2. Appreciation of Adult Education

Today there is no need to argue for the usefulness of adult education. As it was stated earlier in this chapter, present-day learning is mostly related to adulthood. On the one hand, because the new generation cannot be taught everything they would need in their adult lives, and, on the other hand, because knowledge becomes outdated very rapidly. In order to have a career and advance in life; employee knowledge and competencies need to be updated and renewed all the time.

By Hungarian legal terminology it is only general, language and vocational training programs – organized outside the formal school system – that can be called adult education. Accordingly, this paper on the one hand aims to describe how vocational training and adult education are organized outside the formal school system, then it moves on to introduce institutions of adult education and the system of general, vocational and language programs offered by them. Eventually it will characterize adult learners. On the other hand this paper is not aimed at including those vocational programs which are offered within the official school system; i.e. by vocational and vocational secondary schools and, accordingly, it is not aimed at describing adult education, pursued within the official school system.

The system, the aim and the content of adult education undergo a rapid change under the influence of new educational policies and practical life. Its primary function also changes in accordance with economic and social changes. In the early 1990s for example, due to structural changes in Hungary's economy, adult education was quantity-oriented. Today education is more concerned with quality and quality-based in-service training programs and

competence-based training programs are dominant within the system. The changes in the social environment, economic growth and competitiveness are all based on knowledge and, due to these changes the significance of adult education increased during these last two decades. On the part of employees a constant upgrading of knowledge is needed. The aim, a multifocal adult education needs to reach is dual. On the one hand adult education is related to economy, on the other to society. One aim is to develop economy and to improve the competitiveness of knowledge. Adult education also aims at improving social cohesion by bridging the gap between various social groups and granting equal status to all groups in society. This is why adult education plays a key role in the fight against unemployment and social exclusion.

The system of adult education has to fulfil a variety of far-reaching functions, and, at the same time, it is to meet various social, economic, institutional and individual requirements. Consequently, adult education is to contribute to the knowledge needs of information-based society, the interpretation of the processes of European integration, the development of the democracy of public life and the improvement of the quality of people's individual lives.

It is understandable, that due to these far-reaching tasks and aims adult education is a very complex area, overburdened with legal changes which are not easy to interpret.

This material aims to introduce the everyday practicalities of vocational training and adult education and intends to serve as a guide for its readers.

2. STRUCTURAL CHARACTERISTICS OF VOCATIONAL TRAINING AND ADULT EDUCATION

2.1. Basic notions, system and institutions of vocational training and adult education

The notion of vocational training is often narrowed down to training programs organised within the official school system and the qualifications listed in the National Training Register (referred to as NTR). It can be explained by practical reasons since formerly, for many decades mostly the training programs taught at regular schools were considered vocational training because the whole system was dominated by such programs. The NTR was also in the very centre of public thinking because it included the list of all qualifications, which had been approved by the state. Since these qualifications were based on professional, theoretical and practical requirements determined by the minister in charge of vocational training, the same quality could be granted for all players in the job market. This is why the qualifications, acquired within the training system were highly valued by the world of work. On the other hand, there were numerous training programs outside the NTR system as well. Consequently, in a broad sense, all those training programs inside and outside the official school system are to be considered as **part of the vocational training system**, which provide qualifications, acknowledged by the job market. It means that when talking about

vocational training this material considers all those training programs which are offered within as well as outside the NTR system.

Learning can be aimed at multiple purposes, and the acquisition of a qualification is only one of them. In addition, learners aim to acquire useful professional skills, they prepare for further studies in higher education, or, they might aim at developing key learning competencies and skills. Training programs may also vary depending on diverse needs, which exist side by side in the world of work. Training programs may also be organized within or outside the official school system, they may take the form of training courses or may be offered as distance learning programs. Vocational training – in the area of programs, offered outside the school system – is similar to adult education.

Lately, a new notion has emerged and has become part of public thinking. The notion of andragogy is part of pedagogy and it is related to it in many ways although, it is considered a different discipline. Andragogy is a word of Greek origin and it means the scholarly approach to the learning of adults while focusing on the social functions, the aims and tasks of teaching and training adults both inside and outside the school system; it also deals with the specific tools and methods of adult education. It is very important to distinguish between andragogy and pedagogy from various points of view. The heterogeneous age-related characteristics of adults, the diversity of their motivation in learning and their different life experiences mean that the applicable teaching methods, approaches and tools are different from those used in the teaching of the more homogeneous group of children. At the same time, andragogy, as a system, can be characterized by two other pedagogical dimensions. On the one hand it emphasizes that the task of adult education in the learning process is to help the adult learner think autonomously and work independently. It means that andragogy is a scholarly system aimed to investigate the process of adult learning and teaching. In addition to pedagogy, andragogy is also supported by the methods, achievements and perspectives of psychology, sociology and other academic disciplines. (BAJUSZ – NÉMETH, 2011)

Adult education has two broad areas. One of these is formal learning, i.e. education within the school system, enabling adults to finish their former studies, which, for one reason or another, they had had to interrupt. This is the minority of adult learners. Nonformal education, organized outside the school system is a more significant area and it includes a variety of general and professional training, as well as language teaching programs.

”Adult education is to develop systematically and purposefully the personality of an adult in order to reach a specific aim. Primarily it occurs as a result of bipolar activity. By another interpretation it is a summary of organized formal and nonformal processes. The interpretation of adult education is an issue of academic points of view. The second interpretation includes the first one as a sub-topic of significance, but it complements it with the broader area of nonformal education. Consequently, the two perspectives, by emphasizing their own most decisive elements, can be unified into one homogeneous theory of adult education.” (BENEDEK ANDRÁS – CSOMA GYULA – HARANGI LÁSZLÓ, 2002. 172.)

2.1.1. Adult education – the training of adults

In everyday language the terms of adult education and the training of adults are used interchangeably. It is almost impossible to draw a sharp line between adult education and the training of adults, since there is an evident link between learning and the acquisition of competencies. These two activities have a mutual impact on one another. A good training program is motivating: it encourages trainees to learn more, i.e. it fosters autonomous learning. In addition, a good training program builds on learners’ life experiences, it shapes their personalities and it conveys information and knowledge, which can serve as bases for skills development as well. Although, there is a difference between adult education and the training of adults. In order to see it better, first it is necessary to identify some key notions.

In Hungarian context for example Act CI of 2001 on Adult Education sharply distinguishes between adult learning and the training of adults. This distinction is nonexistent in international

literature. Generally speaking, all types of training, offered for adults are grouped in one category. independently of the quality and the characteristics of the training program, Definition – as it will be seen later – may change by countries and age. First it is worth having a closer look at an international example.

”Adult education is an area, in which, education is realized through knowledge transfer and acquisition. In this sense the basis for classification is which part of the human personality is dominantly being developed. By its didactic notion system adult education may be organized within the formal school system, in the form of a variety of courses, or outside the formal school system. Acquisition itself can take place in a pre-defined and closed form, in a more liberal form, or, in a fully independent form, which is basically learner-dependent. An important characteristic feature of this type of learning is that it may unify directive and self-directed acquisition. The specialty in this characteristic feature is that the primary emphasis is laid on the autonomous learning of an adult person who is more independent, has more personal experiences and additional knowledge. A significant moment of this type of acquisition is that the role of the teacher is that of a facilitator.

The concept of adult education changes by country and age. The most general and the most widely accepted definition is the one which was approved in 1976 by the UNESCO¹ General Assembly in Nairobi. The delegates of 142 countries discussed the issue of adult education and eventually they unanimously came up with the following definition. (BENEDEK ANDRÁS – CSOMA GYULA – HARANGI LÁSZLÓ, 2002. 172.).

”The term ‘adult education’ denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications

¹ **UNESCO:** United Nations Educational, Scientific and Cultural Organization. It was founded in 1946 and its seat is in Paris.

or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development”.

The 5th UNESCO World Conference, held from 14–18 July, 1997 in Hamburg, Germany approved minor modifications to the same definition.

”The **training of adults** includes those complex activities which aim to purposefully develop certain competencies in adults. In a narrower sense it means to offer adults training, retraining or on-the-job training programs leading to – usually accredited – certifications. In the training of adults education dominantly concentrates on the development of the trainees’ skills and expertise.” (BENEDEK ANDRÁS – CSOMA GYULA – HARANGI LÁSZLÓ, 2002. 163)

Consequently, the two notions (education and training) are combined in adult education, because the two processes go hand in hand in all programs.

In order to interpret the notions it is also important to have a closer look at the Hungarian Act CI of 2001 on Adult Education. According to this act the purpose of adult education is to provide education in the school system while the aim of the training of adults is to provide further education and training outside the formal school system. This duality of the notion of the education of adults also appears in the most recent Act on Adult Education (Act LXXVII of 2013 on Adult Education).

2.1.1.1. Lifelong learning

In our days the directives in the educational policy of the European Union increasingly emphasize the importance of lifelong learning. The concept presupposes that the acquisition of knowledge is never complete when young people leave the formal school system. The acquisition of relevant knowledge and skills is continued – in a variety of nonformal and informal environments – throughout one’s life. When defining trends in educational policy this feature has two consequences. First, it is misleading to divide the current educational system into clear-cut stages from primary schools to post-graduate

studies. Second, if there are multiple possibilities to enter various educational levels, it is important to register clearly former achievements including the knowledge and skills acquired in nonformal and informal education as well.

One of the preliminary notions of lifelong learning is the idea of the strongly community-oriented 'permanent learning', i.e. lifelong education, which was known as early as the period of the second world war. This idea was embraced by the UNESCO in the early 1960s, then, on the basis of Paul Legrand's wellknown analysis it was adopted by the Council of Europe in 1970–71. (LENGRAND, PAUL (1966, 1970) *L'ÉDUCATION PERMANENTE*. UNESCO: PARIS). The other preliminary notion is the so-called recurrent education, which actually was the rethinking of the 1969 educational model of the late Olof Palme, Swedish minister of education, later Sweden's prime minister. Palme's idea was adopted by the OECD in 1973. This model emphasized the individual's responsibility in the realization of lifelong learning. (see: NÉMETH, 2001). On the basis of the above the idea of permanent education was first declared in 1976 in Nairobi on the occasion of the 19th UNESCO session. Participants of this event also concluded that adult education cannot be investigated in isolation; instead, adult education is to be considered a subsystem, an organic part of the global process of permanent education. Learning is not the privilege of one age but, it is a lifelong process. It is emphasized by experts that people, during their active lives have to switch occupations as many as 5-7 times. (The person considered will have to acquire skills for this many jobs). This way the idea of lifelong learning is to permeate one's childhood and youth (from kindergarten through university years), as well as adulthood.

When overviewing the topic of lifelong learning it is absolutely necessary to find answers to two questions. When and what is a person supposed to learn? It is necessary to learn throughout one's life, but concrete points or periods of time when learning should take place are very difficult to define. The time of learning it does not depend on the qualification either. If a person has a job which is in accordance with his or her qualifications and the content

of the job does not change radically for a longer period of time, the person in question does not need any training or retraining. But, if a significant change occurs in his or her sphere of activity and additional knowledge is needed to perform well in the new job, the person needs to further his or her studies. The situation is the same if the person seeks new employment.

The lower or higher level of professional qualification may have an impact on learning capabilities and, very importantly, it can have an effect on the individual's keenness to study as well. Another important impact of a person's level of qualification is the quality of work he or she may get and as well as his or her career prospects. This is why the most significant reason for being engaged in adult learning programs is formerly unfinished studies, or, making up for earlier gaps in education as an adult.

Since education has a noble mission as well, lifelong learning is not exclusively related to one's employment. It helps the individual to live a fuller and more rewarding life by developing his or her intellectual potentials. In this sense the aims of education include the acquisition of knowledge necessary for everyday and professional life, the acquisition the first qualification enabling people to seek employment. It is equally important to help the person's social integration and to lay the foundations for general cultural knowledge. In summary, education is to direct the developmental processes of the young both in a personal and also in a social sense. Since the society of the future is to be the society of active people who think ahead, make decisions and care for each other, it is the task of schools to teach cooperation, openness, and at the same time schools should encourage critical thinking. This dimension of lifelong learning is emphasized by one of its complimentary notions, the idea of active citizenship.

On the basis of the above the objective foundations for this new lifestyle, i.e. lifelong learning, include the highest-level certificate of the given person, the openness of his or her personality, his/her ability to develop and, people's social background cannot be neglected either. In addition, subjective factors need to be emphasized, too, including professional success, view of life, and the attitude to

learning. The philosophy of lifelong learning involves both the mutual responsibility of society and of the individual, as well as openness. The attitude of the individual is important, because the person needs to take the opportunity to learn and use learning outcomes consciously to have access to a life of higher quality. Society needs to assist its members to achieve the above goals and pay attention to those people who need assistance. (ZACHÁR, 2003).

The most decisive learning period of the growing generations has been shifted to adulthood, still, lifelong learning cannot be interpreted as the training and retraining of adults. Its meaning is broader than that, it relates to changes in the entire educational system. It is not only new knowledge one needs to acquire, but it implies another way of thinking and different human relationships. Thinking the "lifelong learning" way includes the formulation, the further development and the implementation of different learning strategies, the acquisition and further development of skills and knowledge, the upgrading of one's certificates, the development of learning abilities and adaptive behaviour, problem solving skills, the elaboration of adequate form of teaching and learning and making them acceptable for children and adults alike. At the same time the development and acknowledgment of active and responsible citizenship are also of considerable importance.

Today it is very common to interpret learning as a formal, school-based activity. When considering lifelong learning it becomes clear that it is dominantly not about formal learning, but rather about a new relationship between human life and culture. Today the notion of culture is broader than the cherishing of traditions; it is increasingly a system of knowledge and experience, which are necessary to navigate people in their everyday lives; it is the basis for the continuity of adult socialization.

One of the chief motive forces of lifelong learning as a social requirement, is economic globalization, the impact of which on innovation permeates the life of all modern states. The challenges posed by technological changes, growth in information and knowledge as well as employability necessitate lifelong learning

thinking and behavior. Social cohesion makes it indispensable, since its human resources on a social scale is a requirement of many individual careers. In knowledge-based societies the significance of knowledge has been on the increase, and those people, who lag behind suffer social exclusion, marginalization.

It is also important to emphasize that the idea of lifelong learning of a community is identical with the internationally unique phenomenon of counterbalancing employment orientation and active citizenship. It is also worth pointing out that these ideas may only have justification in local societies through the activities of their individuals and smaller communities, but even in this case it has its stakes. The more people further their studies and achieve better results the more development prone economies are and the more open societies become. In order to achieve this aim those cooperations are needed through which the formal, nonformal and informal learning environments can be brought closer to each other. This is the way how a community can become a Learning Community, in which schools, training programs, universities and colleges, as well as the cultural institutions, libraries, museums, even workplaces may function as learning environments.

2.1.1.2. General education and training

General education is aimed at deepening our knowledge of culture and civilization, contributing to the development of adult personality, the formation of equal opportunities and citizenship competencies. General education involves those forms of education which are aimed at acquiring end-of-the-school certifications and the development of competencies² (problem-solving skills, the development of life skills and people's skills, to mention but a few), as well as the acquisition of practical knowledge related to everyday life (mental health and medical knowledge, do-it-yourself skills, gardening, popular science, information on the European Union etc.).

² **Competence:** In adult education it is the knowledge, the skills, the behavioral patterns of a person, all of which make him/her do their job or a definite task properly.

Programs in general education are as important as professional training programs. They can be part of in-school or out-of-school training sessions, but, by Hungarian professional terminology only out-of-school general or vocational training programs and language courses can be considered as forms of adult education. People's academy is a classical form of general education. Also, it is equally important to emphasize that several international organizations (OECD, EU) underline the importance of skills development (see. [HTTP://SKILLS.OECD.ORG/](http://skills.oecd.org/)) as opposed to the development of competencies.

2.1.1.3. Vocational training

Vocational training programs aim to prepare for a certain job, occupation and career, consequently, in a broader sense all those training programs belong here – within and out of the formal school system – that offer a certification acknowledged in the job market.

Vocational training offers programs which are not included in the National Training Register. There are training programs for semi-skilled workers, too. The aim of the training can be the acquisition of a certification, professionally useful knowledge and preparing for further education at universities and colleges. There are regular, evening, or correspondence training programs, as well as out-of-school programs, courses or distance learning programs.

2.1.1.4. Language courses

It is more than important to emphasize that at the beginning of their professional lives those students who are in public education today will find themselves in an environment, in which in addition to their mother tongue they need to be able to master one or two other languages, which are spoken in EU countries.

In addition to this feature the so-called "computer literacy" is important, too, meaning that future employees need the skills to use IT tools. This is important, because information technology is not an independent area of studies today (despite the fact that the National Training Register includes several certifications in informatics). Instead, it is rather one of the key competencies of lifelong learning; in other words it is part of computer literacy.

2.1.2. The system of vocational training

Vocational training involves theoretical and practical preparation for a specific career, occupation or job, which, in most cases starts when one finishes primary education, but, which can be done in adulthood as well. Vocational training programs might be **part of the formal school system**, or, they can be organized in **out-of-school** form. In-school training institutions include special vocational schools, vocational secondary schools, colleges and universities.

As a result of socio-economic development, in-school vocational training has become a decisive element within the training system, aimed at preparing work force for their future jobs and teaching them the relevant competencies. These are the institutions where learners are concretely being prepared for their entry in the world of work. This is why the efficiency of the foundation courses as well as of the concrete vocational courses to follow is equally important.

In the out-of-school vocational training the most important elements include some market-oriented training institutions and the activities of job market-oriented businesses, supervised by certain governmental bodies. In addition, the non-governmental sphere, the chambers of commerce and industry and the workplaces themselves also play a role in the training system.

Higher education represents a specific section of vocational training. These institutions, in addition to their traditional degree programs, run higher vocational training programs³, which represent a transition between vocational training and higher education. These are two-year programs, offering a certificate in areas, specified by the National Training Register. It was in the academic year 2012/2013 that traditional higher vocational training programs were launched for the first time. One of the most significant changes in higher vocational programs was laid down by Article 150/2012.

³ Within the framework of higher vocational training (FSZ) the students of a higher educational institution, as well as learners of secondary vocational schools, which are in a contractual relationship with the HEI, pursue studies in a vocational training program, which becomes part of the basic training program of the institution, and upon completion students get a vocational certification.

(VII. 6.), a regulation, that changed the National Training Register in such a way that the higher vocational programs (with a registration number starting with 55) are no longer part of it. Act CCIV on Higher Education of 2011 ordered that higher vocational training programs become part of higher education, although they do not award degrees. 75% of the acquired credits, if the student goes on with his or her studies in the same area, count in a degree program of the same area. The prerequisite of admission is a successful secondary school leaving (matura) examination. Beginning from the academic year of 2013/2014 higher educational institutions are to organize their programs and award certificates according to the new regulations.

The professional requirements of the new higher vocational training programs are specified by training and school leaving requirements of higher vocational training programs, which are based on Article 39/2012. (XI. 21.) by the Ministry of Human Resources. Training institutions must base their programs on these documents.

2.1.3. Institutions of vocational training and adult education

Institutions, offering out-of-school training programs can start their activities after meeting the legal requirements of work. It means the institutions, as well as their training programs need to be registered with the Labour Office of their place of activity. This system is valid through August 31, 2013. From this time on, according to Act LXXVII on Adult Education of 2013 in certain areas specified by law, only institutions with an official permit are eligible to start and pursue programs for adults.

After the changing of the political system the state monopoly on vocational training ceased to exist and the new needs of 1990s, i.e. mass unemployment and the transformation of the economy led to a significant increase in training capacity and offer.

Players in the vocational training market included those institutions, which specialized in in-school training programs (vocational schools, vocational secondary schools, colleges and universities), the István

Türr Training and Research Institute⁴ and a number of profit-oriented educational and training institutions, which offer out-of-school training programs (courses). Chambers of various trades and industries also organize training programs; they consider market needs and use governmental and EU funds as well. This is why their significance has recently been on the increase. During the last few years the non-governmental sector was also present in the educational market and their activity has become more and more intensive. These organizations include foundations, societies and other non-governmental organizations. Their participation in the training market is supported by the government, too. They play an important role in the implementation of projects, designed for disadvantaged social groups. Employers also play a significant role as players in the training and educational market. Unfortunately there is scarce information on training programs organized by the businesses themselves.

Based on Act CI of 2001 on Adult Education, decree 22/2004 (II.16.) as well as the FMM decree of 24/2004 on the Rules of Accreditation of Institutions of Adult Education and the system of requirements, institutions offering programs in adult education outside the school system could apply for institutional and program accreditation from 2002 to 2013. This system of accreditation ceased to exist in 2013 (Act LXXVII on Adult Education).

⁴ Within the framework of the organizations of the labour market from 1992–1997 9 centres were established, using loans from the World Bank. Part of their maintenance costs comes from the national budget while another part was earned in business activities in the training market. Primarily it was the state-run institutions of adult education, which were primarily related to the labour-market, these were aimed at easing labour-market oriented tensions, overcoming the difficulties of the changing economic system and to enhance employment by applying labour-market tools. These centres were primarily financed by public money, and also by European funds. The István Türr Training and Research Institute was brought about on the basis of regional training centres on July 1, 2011. It was supervised by the Ministry of Administration and Law. Currently it is under the Ministry of Human Resources (EMMI) and works as one of its background organizations in the area of adult education and methodology. Its main aim is to develop society in a complex way. Its activities include a number of Hungarian and international (EU) projects aimed at social improvement, the elimination of deep poverty and equal opportunities. They support job seekers, those with inadequate educational background, and persons with reduced abilities to work.

Number of participants by type of training	2010.	2011.	2012.	Before May 2013
Training, ending in state acknowledged NTR certificate	106 553	113 851	112 919	48 788
Job-required training, not part of the NTR	54 904	51 937	51 602	17 783
On-the-job-training	229 629	246 948	212 694	47 368
Licensed training programs	42 855	48 052	43 550	9 533
Language courses	96 634	95 673	68 376	38 946
General adult education	76 635	77 469	61 196	26 284
Training programs in IT	31 724	68 548	26 085	13 868
Other	13 653	17 983	11 830	6 322
Total	652 587	720 460	590 249	208 892

Table 1.: Main figures of participation in adult education (persons)
Source: OSAP, 2013

The system of adult education is a large system, considering both its volume and its quality. Currently, as of June 2013, there are 9 800 registered institutions of adult education in Hungary, out of which 1 571 are accredited. By OSAP⁵ figures in 2010 there were 65 290, in 2011, 720 460 in 2012-ben 590 249 adults who participated in organised general, vocational or language training programs. These are significant figures, since these people represent about 10% of the country's active (aged 15–64) population, which is estimated as 6.7 million. On the other hand proportionately this number is lower than the EU average, and lower than the number, estimated on the basis of Hungary's demographical and employment figures. Due to the inadequacy of statistical data supply it can be assumed that the actual numbers of participants are higher. There are about 800 000 adults annually who participate in various types of out-of-school adult education.

⁵ National Statistical Data Processing Program

2.2. Legal background to vocational training and adult education

In Hungary – as well as everywhere else in the world – vocational training and adult education are regulated by legal acts and decrees. Currently there are three acts that relate to the system of out-of-school vocational training and adult education programs. These include Act CLXXXVII of 2011 on Vocational Training, Act CLV of 2011 on Contributions to On an annual basis Vocational Training and the Support of the Development of Training Programs. Act CI of 2001 on Adult Education, – as the name itself shows – regulates adult education. The first attempt to regulate adult education on legal basis goes back to 2001. The law went into force on January 1, 2002 and it regulated all activities in the area of adult education for 10 years. As of September 1, 2013 Act LXXVII on Adult Education went into force. In addition to the previously mentioned three acts there are hundreds of governmental and ministerial decrees that regulate educational activities in various areas of vocational training and adult education.

Year 1993 was a significant milestone in the history of Hungary's educational policy, because it was in this year that the Act on Public Education was approved. This was the first law which aimed at bridging the entire system of public education in the country. This act – in accordance with the Act on Vocational Training – stated that the initial age for beginning vocational training programs is 16. (At that time the compulsory school-age was 16, it was only later by a decree of 1996, that school-age was gradually raised to 18.⁶) Today once again the former school-age was introduced. Act CXCV of 2011 on National Public Education reduced school-age to 6–16.⁷ This is why in vocational schools vocational training begins in the 9th grade. For those pupils, who in the 2011–12 school year learnt in grade 9 or in a higher grade, school-age lasts until they are 18.

⁶ "Compulsory education lasts until the end of the school year in which the learner turns 18. In case of learners with special needs this period can be extended until the end of the school year when the learner turns 20." (ACT LXXIX. OF 1993 ON PUBLIC EDUCATION 6. § (3).)

⁷ "Compulsory education lasts until the learner turns 16." (ACT CXCV OF 2011 ON NATIONAL PUBLIC EDUCATION. 45. § (3))

Those, who in the school year of 2011–12 learnt in grade 8 or in a lower grade, are obliged to learn only until the age of 16.⁸

The Act on Vocational Training of 1993 was the first of its kind in Hungary, in which the importance of the system of state guarantees was stated in relation to obtaining the first qualification. In 2012 a new law came into force concerning Hungarian vocational training, which brought with itself several changes of significance. Act CLXXXVII of 2011 defines those institutions which are entitled to organize vocational training programs, as well as vocational training activities which include both in-school and out-of-school programs.

The introduction of the National Training Register (NTR) was parallel with the introduction of the Act on Vocational Training of 1993. NTR meant a significant step in the history of vocational training, since, after its introduction, a unified and nationwide system came into being from several shorter, very diverse lists. This is how the fragmentary feature of the system ceased to exist. The NTR became the basic document in the process of the renewal of the vocational training system in Hungary (BENEDEK, 2003). Several attachments were also prepared to complement the National Training Register, including the professional and examination requirements, which meant that all certificates became equal and transparent.

Changes in vocational training are being introduced in our days as well, in accordance with the changing social and economic needs. Since vocational training has an impact on economic development as well as people's private lives, the quality of life, and personal, as well as social careers, the modernization of trade structure is of utmost importance. Not including the last update of the National Training Register in 2012, the changes of 2006 were the most significant. As a result, owing to the Decree 1/2006 (II. 16.) OM, a more modern, radically renewed National Training Register took effect. The new modular and competence-based training programs contain new trade and examination requirements. (DECREE 20/2007. (V. 21.) SZMM).

Today vocational training and adult education are administered by the Ministry for National Economy.

⁸ ACT CXC OF 2011 ON NATIONAL PUBLIC EDUCATION 97 § (1)

2.3. Financial background to vocational training and adult education

From the point of view of the efficiency of vocational training and adult education it is important to overview what channels, what tools are used and along what interests and via what financial institutions the training programs are financed. Finances represent the most significant and most efficient tool to enforce interests, the synergies of which are of special significance from the point of view of economic development.

Out-of-school adult education is financed from three different sources.

- Governmental and EU funds,
- Business funds,
- Private funds.

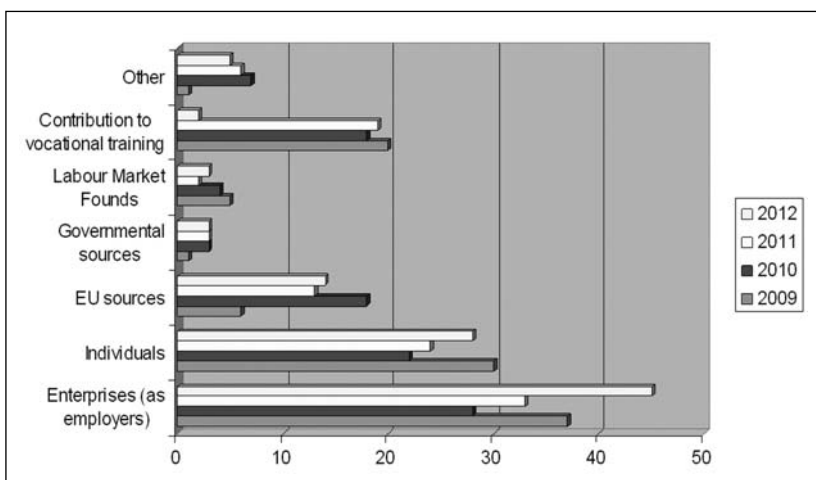


Figure 1.: Financial sources of adult education (%)

Source: OSAP, 2013A

On-the-job training programs, one of the most important training types of adult education are often initiated by the employers themselves. These programs are supported by the state in several countries.

Employers generally use their own income to finance the training programs of their own employees, and, in addition, a proportion of their own vocational contribution to train their own employees.

A specific feature of the finances of vocational training and adult education is the **vocational contribution**, which, partly, as part of the state budget and partly as an external source provides finances for the development of vocational training and adult education. One part of the state budget was covered until December 31, 2011 by the Labour Market Funds, available for development and training. As of January 1, 2012 it has been covered by the employment and training funds of the National Employment Fund. The out-of-state budget part of finances covers internship programs, training programs organized for the internal employees of certain businesses and developmental funds.

Act LXXXVI of 2003 on Vocational Contribution and the Support of the Development of Training Systems was replaced by Act CLV of 2011, which came into force in 2012. The law of 2003 made it possible for businesses to spend part of their vocational contribution to train or retrain their own workers. This obligatory sum was 1.5% of the total wages. Small and medium-size enterprises used 60%, while other players of the economy used one third of this sum to offer training programs for their own workers. According to the new law this opportunity ceased to exist as of January 1, 2012. At the end of December of the very same year this article was repeatedly modified and the former system was reestablished. The total sum of the Vocational contribution is 1.5% of the health care and labour market funds. The training costs of own employees can be claimed only by those companies, which offer internships for at least 45 learners per month. Only about half of the formerly eligible costs, 16.5 % could be used for these purposes.⁹

There is a considerable number of courses, which are initiated and organized by the adult participants themselves, who also pay for their own education. The majority of adult course participants

⁹ ACT CLV OF 2011. 5 §

enroll these vocational courses voluntarily and they use their own financial resources, because they are aware of their own long-term interests: they know that the knowledge and skills they acquire will be beneficial for them in their future career advancement and also the training program will also serve their material interests.

Hungary's ascension to the European Union directed people's attention to education and training, and, at the same time, new, never-before seen financial support system opened up for Hungary and the Hungarians. From 2004–2006 the training and integration programs were organized within the framework of the National Development Plan Human Resources Operative Program (further referred to: NFT HEFOP), from 2007–2013 the New Hungary Development Program Social Renewal Operative Program (further referred to: ÚMFT TÁMOP). These programs were and are aimed at improving the competences of socially disadvantaged social groups, not yet present in the job market, and providing them with better job prospects.

3. THE CONTENT OF ADULT EDUCATION AND VOCATIONAL TRAINING

3.1. The National Training Register

Prior to the changing of the political system in Hungary vocational training provided the economy with immediately employable work force. Theoretical education was organized within the school system and it was complemented with practical training, organized by various businesses. The operation of the system was furthered by the calculable economic conditions and thus certain branches could tell in advance how many workers they would need in that particular area. This situation has considerably changed by now. Amidst the changing economic conditions of the modern world it is impossible to foresee the needs, while if the need arises, a prompt response would be urgently needed to satisfy them. It also means that the players in the job market are rarely provided with 'ready made' work force. As knowledge-based society is growing, the production of values today is synonymous with the production of knowledge. On the other hand, knowledge does not mean one hundred percent job-related knowledge. As a result of competitiveness, those activities are becoming more and more important, which aim to develop personality and competences, which meet the new requirements and reflect state-of-the-art training philosophy. But transition takes time.

The National Training Register was first published in 1993, then, although it got annually updated, its structure and basic philosophy remained unchanged. The elaboration of a new, government-supported training register was begun in 2001, then in 2004 it got

support from the National Developmental Plan Human Resources Operative Program. (NFT HEFOP). These latter changes transformed the former National Training Register in its form and content as well. The key ideas of the new training system, introduced on April 1, 2006, were the modular system as well as the competence-based system of training. The starting point of the transformation of the vocational training system was the ability to respond quickly to the changing needs of the job market as well as the program development, based on career analyses.

Due to the development of vocational training, a new and radically altered National Training Register was brought about by ministerial decree 1/2006. OM, later modified by 133/2010. Its main characteristic feature was that opposing the 812 certifications, contained in the National Training Register of 2005, in the new version there were 424 certifications, including new ones, partial ones, branches and secondary certifications of the original as well. When considering the new National Training Register, the first impression is that the number of certifications decreased, on the other hand, when it is examined closely, it becomes clear that the number of certifications increased, since there is a total of 1 300 + different versions of learning outcomes, belonging to the original 424 certifications.

It was the modular training that became the basis for these new developments. The **module (requirement module)** is such a unit within the vocational training programs, which can be defined as part of the would-be occupation or line of activity. The National Training Register as of August 31, 2013, comprised easily identifiable requirement modules. If an employee has a certain type of certification, but cannot find employment with it and needs another, similar one, then the modular system makes it possible for him or her to participate in a retraining program, meaning that only some complementary modules and the related special competencies have to be acquired.

It is one of the advantages of the modular system that – considering the venue and the time of the training program – its costs can be kept at a minimum, since more than one institution can be taken into consideration. There is the possibility to request transfer between different training institutions and complete the whole training programs at an individual pace. The modular system chiefly relies

on the principle of autonomous learning and it helps autonomous learners in several ways, including the introduction of learning packages, tests for self-evaluation, softwares, and consultation possibilities with tutors. With the help of the modular system the unnecessary repetitiveness of the individual training programs and the overlapping elements in them can be eliminated from the vocational training system. (UDVARDI – LAKOS, 2005).

The competence-based modular vocational training system was launched in 2006 in the Integrated Regional Training Centres, first in the areas of mechanics, marketing and trade. In 2008 the modular system was universally introduced, both within and out of the official school system. The development of the system was then continued within the framework of the New Hungary Development Plan Social Renewal Operative Program (ÚMFT TÁMOP 2.2.1). This project of outstanding significance included the elaboration of the system of training outcomes, the requirements of the professional examination, the tools of program evaluation and the development of modular learning materials.¹⁰

The modular vocational training system primarily promotes the employability of adults through adult education, since, after the completion of one part (module) of a program, it becomes immediately possible for the trainees to seek employment. Later on, the professional skills and knowledge can easily be developed with the help of a new module. In addition, these are 'joint' modules as well. It means that the content of these modules are identical in several training programs, meaning that the new certification can be acquired in a shorter period of time. Those modules, which were completed in the course of a former training program, do not have to be repeated, or the examinations retaken. The formerly acquired knowledge and skills can be transferred to new training programs.

In order to enhance job market mobility, the notion of partial certifications was introduced, which makes it possible for players in the job market to seek employment right away after the conclusion of one part of a training program. These employees usually are

¹⁰ The description of the achievements of the project are available at [HTTP://WWW.KEPZEVELUCIOJA.HU/](http://www.kepzevelucioja.hu/).

engaged in performing some simple task. For example, the training program of advertising assistants consists of two modules. Thus certification can be obtained within a few months and having done that, it becomes possible to find a job within that area. If later the need of extending the certification arises either on the part of the employee, or, on the part of the employer, a new certification can be obtained easily, i.e. the certification of a marketing and advertising assistant, which offers a wider range of possibilities. In this case those advertising assistants who participate in the new training program, are exempt from the completion of those two modules, which were part of their first training. Instead, only the two new modules have to be completed by them.

Instead of subjects today a vocational certification consists of modules. Within one module participants acquire those skills and that knowledge, which enable them to perform well in a certain line of work. Thus, the completion of several modules enables them to do a variety of complex activities. If someone needs to do his or her line of work at a higher level, it is possible to do some form of complementary training. These programs are additions to the basic training programs and in order to acquire a new certification it is enough to complete one or two new modules, which mean extra knowledge in a new, more complex line of work. An example might be the training of food service managers, the training program of which is a complementary program to the training of catering assistants. This new certification makes it possible for the trainees to seek higher-level employment.

A new element of the National Training Register of 2006 was the possibility to acquire a certification in a branch of the original one. In these programs there are several joint modules and this feature makes retraining very easy. Examples include the training of protocol assistants and travel assistants. Those who participate in the training program might obtain either a certification of a protocol assistant, or a travel assistant, but, since there are two joint modules in these programs, participants can easily be retrained in the other area. Less time, less money and less energy is required to obtain the second certification. The branching certifications are easy to

misunderstand because the names, appearing in the second column of the National Training Register, are 'collective' names, meaning that those certifications can be acquired only as branches of other training programs.

The National Training Register of 2006 was slightly amended in 2010. The main principles regarding its content remained the same, but it is not the ministries that issue the training register, but, it is the Hungarian government instead. (DECREE 133/2010. (VI. 22.) ON THE NATIONAL TRAINING REGISTER AND ITS AMENDMENTS).

In 2012 the structure and the content of the former National Training Register radically changed. The new register, that came into effect on September 1, 2013 includes a total of 485 certifications and their additions, as well as 147 partial certifications. Branches of certifications have ceased to exist. (Table 2.).

Learning outcomes	NTR of 2006/2010	NTR of 2012
Original certifications	311	286
Partial certifications	147	147
Branches of certifications	432	–
Additional certifications	202	199
Total	1303	632

Table 2.: Learning outcomes in Vocational Training in the old and the new NTRs
Source: DECREES 133/2010 AND 150/2012.

The identification numbers of certifications have also changed from a 15-digit number to a 7-digit number. The levels have also changed and an additional new level has been introduced. Considering the content of the new NTR it is one of the most significant changes that under Section 2, point 40 of the Act on Vocational Training, a new item was included, the school leaving certificate, which can be acquired in secondary vocational schools. Based on the Act on Public Education¹¹ the school leaving examination is a state

⁹ ACT CXC OF 2011 ON NATIONAL PUBLIC EDUCATION. § 6.(1)

examination, which is to be organized on the basis of nationally identical requirements. The detailed requirements of these centrally organized examinations as well as the examination rules are to be determined on the basis of the relevant law. The school leaving certificate attests to the successful completion of the relevant study program and it entitles the bearer to apply for admission to an institution of higher education or to a higher vocational training institution, or to finding employment, pursuing relevant activities in the job market. In addition, the professional final examination provides a certification, which entitles the bearer to find employment in certain lines of work, determined by law.¹² The final examination, taken at a vocational secondary school on the one hand creates opportunities to furthering studies in a higher educational institution, and, on the other hand, (see footnotes) to seeking employment and furthering studies in order to obtain a new vocational certification by the NTR.

In comparison with the former registers another significant change is that the minimum and maximum training periods for the individual certifications have also been defined. As a result, the length of the training period has significantly increased. The system has also changed in a sense, that in certain mastership-level examinations there are possibilities to join training programs of 5-year secondary vocational education. Another important change is that the old higher vocational certifications (with a registration number beginning with 55) are not part of the new NTR.

A new element of the system is that higher vocational programs, with their identification numbers beginning with 55 or 54 in the old system, later on could be fully utilized in higher education. In order to achieve this aim they represent 50 credits within the credit system of higher educational institutions. This system and its methodology are currently being elaborated by the National Employment Office, Directorate for Vocational Training and Adult Education.

¹⁰ Vocational secondary schools prepare their learners for professional final examination, higher vocational education or employment. They also teach general secondary school subjects for 4 years. After the completion of Class 12 they prepare their students for the professional final examination as well according to the NTR. In the vocational secondary schools – in certain economic branches, as defined by law, professional final examination can be taken, which entitles the person to hold certain jobs. Also, a new certification can be obtained, as defined by the NTR. [ACT CXC OF 2011 ON NATIONAL PUBLIC EDUCATION, § 12 (1) (2).]

In accordance with the regulations of the NTR of 2010, it was August 31, 2013 that the old training programs could be launched for the last time. After September 1, 2013 only those training programs can be launched both within and out of the official school system, which are in accordance with the NTR, as defined by Decree 150/2012. (VII. 6.) of 2012.

The two National Training Registers will exist side by side for several years, since the individual training programs have to be organized, taught and completed on the basis of that law which was in effect in the period when the program started.

In the next section of this material the NTR, in effect from 2006–August 31, 2013 (and amended in 2010) and the new NTR, coming into effect as of September 1, 2013, will be examined side by side and their content as well as their structural elements will be compared.

The NTR, which came into effect in 2006 was fully transformed both in its content and in its structure in 2012. When looking at training outcomes it becomes obvious that the certifications have decreased in number by almost a half. This low figure can be explained by the fact that several certifications ceased to exist,

Serial number	ID number of qualification		Name of qualification		
	1.		2.		
Area of qualification					
Partial qualification		Branching qualification		Additional qualification	
3.					
Branch of specialization	Year of registration	Only in-school training	Maximum year of training	FEOR number	Minister, authorized to determine professional examination requirement
4.	5.	6.	7.	8.	9.

Figure 2.: Content structure of the NTR of 2006/2010.

ID number of qualification	Name of qualification	Branch of specialization	Branch it belongs to	In-school training period	Out-of-schools training period	Schedule of training	Minsiter in charge of the training program
1.	2.	3.	4.	5.	6.	7.	8.

Figure 3.: Content structure of the NTR of 2012

while others became part of other certifications. Those certifications, which were not needed by the job market during the past 4 years, have been eliminated from the NTR of 2012.

In the NTR of 2006/2010 certifications are arranged by groups. In order to find the certifications more easily, they are already arranged by alphabetical order in the new NTR. The partial certifications appear in a separate table; on the other hand it is not evident from the new listing, where partial certifications belong.

One of the most visible changes of the new NTR is that the identification numbers of certifications have been changed from a 15-digit number to a 7-digit number. The first two digits of the first column of the NTR identification number denote the level of certification and they also suggest what educational background is needed to enroll the program.

The second column in both registers is the name of the given certification. 5 upper indices might also be used.¹³

¹³ 1: Precondition of enrolling a vocational program may include driving licence (vehicles on public roads), machine operator licence, (certain categories of machines).

2: In the area of arts: parallel training, the numbering of artistic training years is identical with the numbering of general education years. In column 7 the first digit denotes the number of vocational training years, built on the school leaving examination, the second means the number of years in parallel education. In the given certificate further prerequisites, considering the characteristics of out-of-school training as well as the possibilities for individual preparation are determined by the professional and examination requirements.

3: The pre-condition of enrollment in the given program: intermediate level vocational certification or higher educational certification.

4: Denotes those mastership-level certifications, which belong to the Chamber of Commerce and Industry.

5: Denotes those mastership-level certifications, which are additions to programs by the Hungarian Agrarian Chamber.

In column 3 of the NTR of 2006/2010 the identification numbers of certifications are continued. In column 4 of the NTR of 2006/2010- the number of the certification group can be found from 1–21. Those lines of work belong to one group, which are based on the same technology operations.

In the new NTR of 2012 the identification number of the line of work can be found in column 3. In the NTR of 2006/2010 a total of 21 groups existed, while the NTR of 2012 was supplemented with a new, administrative group. In addition, the names catering and tourism were combined and changed to catering-tourism.

In column 5 of the NTR of 2006/2010 the year of registration was listed. The earliest date was 1993, and the latest was 2008. There is no similar item in the new register of 2012.

Though, in column 4 of the NTR of 2012 there is a new element, that is the branches of secondary vocational training including the meaning of the numbers as well. These numbers and their meanings are as follow:

I. Health care	XVI. Construction industry
II. Health care technology	XVII. Light industry
III. Social work	XVIII. Wood-working industry
IV. Pedagogy	XIX. Printing industry
V. Fine and applied arts	XX. Transport designer
VI. Sound, film and theatrical technology	XXI. Transport
VII. Mining	XXII. Transport engineering
VIII. Building engineering	XXIII. Environmental protection and water management
IX. Engineering	XXIV. Economics
X. Metallurgy	XXV. Administration
XI. Electricity and electronics	XXVI. Trade
XII. Telecommunications	XXVII. Catering
XIII. Informatics	XXVIII. Tourism
XIV. Chemical industry	XXIX. Optics
XV. Chemist	

XXX. Beauty industry	XXXIV. Gardening and park
XXXI. Agricultural engineering	landscaping
XXXII. Forestry and wildlife	XXXV. Geodesy
management	XXXVI. Food industry
XXXIII. Agriculture	XXXVII. Sport

Under Act CLXXXVII of 2011 on Vocational training in secondary vocational schools learners can take professional school leaving examinations in the previously described 37 economic branches after the successful completion of year 12. The school leaving certificate implies successful completion of general school subjects, which are specified by the Act on National Public Education, as well as the successful examination in one of the previously enlisted 37 economic branches. This certificate entitles its bearer to seek jobs in areas, specified by the Decree on the National Training Register. The completion of a compulsory professional subject at a higher level is considered one of the final examination subjects. Those, who pass the professional school leaving examination, may acquire a certification in one year according to the regulations of the NTR. Those, who do not pass the professional school leaving examination may acquire their certification in two years.

Column 5 of the NTR of 2012 denotes the number of years of studies in those programs, which are part of the official school system. If the cell contains the sign "–", it means that the training program in that area exists only as an out-of- school training program. If there is a letter "P", it means that the training program in that particular area, can be exclusively organized as a parallel training program by the law on national public education. Partial training programs can be organized in an out-of-school form, but the certification can be acquired within the school system as well.

Column 6 of the NTR of 2006/2010 denotes with a letter 'i' those training programs which can be acquired within the school system. The basic principle of the new professional structure introduced in 2006 was that each certification could be acquired within and out-of-school system as well, except for those marked

with 55, which were part of the higher vocational training system. Thus letter 'i' stood only next to these items.

Column 6 of the NTR of 2012 denotes the minimum and maximum numbers of taught hours of those training programs which are organized outside the official school system. If there is a "–" mark in the cell it means that the given certification can exclusively be acquired within the official school system.

In column 7 of the NTR of 2006/2010 the maximum length of the training period can be found. The number of years together with the total number of taught hours denotes that the training program can be organized within and outside the official school system as well. In those cases when only the number of taught hours is denoted, only the out-of-school form is possible. There are exceptions, when a special permission is given by the ministers of culture, education, social affairs and work. In the programs, which can exclusively be offered within the school system, the length of the training program is given in years

A new element in the NTR of 2012-es is the system to be found in Column 7. In case of training programs organized within the school system, on the basis of the Act on National Public Education there are Regular (N), Evening (E), Correspondence (L), Distance learning (T) and other (S) forms of education. Outside the school system the number of taught hours is determined by the NTR and there are regular courses (TK) and Distance learning courses (T) as well.

Column 8 of the NTR of 2006/20100 has the so-called FEOR identification in it. FEOR is the Foglalkozások Egységes Osztályozási Rendszere, i.e. (the unified classification system of certifications). This number shows what kind of jobs can be filled in with the given certification. The NTR of 2012 does not have a FEOR identification number.

In column 9 of the NTR of 2006/2010 the minister is denoted who is entitled to define the examination requirements. Column 8 of the NTR of 2012 denotes the minister of the economic branch which is in charge of the training program.

Table 3. illustrates and summarizes the individual content elements of the National Training Registers of 2006/2010 and 2012.

	NTR of 2006/2010	NTR of 2012
Legal back-ground	Decree 1/2006 (II. 16.) OM on the NTR and its amendment, Decree 133/2010. (IV. 22.) on the NTR and its amendment	Decree 150/2012 (VII.6.) on the NTR and its amendment
Of legal force	Until August 31, 2013	From September 1, 2013
Group of certifi-cations	Basic certification ¹⁴ Partial certification ¹⁵ Branching certification ¹⁶ Additional certification ¹⁷	Certification ¹⁸ Partial certification ¹⁹ Additional certification ²⁰
Organization of certifi-cations	Certifications are arranged by groups, within each group in alphabetical order of the basic certification. In the line of the basic certification its branches, partial certifications and the additional certifications belonging to it are also detectable.	In alphabetical order based on the name of the certification. Certifications and additional certifications and partial certifications are arranged in separate tables. No links between them are indicated.
Higher vocational training (FSZ)	Included.	Not included

¹⁴ Professional and examination requirements include joint modules with other programs. Typically there are longer training periods, which, upon completion, entitle bearers to occupy certain positions.

¹⁵ It consists of modules of one or several certifications. It entitles bearers to hold at least one position.

¹⁶ It consists of modules, specified by the professional and examination requirements. It needs to be completed with another compulsory – typical of the given branch – module, upon the completion which it entitles bearer to have a certain position.

¹⁷ It is added to a certain certification or one of its branches; it consists of modules, specified by the professional and examination requirements and it entitles bearer to have another position.

¹⁸ It entitles bearer to take up all the posts belonging to a certain line of work. According to the professional and examination requirements it includes several modules of its own profile and has modules of other programs.

¹⁹ It entitles bearer to occupy at least one position, includes modules of one specific certification.

²⁰ Built on the certification, specified by the professional and examination requirements. Typically including modules of its own and entitles bearer to occupy a new post. The additional certification may be built on more than one former certifications.

	NTR of 2006/2010	NTR of 2012
Composition of the NTR identification number	<p>1st and 2nd figures represent the level of the program (after the definitions the ISCED levels are indicated):</p> <p>21 Basic level certification, requiring physical work. No completed in-school education is needed. (2CV)</p> <p>31 Middle-level certification, requiring physical work. It is built on knowledge and skills, specified by the professional and examination requirements, (entrance competencies), or on the completion of grade 8 of the primary school. (3CV)</p> <p>33 Middle-level certification requiring physical work, built on knowledge and skills, specified by the professional and examination requirements (entrance competencies) or on the completion of grade 10 of the public school system. (3CV)</p> <p>51 Middle-level certification, typically requiring physical work, is required, built on knowledge and skills, specified by the professional and examination requirements, former vocational training, or the completion of the last year of secondary education. (4CV)</p> <p>52 Middle-level certification, requiring physical or intellectual work, built on entrance competencies, former training or secondary school leaving certificate, specified by the professional and examination requirements. (4CV)</p>	<p>1st and 2nd figures represent the level of training (ISCED level):</p> <p>21. Basic level partial certification, which does not require completed studies at school, can be acquired within the framework of out of school training program, in a socialized vocational program or in the HÍD II program. (3)</p> <p>31. Lower secondary partial certification, which is built on given theoretical and practical entrance criteria (also called entrance competencies) and which can be acquired within the framework of out of school training programs, specialized training programs and in the HÍD 2 program. (3)</p> <p>32. Lower secondary partial certification, which is built on given theoretical and practical entrance criteria (also called entrance competencies) and which can be acquired within the framework of out of school training programs (3)</p> <p>33. Lower secondary additional certification, which is built on a basic level school certificate and which can be acquired within the framework of out of school training programs on the basis of another certification.</p> <p>34. Intermediate level certification, which is built on a basic level certification or on entrance competencies, specified by the professional and examination requirements. (3)</p>

	NTR of 2006/2010	NTR of 2012
Composition of the NTR identification number	<p>54 Higher level certification, typically requiring intellectual work and which is built on entrance competencies, former vocational training or secondary school leaving certificate, specified by the professional and examination requirements. (4CV)</p> <p>55 Higher vocational certifications, built on secondary school leaving certificate (5BCV)</p> <p>61 Certifications, built on certificate-level or degree-level studies in higher education. (5ACV)</p>	<p>35. Intermediate level additional certification, which is built on basic level school certification, typically acquired within the framework of the official school system.</p> <p>51. Higher level additional certification, which is related to a successful secondary school leaving examination and which can be acquired out of the official school training programs. (4)</p> <p>52. Higher level certification, which is built on a successful secondary school leaving examination and which can be acquired in the form of out-of-school training.</p> <p>53. Higher level additional certification, which can be acquired out of the school system and which is built on a successful secondary school leaving examination. (4)</p> <p>54. Advanced level certification, which is based on a secondary school leaving examination and which can be obtained within the official school system. (4)</p> <p>55. Advanced level additional certification, which can be obtained within the framework of the official school system and which is based on a successful secondary school leaving examination.(5)</p> <p>62. Certification based on a higher degree. (5)</p>

	NTR of 2006/2010	NTR of 2012
NTR identification number	Figures 3–5. denote the study area of the vocational training program (There are 8 study areas.)	
	Figures 6–7. are the numbers of certifications at the same level and within the same study area	
NTR identification number	ID number	–
	Figure 8. signifies the basic certification 1 = yes 0 = no	
	Figure 9. signifies the partial certification: 1 = yes, 0 = no	
	Figure 10. signifies the branching of the certification: 1 =yes 0 = no	
NTR identification number	Figure 11. signifies additional certifications which can be built on the given one: 1 = yes, 0 = no	
	Figures 12–13. signify the level of the partial certification or of the branching = 21–61 (If figures 9–11. are 0, then these two figures are also 0.)	
	Figures 14–15. are the number of the branching or of the additional certification at the same level = 01 (If figures 9–11. are 0, then these two figures are also 0.)	
Group of certifications	21 groups	22 groups
	1. Health care; 2. Social services; 3. Education; 4. Arts, culture, communication; 5. Mechanical Engineering; 6. Electricity and electronics; 7. Informatics; 8. Chemical engineering; 9. Architecture; 10. Light industry; 11. Wood working industry; 12. Printing; 13. Transport; 14. Protection of the environment, water management; 15. Economics; 16. Administration; 17. Trade and marketing, business administration; 18. Catering and tourism; 19. Other services; 20. Agriculture; 21. Food industry.	
	–	22. Public service

	NTR of 2006/2010	NTR of 2012
Denoting programs within and out of the school system	Yes.	Yes.
Number of years of training programs in the school system is specified	Yes.	Yes.
Vocational programs taught within the adult education system. Number of taught hours	Maximum number is specified.	Minimum and maximum numbers are specified.
Form of education within the school system	Not specified.	Specified. Regular training: N, Evening training: E, Correspondence training: L, Other: S.
Form of education out of the school system	Not specified.	Specified. Out-of-school training using a given number of contact hours (courses) TK, Distance learning: T.

Table 3.: A comparison of the content and the structural elements of the NTRs of 2006/2010 and 2012

3.2. Professional and examination requirements

The certifications in the NTR of 2006/2010 have competence-based and modular professional requirements so it became important to restructure the system, as well as the content and the methodology of examinations. It is the **ability to do the job** properly which is assessed primarily during professional examinations. In addition, it is a secondary function that the examination is the last attempt to test school achievements. Accordingly, the examination tasks should model and simulate on-the-job situations. Each examination task and part of the assessment has to relate to professional knowledge and competencies defined by the job, the given certification entitles its bearer to fulfil.

When starting a new job, the candidate will not be asked theoretical questions, but he or she will be asked to perform certain practical tasks. Accordingly, the individual modules of certifications include on-the-job tasks and those competencies which are needed to perform them successfully and efficiently. The professional examination is not aimed at assessing theoretical knowledge, but at testing the candidate's suitability for the job. The new structure of vocational training, introduced in 2006, was shaped in such a way that it could maintain the balance between work force demand and supply.

It was in 2006 that the former system of vocational training was changed in an unprecedented way. Similar systems had existed neither in Hungary nor in any other European country. The most general aim was to change the way of looking at vocational training. The most innovative element in this process was the definition of **competencies** which was aligned with the European system of vocational certifications. In the course of the project quality competences were classified according to the system of vocational competencies, widely known and accepted in European countries. Thus various types of competencies were distinguished including professional, methodological, community and personal competencies. It means that in relation to individual certifications not only the profile of those jobs was given, which could be filled in with the given certification (task profile), but the competencies were also specified which are necessary to complete the tasks (quality profile). The two profiles make up the competence profile of the given certification. This innovation also had a role in determining the framework in which the individual competencies are to be interpreted. The aim was to define those methodological, social and individual competencies which are absolutely necessary to do a certain job. It is obvious that almost all those competencies were mentioned earlier could be useful for each specialist. Supposedly all those trainees who are about to take their final examinations, already possess the skills which are necessary to work in order to make a career in the world of work. In the process of development the aim was only to define **job-specific competencies**. These are necessary to do one or

another main task on the job and the level of which is important for the fulfillment of the main task and its level being influential for the achievement and efficiency of people involved in the given task.

Regarding the content in the new requirements of individual certifications it was defined that the participants of the program have to be enabled to do certain tasks and they also need to acquire certain competencies in order to perform their tasks successfully. The aim of **competence-based training is the acquisition of knowledge, skills and competencies and of all these qualities together** which help the individual to fill in one particular job immediately after the completion of the training program and work at the required level, without any further practice. Consequently, when planning competence-based training, there are two criteria to be considered. On the one hand, the knowledge factor is defined on the basis of the given work task and its analysis. On the other hand the training itself, its process, as well as the training material are built up systematically, using modules.

3.2.1. The structure and the content of examination requirements

In the process of the development of all certifications, which are part of the NTR, a material, called **professional and examination requirements** (further referred to as SZVK) was prepared. The structure of the SZVK is identical in each program, the formal requirements are based on Decree 1/2006. (VII.5.) SZMM. These materials were published by the minister in charge of the given training program, thus the regulations are compulsory for every training institution.

The NTR of 2012 includes new SZVKs. As far as their content is concerned the most significant change is that the new materials do not contain the modular requirements. These were part of a separate decree namely, decree (217/2012. (VIII. 9.)) on the modular requirements of state-approved certifications.

In contrast with the former SZVKs, Chapter III of the new documents includes a new section called career path, which enlists those jobs, which can typically filled in with the given certifications. An important section of the new SZVK is the definition of the parts of the modular examinations. Instead of the earlier modular examinations, a comprehensive professional examination was now introduced. The formerly acquired qualifications and knowledge do not count in the new system. Apart from a few areas, exemptions cannot be granted either, except for those certifications, where it is noted.(e.g.Certain programs in the area of economics) The rule is as follows: if exemption can be given, its basis is the grade, or other form of assessment of the original document, which is related to the given module. If the assessment is based on a certain percentage of achievement, using the scale of the new comprehensive examination it is to be changed into a grade.

	NTR of 2006/2010	NTR of 2012
SZVK	Yes.	Yes.
Content	<p>I. Data from the NTR (ID number of the certification, its name, its area, FEOR number and the maximum of training time.)</p> <p>II. Other data (Prerequisites of participation in training, proportion of theory and practice, length of professional training, possibility of organizing level examination, and the necessity of health certificate.)</p> <p>III. Area of work (The most typical areas of work which can be filled in with the given certification, short description of the area of work and a list of related jobs.)</p> <p>IV. Professional requirements (Including modular requirements and their descriptions. Task profiles and competencies.)</p>	<p>I. Data from the NTR (ID number of certification, name of certification, in training programs organized within the school system the number of years, in programs out of the school system the number of taught hours).</p> <p>II. Other data (Prerequisites of participation in training, proportion of theory and practice, obligatory level examination, and in training programs organized within the school system the length of practical training).</p> <p>III. List and description of those areas of work which can be filled in with the given certification)</p> <p>IV. Professional requirements. (List of modules only. The content of each individual module is specified by decree 217/2012. (VIII. 9.) on</p>

	NTR of 2006/2010	NTR of 2012
Content	V. Examination requirements (Modular) VI. List of tools and equipment	the professional requirements of the modules of state approved certifications). V. Examination requirements (Complex; definition of modular examinations.) VI. List of tools and equipment
Content of module	Task profile, Quality profile: – Professional competencies (Noted as professional knowledge, level of professional skills.); – Personal competencies; – Team competencies; – Methodological	Task profile, Quality profile: – Professional competencies (without notes on professional knowledge and professional competencies and level.); – Personal competencies; – Team competencies; – Methodological competencies.
Examination requirements	Modular examination	Complex examination
Exemption, transfer of previous studies	Yes.	No.

Table 4.: A comparison of the professional and examination requirements of the NTR of 2006/2010 and 2012

The SZVK includes six main chapters. Chapter I specifies the data taken from the NTR. In Chapter II other data are included. Chapter III briefly describes the work areas. Chapter IV includes the description of professional requirements, which are determined for each requirement module and they include two areas: task profiles²¹ and quality profiles²². In the NTR of 2012 these were defined in

²¹ Task profile is the list of those work tasks which a worker can perform through his or her certification.

²² Quality profile describes those qualities which make a worker suitable for doing the given job. It includes professional knowledge as part of a person's qualities. In this system categories are given for professional knowledge, skills and competencies including personal, team and methodological competencies.

a governmental decree! The task profile includes all those activities which can be performed by the trainee upon the completion of the given requirement module. Consequently, when we want to find out what to teach, the task profile has to be the starting point. The depth of knowledge and competencies is determined on the basis of the type and level of the quality profile.

Quality profiles are divided into five areas: professional knowledge, professional skills²³, methodological-, team- and personal competencies.

Chapter V describes the examination requirements. In Chapter VI a minimal list of those tools and equipment is given which is necessary to perform the training tasks. In Chapter VII other requirements and conditions are detailed if there are any.

3.3. The content and methodology of examinations

The content and methodological as well as the organizational questions in relation to the examinations specified by the NTR of 2006/2010; those of competence-based modular certifications are regulated by Act LXXVI of 1993 and Decree 20/2007 SZMM on the general rules of professional examinations, in case the NTR training was started before August 31, 2013.

Certifications consist of requirement modules, and one element of the **examination** belongs to each module. In the system of examinations one examination part is related to one requirement module and it serves the purpose of assessing the relevant competencies. The content element of that part of the examination is defined by the professional and examination requirements of the given certification. One successfully passed examination part (requirement module) is valid in one or several certifications. In order to emphasize the principles of competencies the examination includes **examination tasks** instead of course subjects²⁴. One examination part may include

²³ Professional skills are an automatic, instinctively functioning component of the work activity. Its level reflects the content of the activity, which can be performed with the help of the given skills.

²⁴ Content and assessment unit of professional examinations.

several tasks. Examination tasks can be performed in four ways. The SZVK includes the names of the examination part and the examination task, the time, allocated to performing the task, the typical form of activity and the weight of the task in relation to the assessment of the examination part. Examination activities may include written, computer-based interactive, oral and practical forms. Within one examination part there can be several examination tasks. The examination task is the smallest unit in the examination process and it is defined by the professional and examination requirement. The examination tasks as well as the examination conditions have to simulate those tasks and conditions which are typical of the real-life job. It is also important to use those or similar information sources, tools and equipment, which are identical with the ones, used in a real working situation.

The content of the individual examination activities is defined on the basis of competencies and their embodiment within an examination situation. According to this all the four, formerly defined examination activities are 'identical with or accurately modelling the working activity the trainee might do as bearer of the given certification.' In addition to their common characteristics, in the definitions some unique, assessment-related feature or condition can be found.

In accordance with the above the **written examination** includes an activity, which is aimed at completing or producing an end-of-the-exam written product in a paper or digital format. By definition the written product can be a written text, a drawing task, or some mathematical calculation or design. Computer-based tasks are considered written tasks, if they do not include interactivity.

The **interactive examination task** is usually an activity, performed using a computer and the computer program has an impact on student performance. The most important feature of this task is interactivity and the mutual relationship between computer and student.

The **verbal examination** includes verbal communication. Its most characteristic feature is giving information verbally, in the presence of the examiner. During the examination the student usually has some time to prepare and after the preparation phase he or she speaks independently, or is engaged in a dialogue with the examiner on

a professional topic. This latter conversation normally takes place between the student and the examiner, but, occasionally, there can be dialogues between two students. Thus situational dialogues can also be part of the examination tasks.

Within the framework of the **practical examination** any phase of the working process can be included in the examination and those tasks might reappear, too, which are parts of other examination types.

The written and the interactive examinations are nationally organized at the same time in all institutions and their time is approved by the minister in charge. The sequence and the exact time of the other examination parts are given accordingly by the examining institution. Identical tasks, which belong to different examination parts, might be integrated. It is the minister in charge of the examination who decides on the integration of the written and interactive tasks and it is the organizer of the examination that decides on the integration of verbal and practical examination tasks.

In the year 2006 the assessment of the practical examination changed radically, too. The individual examination tasks always have to be assessed by giving the percentage of performance. The percentage is given on the basis of a detailed evaluation sheet. The results are to be summarized according to their weight in the entire examination process, which is given by the professional and examination requirements. The result of each task is to be multiplied by the weight, then all the figures are to be added in order to get the final examination result. The examination part was passed successfully if the final overall figure is higher than 50%. Consequently, if the result, achieved in one or another task is very poor, even 0%, the final result might indicate that the examination was passed successfully if the other results are high enough to counterbalance the 0%. This is a big problem in the assessment system. The qualification examinations are assessed in a similar way, on the basis of the results of the individual examination parts and their weight according to the professional and examination

requirements. During the calculations the results of the individual examination parts (percentage) need to be multiplied by the weight, given in the professional and examination requirements, then the results are to be added up. The final figure is the result of the professional examination. If, for whatever reason, the student is exempted from taking any examination part, then his or her earlier achievement (%) will count toward the final examination mark. The results (the percentages) are to be transformed into grades at the end of the examination process as follows:

81%–100%: excellent,

71%–80%: good,

61%–70%: average,

51%–60%: pass,

50% or below 50%: fail.

After passing the examination successfully, this final grade will be recorded in the student's certificate.

3.3.1. The organization of the professional examination

The organization of the professional training, as well as of the professional examination are not necessarily related, since not all training institutions are allowed to organize professional examinations. In training programs, which are organized outside the school system it is only the minister in charge who is entitled to give the right to organize examinations to the individual institutions. The individual institutions apply for the right of organizing examinations and they are given this right if they meet certain criteria. Those institutions which organize training programs within the framework of the official school system are entitled to organize professional examinations for their own students, who had completed their studies.

The organizers of the examination have several tasks before or during the examination.

3.3.1.1. Registration

It means collecting the application forms and organizing examination groups and identifying the order of the individual examination tasks. This work has to be done in a special examination registration form. In addition to the 15-digit NTR ID number the requirement modules need to be given instead of the names of individual subjects. As a prerequisite of the professional examination the certificate of the successful modular examinations has to be attached. The modular examination means the end of the whole, or part of the training process. It is not organized by the state, it is given by the training institution. The registration of the examination has to be forwarded to the minister in charge, to the local chief registrar, and the representatives of the Chamber of Commerce and Industry and of the national corporate system. At the same time the written and the interactive examination topics need to be ordered and the written contract prepared and have signed by members of the examination board, clerk, representative of the economic organization, the experts (teachers). The individual registry sheets have to be ordered, which are documents to be accounted for. The topics of the practical examinations need to be prepared and properly kept and the grading sheet also has to be prepared. Another important document is the examination schedule²⁵, which is prepared by the organizer and the members of the examination board do not have to approve it. On the other hand the examination rules are a document, approved by the examination board and it describes the rules, the division of work between board members and details their responsibilities. In addition, it incorporates all those local conditions, which might have an effect on the organization of the examination. The examination program also needs to be approved by the examination board, which details the appearance of the student in the given part of the examination and points out the time and the venue of the examination. The institutions, delegating the members of the examination board

²⁵ A document, prepared by the organizer of the examination, which is suitable for identifying the given professional examination, its parts and the examination activities their order and exact time.

15 days prior to the examination date have to inform the organizer of the examinations who the members of the examination board are.

The members of the examination board include the head of the board, representative of the local branch of the Chamber of Commerce and Industry and the corporate organization and finally a member, representing the examination organizer.

The examination clerk²⁶, the experts (teachers) as well as the invigilating and grading teachers are not members of the examination board.

3.3.1.2. Dealing with the examination

When dealing concretely with the examination, the topics of the individual examination parts, as well as all the other resources have to be prepared. All meetings of the examination board (before the first examination part, during the written and interactive examinations and after the last examination part, or the meeting held on the occasion of unexpected circumstances) need to be recorded. An important document of the professional examination is the registry sheet, which is filled in in two copies. In addition to the personal data of the student the registry sheet includes details of the training institution as well as of the examination centre, the percentage of student achievements in the individual examination parts, the final grade, clause and the ID number of the issued certificate. The registry sheet is an official document, it cannot be selected for destruction, and after the completion of the professional examination one copy of it has to be sent to the local notary and one copy is kept by the examination centre. The certificate has to be filled in in accordance with the registry sheet and it includes the percentage of the achievements in the various examination parts, the name and NTR ID number of the certification as well as the final grade. The certificate

²⁶ The secretary (clerk) of the examination is to do all the administrative tasks in connection with the examination including the preparation phase, and the administration of the examination. He/she is the minute taker of the meetings of the examination board, fills in the registry sheet and its clause, prepares the certificates. If the need arises, is in charge of other administrative tasks, too.

is signed by the heads of the examination board and the examination centre and it is stamped by the circular stamp of the professional examination board.

NTR certifications, issued by decree 133/2010. (IV. 22.) can be obtained in the framework of out-of-school adult education training programs launched before August 31, 2013. It means that administratively the first day of the training program is to be dated August 31, 2013 the latest. The dated documents include the adult education learning agreement, attendance sheet, signed by the participants and the first syllabus entry. In this case the training program aimed to acquire the given NTR registered certification and the final examinations have to be organized by regulations, effective of August 31, 2013²⁷.

In the NTR of 2012²⁸ significant changes were introduced as far as the certifications, the professional examinations and the modularity of the training programs and the previously described examinations are concerned. Contrary to the former modular examinations the new training programs are ended by a complex final examination. Act CLXXXVII of 2012, Article 2 § 21 clarifies that the complex professional examination aims to assess the professional theoretical and practical knowledge, skills and competences of learners within the official school system, or of adult learners who participate in training programs outside the school system. It also aims to assess the acquisition of the task profile prescribed by law and which is necessary to obtain the given NTR certification. §9 of the Act CLXXXVII of 2011 on Vocational Training specifies that the complex professional examination is to assess the knowledge, learnt during the theoretical and practical training period as well as the acquisition of those skills, which are prescribed by the professional and examination requirements according to the vocational curriculum framework within the framework of one

²⁷ DECREE 133/2010. (IV. 22.) ON THE NATIONAL TRAINING REGISTER AND ON THE MODIFICATION OF THE NTR; AS WELL AS DECREE 2/2010. (II. 16.) SZMM ON THE DETAILS OF THE REGULATION OF ADULT EDUCATION; ACT 20/2007. (V. 21.) SZMM ON THE GENERAL CONDITIONS OF PROFESSIONAL EXAMINATION AND ACT CI OF 2001 ON ADULT EDUCATION

²⁸ DECREE 150/2012. (VII. 6.) ON THE NATIONAL TRAINING REGISTER AND ON ITS MODIFICATION

examination. The certificate can be awarded to a person, who, within the framework of the complex professional examination, met all the requirements, specified by the professional and examination requirements. No exemption can be given from the examination activities. Some exceptions are included in §11 of the Act on Vocational Training and the examination regulations. The complex professional examination is a state examination, which is to be organized in Hungary. The professional examination is to be taken in front of an examination committee. Based on the overall achievement of the learner in the complex professional examination a certificate is issued to him/her. The professional examination board is entitled to issue a partial certification on the basis of the learner's achievement in the complex professional examination, if the learner only partially met the examination requirements and they are in accordance with the requirements of a **partial certification**.

3.3.1.3. The professional examination board

By §14 of the Act CLXXXVII of 2011 on Vocational training the complex professional examination, aimed to acquire a certification, registered in the NTR, has to be organized on the basis of the professional and examination requirements and examination rules. The complex examination has to be taken in front of a professional examination board, which consists of 4 members, specifically, the head of the board and three members. One of the three members should have a degree in the given area, and the other member should be one of the teachers who, in accordance with the regulations of the examination rules, is denominated by the training institution. The head and the members of the examination board are officially given a mandate by the minister in charge, through the national vocational training and adult education state organ. In relation to those certifications, for the maintenance of which the chamber of commerce and industry and the minister in charge signed an agreement, the national vocational training and adult education state organ appoints the head of the examination board in unison with the chamber of commerce and industry. Only such a person can participate in

the work of the professional examination board, who holds a degree or a certification as required by the law and which entitles him/her to teach a particular subject or conduct a practice. If it is necessary, experts may assist the work of the professional examination board.

As of September 1, 2013 in out-of-school training only those new training programs can be started, which are based on the NTR specified by Decree 150/2012. (VII. 6.).

The new law that will detail the preparation and the administration of the professional examinations of the new NTR is expected to be published in August 2013.

4. PRACTICAL QUESTIONS OF THE ORGANIZATION OF PROGRAMS IN VOCATIONAL TRAINING AND ADULT EDUCATION

4.1. The organization of education

The aim of the organization of education is to implement a high-quality educational process through professionally preparing, organizing, implementing and closing an institutional training program, tailored to the needs of a specific target group. The professionalism of the organization may contribute to the outstanding performance of those who participate in the training programs, to the highest possible quality of the training institution, thus increasing the contentedness of all participants.

The organization and implementation of a training program is a very complex process. Basic processes, like organization of the course, the provision of adult education services and the organization of examinations are all part of the work. Communication is an important element in the organization process, including the maintenance of contact with the participants, correct information, marketing and PR. Supporting processes are also important including the provision of human resources and proper infrastructure, as well as doing of administration and performing financial tasks. This is why organizing the educational process requires state-of-the-art professional knowledge, creativity and precise work.

The organization of the educational process can be divided into four stages

- professional preparation of the training,
- starting the training,
- the implementation of the training,
- closing.

The process of the organization of the training process is illustrated by flow Figure 4. In the chapters to follow the individual steps of the process are introduced.

4.2. The professional preparation of the training

4.2.1. How to start activities in the area of adult education?

From 2002–2013 the activities of the institutions of adult education were based on Act CI of 2011 on Adult education. The institutions of adult education operated at two levels. First, according to the legal regulation at start phase they had to register. It meant that the institution of adult education was obliged to report its activities, the training programs and adult education services to the county-level Job Centre. The registration had to be performed according to the regulations of Decree 2/2010. SZMM, Appendix 2. This level of registration was a compulsory element for each training institution. Accreditation processes represent a higher level of operation. On a voluntary basis the institution of adult education – considering the relevant legal regulations²⁹ – could undergo an accreditation process regarding the institution itself, or its programs.

²⁹ ACT CI ON ADULT EDUCATION; DECREE 2/2010. (II. 16.) SZMM ON THE DETAILED REGULATIONS OF THE START, AND ADMINISTRATION OF ADULT EDUCATION ACTIVITIES. DECREE 22/2004 (II.16.) ON THE RULES OF ACCREDITATION OF TRAINING INSTITUTIONS AND TRAINING PROGRAMS; DECREE 24/2004. (VI.22.) FMM ON THE DETAILED REGULATIONS OF THE ACCREDITATION PROCEDURE AND SYSTEM OF REQUIREMENTS

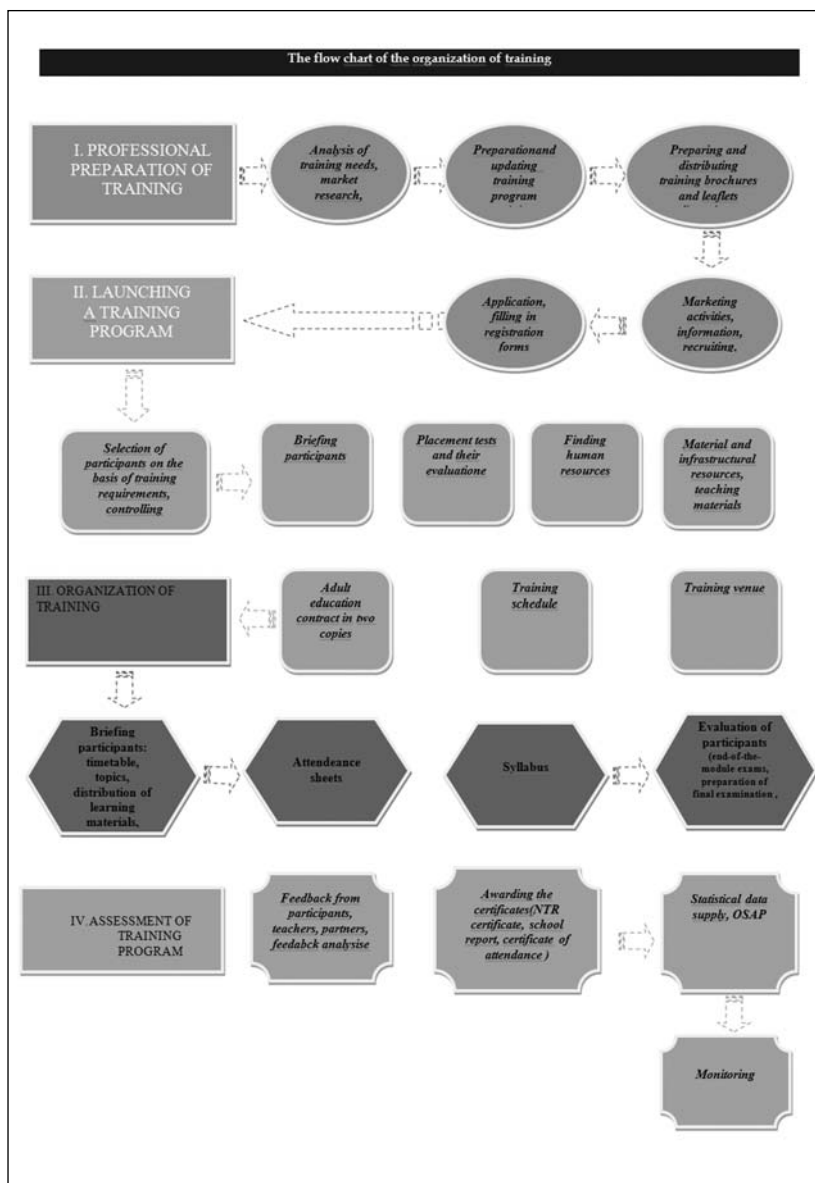


Figure 4.: The flow chart of the organization of training

From September 1, 2013 onward the institutions of adult education may start their activities according to the provisions of the new act on adult education (Act LXXVII of 2013 on Adult education).

The new law is narrower in its scope than the old one. While Act CI of 2001 on Adult education covered all areas of adult education, the legislation of 2013 includes only 4 training types.

- **state-approved certification based on the law on vocational training:** i.e. training based on the NTR specified by Decree 150/2012. (VII. 6.) Training, which is not part of the NTR, aimed to provide a certification not approved by the state, but which is aimed to acquire competencies necessary to fill a position, or a job;
- **general language education and supported other language education:** aimed to provide language competencies in one of the six Common European Reference Framework for languages of the Council of Europe (A1, A2, B1, B2, C1, C2). The list of supported other language teaching programs is defined by the authorities supporting the program, that is the National Labour Office;
- **supported other training:** aimed to increase the general culture of learners, the competencies, not related to the competencies of a given professional or language certificate, which contribute to the development of the adult personality, to the development of social equality and competencies of citizenship.

The new law is aimed at regulating only those adult education programs, for which the state undertakes a guarantee, or, responsibility. These include state-approved certifications of the NTR, those training programs, which are supported by the government, or, by the European Union, which may be non-NTR professional training programs, language, or other (general) courses.

Those institutions of adult education which launch training programs different from the above four (for example those other training programs, which are not supported by the government or the EU, on-the-job- training programs, institutional programs etc) do not necessarily come under the ruling of the act on adult education.

Although, if they wish, or if their business interests require, on a voluntary basis, institutions may act according to the ruling of the act on adult education. In this case they have to meet all the requirements, even if they are engaged in training programs, other than state or EU-supported programs in the area of adult education. Those training institutions, which do not come under the force of the act on adult education (and do not intend to) must work by the regulations of Act CLV of 1997 on consumer protection and they do not have to meet the quality requirements of adult education laws. For example they do not have to operate quality assessment systems, they do not have to deal with adult education learning agreements or program descriptions, syllabi or attendance sheets. Of course, the rational operation and the daily practice of teaching and training necessitate the precise documentation of activities, even though it is not required by law. For those institutions, which do not go under the force of the Act on Adult education, one obligation is important, namely, that the institution has to report statistical data related to its activity as it is specified by the OSAP system.

Those institutions of adult education, which intend to organize and run training programs belonging to one or another of the four types, specified by the Act on Adult education as of September 1, 2013 can start their activities only if they have an official permit to do so. The official permit is issued by the National Labour Office and it is valid until an indefinite period of time. The procedure is initiated by the training institution and it starts upon the official request of the training institution.

On the basis of §10 of the Act LXXVII of 2013 the official permit to start and to be engaged in adult education activities can be granted to institutions which have

- as it is ordered by §12 of the law the institutions have to have a certified training program in the area, specified in the request form, which was assessed and recommended by an adult education expert or adult education program expert prior to the application procedure;

- the institutions have to have the adequate human resources and infrastructure at their disposal in order to start and operate the given training program as required by the law;
- the institutions have to operate a quality assurance system as required by the framework system specified by ministerial decree;
- the institutions have to meet the IT requirements which are necessary to start and run the programs;
- the institutions are to operate a customer service system in order to deal with problems and complaints;
- the institutions' quality aims need to be formulated in figures, which are easily controllable;
- the institutions are to prove that by way of security they have all the assets, specified by law.

The official permit can be modified and amended. An application for modification need to be submitted if the institution intends to include new – not included in the original permit – types of training programs. For example, if an institution has the permit to run NTR programs, but later it is decided that they launch language teaching programs, then the formerly issued official permit needs to be modified.

An amendment is needed if the adult education institution intends to launch new programs in the given, formerly approved area. For example, the institution in question has the permit to organize English, German and Spanish language courses, but the management intends to include new languages, for example Italian and Chinese in their offer.

Another condition of pursuing adult education activities is that as it is ordered by §12 of the law, the institution has to have a certified training program in the area, specified in the request form, which was assessed and recommended by an adult education expert or adult education program expert prior to the application procedure. Adult education activities can be pursued only if there are adequate training programs at their disposal.

Before a training program is started, the learning and training environment needs to be analyzed, a thorough needs analysis has to be performed, and the possibilities as well as the potential problems need to be tackled. The results of this research may lead to the decision on the organization of the program and the optimal start date. Questionnaire- or interview-based market research is the method by which the needs analysis and the survey of the target group of individuals or staff members of one single company can be performed. It can be useful to assess the competitors, too. By comparing training needs and training offers in one particular area useful information might be obtained as to the necessity of new training programs in a given market.

Although, the act on adult education does not make it obligatory to compile annual training plans, it may prove very useful for the training institutions. It is very good if the institution compiles a list of the planned training programs, the potential target groups, financial resources of the programs, and the list of the necessary significant human and infrastructural resources and the various ways how these resources will be guaranteed.

When deciding on the training offer it is a must to compile the programs of the proposed training. The training program – on the basis of §12 of the act on adult education – is to include the following elements:

- the name of the training program as well as the number of its official permit;
- the list of competencies which are acquired during the training program (The competencies need to be described in 5-6 sentences as concrete actions. It is important, too, that the competencies be concrete and they should focus on the added value that might be obtained during the training program. (For example: upon the completion of the training program the trainee will be able to do/perform/compile etc.));
- the conditions of joining and participating in the training program (In NTR programs the entry conditions are defined by the SZVK, while in non-NTR training programs are described by the professional

program requirements. The entry conditions of other supported programs are determined by the supporting organization or authority. For example, prescribed conditions may include the completion of a certain school program (8th grade of primary school, 4th grade of secondary school, secondary school leaving examination, higher education) some kind of preliminary professional training or practice, career suitability, or a health certificate.);

- planned start date (In NTR programs the number of taught hours must be between the minimum and maximum numbers, identified by the NTR and the SZVK. In non-NTR programs the general language programs are described by the professional program requirements, in the supported other language programs the number of taught hours must be between minimum and maximum figures, identified by the language program requirements.);
- the form of training (The form of training may be individual, or group work, or distance learning program.);
- units of the teaching material, their aim, content, length and the number of theoretical and practical lessons of the given teaching unit³⁰ (These requirements are defined in case of NTR training programs by the SZVK, in non-NTR supported programs by the professional program requirements, in general language programs and in other supported language programs the language program requirements are to be considered.);
- maximum number of members within the learning group (The maximum number of group members depends on the type of the training program, but it can be influenced by the infrastructural conditions of the training institution.);
- the description of trainee assessment and in NTR training programs the description of the end-of-the-module examinations. In case of NTR programs the procedure is defined by the SZVK. In case of non-NTR supported training programs, as well as the general language and other supported language programs the assessment

³⁰ **Teaching unit** is the structural part of the training program with a content of its own.

method (examination) applied during the program and at the end of it is defined by the professional program requirements and the language program requirements.

- the conditions of the issuance of the certificate of the completion of the individual parts of the training program (In NTR programs school reports, in non-NTR programs certificates are issued. The precondition of the issuance of the end-of-the-training document is passing the final examination, if it is needed a foreign language certificate and the completion of the compulsory practice period. Other conditions may also be laid down by the authorities or the supporting organizations.);
- human and infrastructural resources which are necessary to finish the training program;
- other special conditions and the way of their fulfilment.

The institution of adult education prepares its training programs considering the SZVK in NTR programs, the professional program requirements, registered by the Hungarian Chamber of Commerce and Industry, in general language and other, supported language programs the language program requirements, registered by the National Labour Office. The aim of the professional and the language program requirements in adult education is to create a unified system of requirements in the NTR programs.

The function of the professional and language requirements is similar to the function of the SZVK in NTR programs. Supported other programs do not have a 'central' system of program requirements, so the training program is prepared by the institution, on the basis of the supporting agreement.

The training program is acceptable, if it serves the purpose of

- meeting the training objective (Meaning that it is in accordance with the needs of the target group and the time frame of the training program makes it possible to achieve the targeted aim.);
- **successful fulfilment** (Meaning, that the system of requirements of the training program is in accordance with the training objectives

and the requirements go back to the objectives and the time frame of the training program makes it possible to achieve the aims and the acquisition of the learning material. The human and infra-structural resources in the given target group make it possible to complete the training program successfully and the assessment system is suitable for evaluating the fulfilment of the system of requirements.);

- **the requirements of andragogy** (It means that the training program has a modular structure, the training program is up-to-date, the methodology serves the needs of the given target group and it suits the training objective. The program creates an opportunity to acknowledge formerly acquired knowledge. In addition, the training program is based on competencies.)

After the compilation of the training program the information concerning program details need to be forwarded to the potential participants. Promotional strategies are influenced by the target group of the training and our financial possibilities. In addition to the traditional advertisements (posters, flyers, newspaper ads etc.) it is worth investigating the free possibilities offered by the internet. Such opportunities include electronic mail, mail lists, training websites and databases. The organizers of training programs usually prefer circulars, flyers, posters, program brochures, short films, or use commercials in the media, including ads in newspapers, radio or tv commercials, online ads). It is extremely important to have a clearly structured, practical and user-friendly training website.

4.2.1.1. The introduction of training programs

Following the application of efficient marketing techniques there will be enough candidates/participants intending to enroll the training programs. In order to have all the necessary data for course documentation as well as teaching purposes, it is important to have all candidates fill in an application form. Application forms are compiled by the training institution and they include the personal data of candidates. It is the task of the training institution to check

if the candidate meets the requirements of registration. If there are previous learning requirements, it is important to check the existence and the content of previously acquired certificates or other school documents, a certified copy of which is to be attached to the registration package. The printed or the electronic versions of the application forms are to be collected and summed up by the organizers of the training program. It is quite common to send a written confirmation of application to the applicant via email. Finally, the applicants are divided into learning groups and the scheduling process may start. The applicants are also informed in writing about the start date of the training program, its organizational conditions, and the schedule.

In order to complete the training program successfully human resources are of outstanding significance. The success of adult education is dependent on many factors. Careful planning of the training program, in view of the adequate adult education training methods and the use of high quality teaching materials are all indispensable for success. Professional planning and precise administration, as well as the optimal learning environment also need to be guaranteed. But the work of qualified teaching staff is the most important precondition of success. The quality of the teachers' work plays a decisive role in learning outcomes. The talent, the professional, methodological preparedness and the human qualities of the teacher determine the success of training consequently, employing the right person for the job is of utmost importance for all parties concerned. In addition to having the required qualification and the professional background the methodological preparedness as well as the teacher's good communication skills and ethical behaviour are also important.

Teachers may be employed full-time (it is rare in adult education), part time, on the basis of an entrepreneurial contract or a contract of agency. Documentation includes teachers' CVs, certified (by the training institution) copies of their degrees or other qualifications, and statement concerning their time of employment.

In addition to human resources the training institution is to guarantee infrastructural resources as well. Training rooms, classrooms, IT cabinets, language labs etc. might be owned by the training institution, but they can be rented from other institutions. In this latter case it is important to have a copy of the contract. Some equipment is also needed for certain training programs. In NTR training programs the SZVK list includes the items which are absolutely necessary for the training programs.

Prior to the start of the training program, but on the first day of training at latest an adult education contract has to be signed by all participants. In an adult education contract the adult education training institution and the trainee agree on certain rights and obligations, as defined by the general conditions of civil law. The wording of the contract is prepared by the training institution and it clarifies the rights and obligations of both parties. Its content is basically defined by §13 of Act LXXVII of 2013. Each individual trainee is to enter into a contract with the training institution and the signed contracts are to be filed for 5 years. In the contract it is necessary to indicate that the contract meets the specifications of the Act LXXVII of 2013 on adult education. The contract is to be concluded in writing.

The adult education training is to include the following

1. the name of the training institution as it is indicated in the register of the training institutions. Registration number;
2. the learning group
 - a. the start date of the training program (year, month, day);
 - b. the schedule of the teaching program broken down by teaching units, teaching hours and classroom;
 - c. planned completion date of the training program, considering the previously acquired skills and knowledge;
3. the identification of the end-of-the-training document;
4. the way of trainee assessment and the conditions of registering for the final examination;

5. the indication of how many classes a trainee may be absent from classes or practical training sessions or consultations (In case of too many absences what consequences a trainee has to face.);
6. venue, duration and schedule of practical training sessions and the grants an adult trainee might be entitled to get for his or her practical work;
7. the organization of the final examination (The name of the institution, in charge of organizing the examination in NTR training programs, or in language programs.);
8. tuition fee – as well as the examination fee, if there is any (In addition, the fee to be paid for re-takes also needs to be indentified, considering the previously acquired skills and knowledge and if the tuition fe is paid in instalments, the system and frequency of payments.);
9. if a grant is given, its breakdown (central budgetary and EU funds) is to be indicated;
10. the consequences of breaking the contract on the part of the adult trainee and on the part of the training institution.

4.3. The implementation and closure of the training program.

Binding documents.

If there are enough candidates, all training contracts have been signed, the tuition fees as well as the governmental or EU funds have been transferred into the institution's bank account, then the organizers can move on to the next phase, i.e. the implementation of the course by applying all legal regulations. It is an important task to have a staff meeting for all teachers and trainers and it is of utmost importance to inform them about the training program and the composition of the individual groups. The teachers and trainers are to be given the training program and the records, attendance sheets and the personal data of trainees. Teachers and trainers are requested to fill in the documents on a regular basis,

they are supposed to record absenteeism and they have to have attendance sheets signed by all participants present. Absences need to be checked at random during the training period and again at the end of the training. If problems are found it needs to be entered on record.

In connection with the continuation of the training programs three days prior to the start day of training the training institution is obliged to supply records to the authorities (National Labour Office). Data can be given electronically. Based on §15 of Act LXXVII on Adult education the following data need to be entered the electronic system:

1. the name of the training institution as it is indicated in the register of training institutions (Date of registration and the registration number.);
2. identification of the training program, programs of the NTR the ID number and the name of the program;
3. learning group
 - a. first day of the training program;
 - b. breakdown of the training program by time, place and number of lessons;
 - c. scheduled end date;
 - d. number of participants;
4. the description of the document (certificate) which is awarded at the end of the training program;
5. program evaluation by participants (within 45 days after the completion of the program).

On the first day of the training program the organizer is to check the training site and whether or not the infrastructural requirements are met. If, due to illness or some emergency the teacher (trainer) is not able to do his/her work, it is the task of the organizer to have a substitute teacher involved in the program.

On the first day of the training program the organizer is to verbally inform the participants about the training program, the teaching material, the signing of the contracts and the supplementary

activities. Supplementary activities in adult education are those activities, which are aimed to tailor the program to individual needs, to increase the efficiency or to improve the trainees' chances in the job market.

Supplementary activities for example may include needs analysis, training counselling, career counselling, mental hygienic counselling, job searching techniques, tutoring, mentoring, coaching, help desk service etc.

Before the training program starts it is obligatory by law to give a placement test for participants. It is of utmost importance to assess the previously acquired knowledge of participants when the person cannot prove with a certificate or other official document his or her abilities to meet the requirements of the program. If a person can prove that the material in question has already been acquired by him/her, he or she has to be exempted from learning that particular material. The preliminary knowledge of trainees needs to be assessed obligatorily in NTR programs, and in supported language programs; in non-NTR programs and supported other programs it is necessary on the basis of support contract. In programs different from the above it is to be assessed upon the trainee's request.

It means that the institution of adult education is obliged to assess the previously acquired (formally, non-formally and informally) knowledge and competencies of adult learners. When doing so it needs to be assessed if the adult person has the competencies necessary to fill in the given job. Knowledge always needs to be compared to training competencies and learning outcomes of the given module, since assessment is aimed at finding out whether or not the applicant has the knowledge, the acquisition of which is basic for the training objective and training requirements. If the knowledge of the adult learner is identical with the content of the individual modules, the person might be exempted from attending the lessons of the given module and may be registered for the end-of-the-module examination. This way the person may save money, time and energy, and it has an overall motivating effect. Consequently, the person might enrol several training programs during his/her lifetime and at the same

time is able to fulfil the requirements of lifelong learning. It can be mutually beneficial for societies and also for the adult training institutions.

The assessment of previously acquired knowledge should not be mixed up with the assessment of entry competencies. Entry competencies are those competencies which are necessary in order to start the training program. The assessment of entry competencies is aimed to check whether the applicant has obtained the school certificate, specified as entry requirement of the given training program. If the person does not have the given school certificate whether or not he/she can demonstrate all those competencies which are necessary to start and successfully finish the training program. So, the assessment of entry competencies serves as an alternative to the adequate school certificate (e.g. 8 years of primary school education) and the rules of its application are specified by the SZVK. While the assessment of entry competencies is related to the entry requirements of the training, the assessment of previously acquired knowledge is related to the learning outcomes of the training program.

The documents, required in order to implement the training program are to be prepared by the organizer of the training program, but the documentation itself is the task of the given instructor (trainer, tutor). It is very important to monitor the attendance of training participants and it is the attendance sheet that serves this purpose. As far as the content of the training program is concerned, each topic covered by the teacher also needs to be registered in the syllabus records. It is also in this document that any changes from the original training program need to be recorded. The missing participants also have to be recorded in this document. These two documents are absolutely necessary elements of all training programs and they need to be filled in the theoretical and practical lessons, all consultations, and in electronically administered preparatory lessons as well. The participants are to sign the attendance sheets and it should be clear from these two documents which participants were present and which were absent from the given lessons. The teacher (trainer, tutor) is to sign these documents, too, in order to

certify their originality. The training institution is to keep the attendance sheets and syllabus records – as well as all the other training documents – for 5 years after the completion of the training program.

The mode of in-course-assessment of training participants is determined by the course teacher. At the end of the training program the examinations are to be organized according to the description of the training program. The examinations of non-NTR programs are organized by the training institution, while the examinations of NTR programs are specified by the law. Specific details and tasks of organizing such examinations are given in Chapter 3.3.

In summary, it can be stated that when implementing the training programs the training institution is to fill in all those documents which are specified by Act LXXVII of 2013, § 16 and the institution is to keep them for 5 years. These documents are as follows:

1. attendance sheets of all theoretical and practical lessons and consultations, as well as electronically administered professional preparation (All these documents need to be signed by the participants.);
2. personal data of adults participating in the training programs, as specified by §21 paragraph 1 of the Act on Adult education as well as all those original, or certified by the education institution copies of all those documents which are necessary to start the training program;
3. adult education contract, the training program and documents of its implementation as well as the attendance sheets and syllabus records;
4. certified copies of those documents which prove that the trainee has passed the final examination, copies of the certificates and the original document of the acknowledgment of the receipt of certificate, signed by the trainee;
5. original documents and contracts that prove that all the requirements (Human and infrastructural resources) have been met;
6. the original data sheet, proving that the obligatory OSAP data supply has been performed;
7. all documents in relation to the employment of teachers.

4.3.1. Closing the training

In the closing phase of the training program the trainers evaluate the training program. The results of the trainees are compared with the time factor, the available resources and the aims of the program. Problems and mistakes are analyzed, opinions stated, in order to see the future of the training program more realistically. The opinion of the participants is tackled by using Feedback forms. Participants usually fill it in on the last contact day of the training program. It is also useful to collect feedback from the teachers as well. All qualitative data need to be averaged and statistically analyzed. At the end of the training program the training institution awards the certifications to all those participants who successfully completed the training program. Participants acknowledge receipt of certification by signing a form. A certified copy of this document need to be kept by the training institution for 5 years.

By Act XLVI of 1993 on Statistics adult education training institutions are obliged to supply records concerning their adult education activities. As it is specified by the relevant regulation of the given law, the training institution is to supply training data electronically within 10 days after the closure of the training process. The receiver is the OSAP 1665 (National data Supply System) system. (<https://osap.nive.hu/>). These data serve statistical purposes and they are also the bases for national statistics on adult education. (<https://statisztika.nive.hu/>). This system is easy to use and in a few seconds one can get data in relation to certain segments of adult education, e.g. number of participants of a certain training program, or the geographical location of the individual training programs, or training institutions.

5. CONCLUSION

At the time of writing this paper the new Act on Adult education has already been published. It came out on June 13th, 2013 in the 96th number of the Magyar Közlöny (Hungarian Official Journal) Act LXXVII of 2013 on Adult education has radically transformed the former system and the operation of adult education in Hungary. As of September 1, 2013 NTR and other training programs can be introduced according to the regulations of the new law. The new legislation – with the aim of hindering a possible breakdown in the process of adult education and vocational training, introduced a transitional period. Those institutions, which are officially accredited training institutions on August 31, 2013, by act CI of 2001 on adult education are allowed to launch their adult education programs included in the electronic registry of adult education institutions as long as their accreditation permit is valid, or, if the institution was accredited in 2013, then until March 31, 2015 at latest.

The most typical characteristic feature of the new act on Adult education of 2013 is that it does not cover the whole area of adult education. Four types of training programs are included in the new law.

- state-approved NTR programs;
- non-NTR, other supported programs;
- general language training programs and supported other language programs;
- other supported training programs.

Supported programs are those, which are implemented using some governmental or EU funds.

The new regulations do not include those training programs, which are not supported by the government or by the EU, for example on-the-job training programs offered by businesses, or the unsupported professional training programs. Both formerly mentioned types were very significant in the past few years.

Another significant change relates to the beginning and the implementation of adult education activities. The former programs operated at two-levels (registration level and accreditation level). This duality ceased to exist. Adult education activity can be started and pursued by acquiring an official permit. The details how this permit can be acquired will be given by a specific governmental decree. The permit will be issued by the National Labour Office. A third significant change will relate to the system of program requirements, which are to be prepared and attached to non-NTR programs. Their content is to be similar to the SZVKs. The new program requirements will be registered by the Hungarian Chamber of Commerce and Industry. The new law makes it obligatory to monitor careers and the assessment of previously acquired knowledge. The former regulations in relation to the training programs, the adult education contracts and the obligatory documents of the training programs are unchanged. The new act on adult education is a legal framework, consequently, several specific governmental or ministerial decrees are needed to interpret and apply the legal framework. These decrees – in June, 2013, at the time of writing this paper – have not yet been born. It is not yet clear who the chief players of this new system will be and what kind of role they will play in the market of adult education. What results can be expected from the new legal regulations? What direction will the Hungarian adult education take? It will take 5-10 years to find the answers to these and similar questions.

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