

1. Policy/practice

* Title	Human Resource Development Operational Program, (HEFOP) 3.5.1., The development of modern adult education methods and application	
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* Keywords (These should also refer to themes relevant to other objectives groups where appropriate)	Life long learning, labour market education, modular education, e-learning, reintegration, expansion, program database, curriculum base.	
* Duration of policy/initiative	Date of beginning: 2005	Date of end: 2007
* Outline, Summary (max. 500 characters)	The enhance of the adult training quality with the development of curriculum and methodology, just as well the development of adult education's method in its interest that the supply of the education training programs should conform to the requirements of economy.	
<p>The aim of the arrangement is that the chance to the extension and correction of the life long learning through the support of adult education, including the e-learning too. This arrangements going to support the activity of adult education's method. There is a need for adaptable education method witch is keeping pace with the economic changes; witch can take that fact into consideration that the adult education method's has ever more participant. It needs necessarily collaboration within the whole adult education institutional system, or rather the expansion of methodology or it's formation in those areas, witch doesn't exist there now.</p> <p>The arrangement in the frameworks of the open learning, develop alone the non-formatted (not in a school system) education. Much attention turn onto the flexible learning system, witch means that the modules, the assessment of prior learning got on the trailer, the certificates, and the portfolio and prefers the electronic learning environment.</p> <p>The learning methods are depends from the methodology from the different programs, from possible qualifications, from the level of the learning, ect. In the whole arrangement serving good system of the supply of individual learning places for adults too. In the interest of the fact that they are the underprivileged persons - with a low qualification, more aged employees, persons living with a deficiency, women, in a underprivileged region living persons - let it be possible to provide the adult education getaway opportunities, the arrangement supports to develop education training methods and curricula witch are set for the special claims of the target groups.</p> <p>With the valorisation of the program the chance for the participant adult through the training, with the extension of their knowledge get the opportunity to proceed or promotion is increase.</p>		

2. Background

* Related national/regional policies/initiatives
HEFOP is the continuation of a national development program, which is integral of the experiences of the previous PHARE Programs.

3. Content of policy/initiative

* Implementation (<i>programmes, methods, measures and actions</i>)
<p>One part of the program is the development of the marketable programs and curricula, and this development program groups are based on 3 program.</p> <p><i>a) Gratification of the Local and regional employer necessity.</i></p> <p>The development of the 105 training programs and curricula are aimed to acquisition the qualification from the National Qualification Register. All the training programs witch were nominated to finish are sought in the labour market, latter position and livelihood cover programs by statistics of training tentres, which need mapping the truth of the modernization the adult education requirements. These programs number is so important because, the biggest part of the program of Regional Training Centres choice currently in NQR character programs form it, in the other hand from the more hundred of NQR training programs only the most current ones got to a selection. These programs are going to process with the purchase of the modern requirements and method of adult education. These programs for the modern requirements of the adult training and gets with the purchase of his methods onto development into attention.</p> <p><i>b) The supply needs of employees in the local and regional level of the underprivileged layers</i></p>

¹ Please note that it is important to provide the details of an individual who may be contacted by the consultants should they require further information.

It's aimed to develop the program which are in the National Qualification Register, or apart from it (accredited, or through project to be accredited) cca. 40 programs, these educations are not demanding primary school qualification. These programs number is 38 because of that OKJ include nearly this many qualifications, which acquisition not necessary general educational level, but with special affirmatives and preparatory programs the cumulative underprivileged layers may do it with a success. Emphasized aim to increase the equal of opportunity, to assist the layers who can be involved to the training hard, involving them in a training, keeping and sending them one, acquisition of a marketable qualification. Who incomplete with a basis qualification are determined exclude from trainings which providing the marketable education, because for it, that let them obtain these and let a result be attained, anyway necessary that other programs, with the help of part trainings socialisation get efficacious help in life conducting and learning techniques.

c) The career orientation curriculum and training substance, or remedial program developments.

In attention the target group of the development we proposed the labour of 4 program: the primary school undone, made primary school, the high-school qualification providing and for those who has a higher qualification. The adult population exceptional heterogeneous in the look of how they relate to the trainings, how they informed from their opportunities, from their possible path of life. When fore that their decisions and their choices be solid they need suitable information, the career orientation substance – which is being worked - helps in this information. The remedial and preparatory programs helps to work of the deficits which manifest in primary in knowledge and learning techniques, these as like the training programs based on practical experiences, but it is compensated the process of more year oblivion, or they help to get common knowledges which minimal necessary learn a trade. With the use of the unusually used method and tools in adult education, with the complexity of education it can be archived and successful for those layers whose didn't secure the trainings until now, because of their unique problems, or because of different problems they obliged to stop the training

The other part of the development is the new employers, concerning labour-market claims satisfactory program-, and curriculum developments, this development program group based on two part of programs

a) Those vocational education's matter and curriculum develop, which satisfy local and regional employers requires, but the national register of qualifications doesn't exist the given vocational qualification.

We realised these vocational educations based on the analysis of scope of actives, build up on modular program and curriculum development. These programs planned quantity is 51 pieces, which after the experimental trial and the correction, we accredit it in the framework of the project.

These programs number is so important because for the supply of the employer education's claims with modern programs and curriculums was not a considerable development source till now, in other way, numerous labour market claim is kept calendar in the nine regions, and from this we needed to appoint a realistically program number with the attention of a provision standing in material sources. The adult education is able to adapt to the labour market claims and forecast with the help of the modern programs. The employer's claims many times doesn't need the full academic specialisation knowledge of programs, but part processes, the knowledge of modern technologies is need, to which unnecessary to learning of a full central program. The requirements change exceptional quickly on certain vocational areas, it need the programs building on the existing knowledge base, and courses which can be easily worked and enlarged with the additional development.

b) It's for e-learning program and curriculum development, in those qualification's way that most current the distance education or in terms of the learning with an Internet basis, and they didn't get developed yet.

These programs planned quantity is 25 pieces, which ones after the experimental trial and correction – in the framework of the project- accredit. This educational technology relatively expensive, so it was necessary to run a manage inside the total cost framework of a project, from this as follows the lasting labour market's training claims fulfilling a need can be only into attention. Whereas the development of the 25 programs is going to be a exceptional considerable result, considering that the full qualification horizontal bar e-learning program's number is slight yet. The e-learning another, expected profit at the side of the users is the Life Long Learning approaching device appearance of affirmation. This includes that with new learning behavioral the pattern presupposing methods; with which the employees may settle down with knowledge-based society with which in the labour market they may find a job with a good chance. Notable, that with this learning method like that can be involved into the learning - guaranteeing the equal opportunity - who are hampered in motion, because of their illness disabled, on the reason of their individual situation to place bound, they have work like that, which doesn't make a chance to visit the education centres

*** Scope or level: national, regional, local**

Hungary - National

*** Partners involved** (in the design, implementation and evaluation of the policy/initiative)

Design phase	<ul style="list-style-type: none"> - National Institute of Adult Education - Regional Training Centers - Central Employment Agency
Implementation phase	Leader Authority: Ministry of Social affairs and Labour, HEFOP Leader Authority



	<p>Contributes:</p> <ul style="list-style-type: none"> · European Social Found ESZA Professional Coordination commission (ESZA Szakmai Koordinációs Bizottság) · HEFOP Operative conciliation forum (Operatív Egyeztető Fórum) · Employment Office (Foglalkoztatási Hivatal) · European Social Found National Program Leader Office Social Service Provider (Nemzeti Programirányító Iroda Társadalmi Szolgáltató Kht.) · Fund Management Directorate of the Ministry of Education · Hygienic Strategic Research Institute Structural Funds Program Office (Egészségügyi Stratégiai Kutatóintézet Strukturális Alapok Programiroda) · Hungarian State Treasury
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* Target Group(s) and beneficiaries <i>(definition and estimated numbers)</i>	
Form of the support	Support not to be refunded Intervention area and code 23. Develop the trainings and vocations withes not attached to a unique section
	Measure of the support
	Project size (EUR) Minimum 15,000 Maximum 450,000
Own source	0%
Execution	
Leader Authority	HEFOP Leader Authority
Paying authority	Ministry of Finance Structural and Paying Authority's Cohesion Funds
	Participating organism
	European Social Found Kht.
	Final grantees
	Regional labour developer and training centers, non-profit companies. The Contracting relief Organization part relevantly 87. parag (1), Leader Authority is the final grantee.
	Financial plan (EUR)
	Forrás Összesen
Community contribution	European Social Found 15,165,047 National contribution Central Labour-market Fund Employment Sub fund 5,055,017 Local Else (private) In the aggregate: 20,220,064
National support	In the framework of a present measure the training aid not to be refunded for the Committee Regulation from European Community Contract (EKSz) training aid (OJ L 10, 13/01/2001) about 87 and with the application of 88 of his paragraphs.



4. Outcomes and results

* Outcomes, specific achievements; Perceived strengths, weaknesses and priorities for improvement (qualitative and quantitative evidence)

Type

Indicator

Initial data (2002)

Aim (2008)

Output

Number of the developed programs

55

183

Result

Trained participants' number

50000

100000

Impression

Employment or something else peoples' number who received positive proceeds

35000

85000

Horizontal aspects

Equal opportunity

Men and Women

It is necessary to take the women's family specific claims following from their obligations into consideration of the development of curriculum and learning methods.

Gypsy (Roma)

Gypsy's specific claims, which follows from their that social and educational background, it is necessary to take it into consideration of the development of curriculum and learning methods

Handicapped persons

It is necessary to take the handicapped peoples' special claims into consideration of the development of curriculum and learning methods

SWOT

Strengths :

- The employee's level of qualification rises continually.
- The labour dispose expertise witch competitive and international acknowledged in several specialties
- The number of participant in middle and higher education is growing continuously
- The social, the child care, the family supports, and the insurance of the handicapped peoples' equal opportunity and the organizational frameworks of the modern services came to existence on the area of the employment rehabilitation

Weakness:

- The education and training system doesn't insure adequate the labour market necessary skills and the acquisition of competences.
- The young persons' considerable part enter to the labour-market without the qualification and skills which for the labour-market claims suitable
- Despite the high inactivity in single occupations and in areas, the trained workforce's deficiency can be experienced, since the labour-market mobility is low-level in the future. Between the regions and inside the regions considerable the labour market inequalities.

Opportunities:

- The opportunity of the development of more proactive employment policy increases by the expansion of the source which can be devoted by the human resources development.
- The gradual spreading of the principle of life long learning contributes to the improvement of the labour's competitiveness and to the reduction of the social chance's difference.
- The stronger social solidarity, the fight against the prejudices increases the chance for the excluded groups to integrate.
- The spreads of informational and the communicational technologies repair the quality of the services and the services availability.



Leonardo da Vinci

Description of example of good practice in modular education and vocational training

Threats:

- The deficit of workplaces hinders the increase of the employment level and lasting increase unemployment leads proportion.
- The opener labour market increases the migration of high trained specialists.
- The insufficiency of the employees' workplace training weakens the workforce adaptability, particularly in case of the small and medium-sized enterprises' employees.
- *The solidarity weakens by the increase of the social differences, and the prejudiced heighten, particularly against the Gypsy population.*

Based on these the programs fundamental aims are:

- a) The increase of the employment level
- b) The correction of a workforce's competitiveness
- c) The inspirit of social reception.
- d) Better infrastructure and clearer ambience

Reinforced regional and local potential

* **Transferability** (*how this example may have relevance in the European context?*)

All the programs that are suggested to finish just get ready, or onto an accreditation roundabout are suits for the demand of present regional and for national labour market. The programs gets into Regional Training Centres network program database, begins a modern, expandable, to establish a due curriculum database which enough for requirements of quality assurance, which can be used beyond a network's members by the adult educations institutions in the future.

Sources of the information provided

websites www.hefop.hu