

Implementation of Lifelong Learning in Hungary

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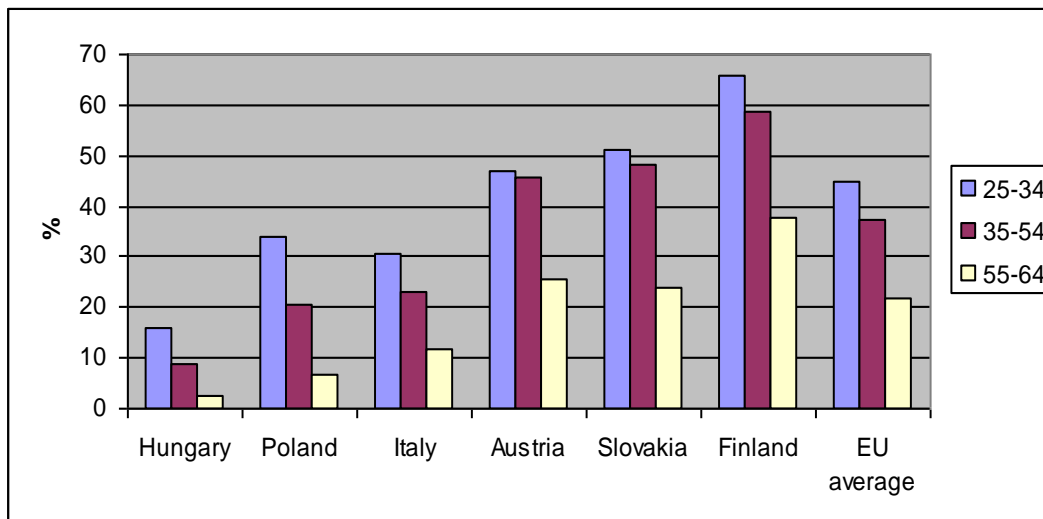
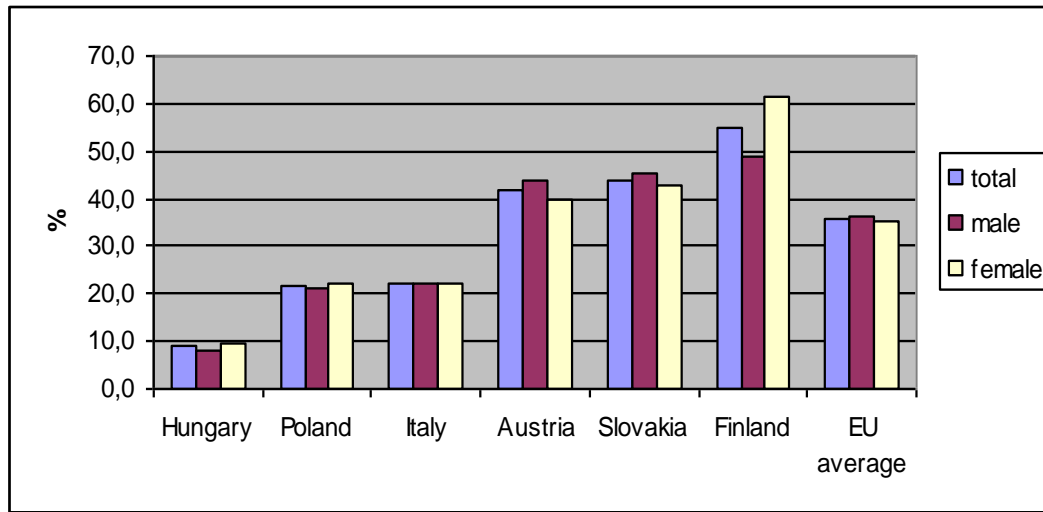
CEI Human Resources Development Forum
Identifying Barriers of Lifelong Learning and Their Removal
Prague, 18–19, November, 2010

Structure of the presentation

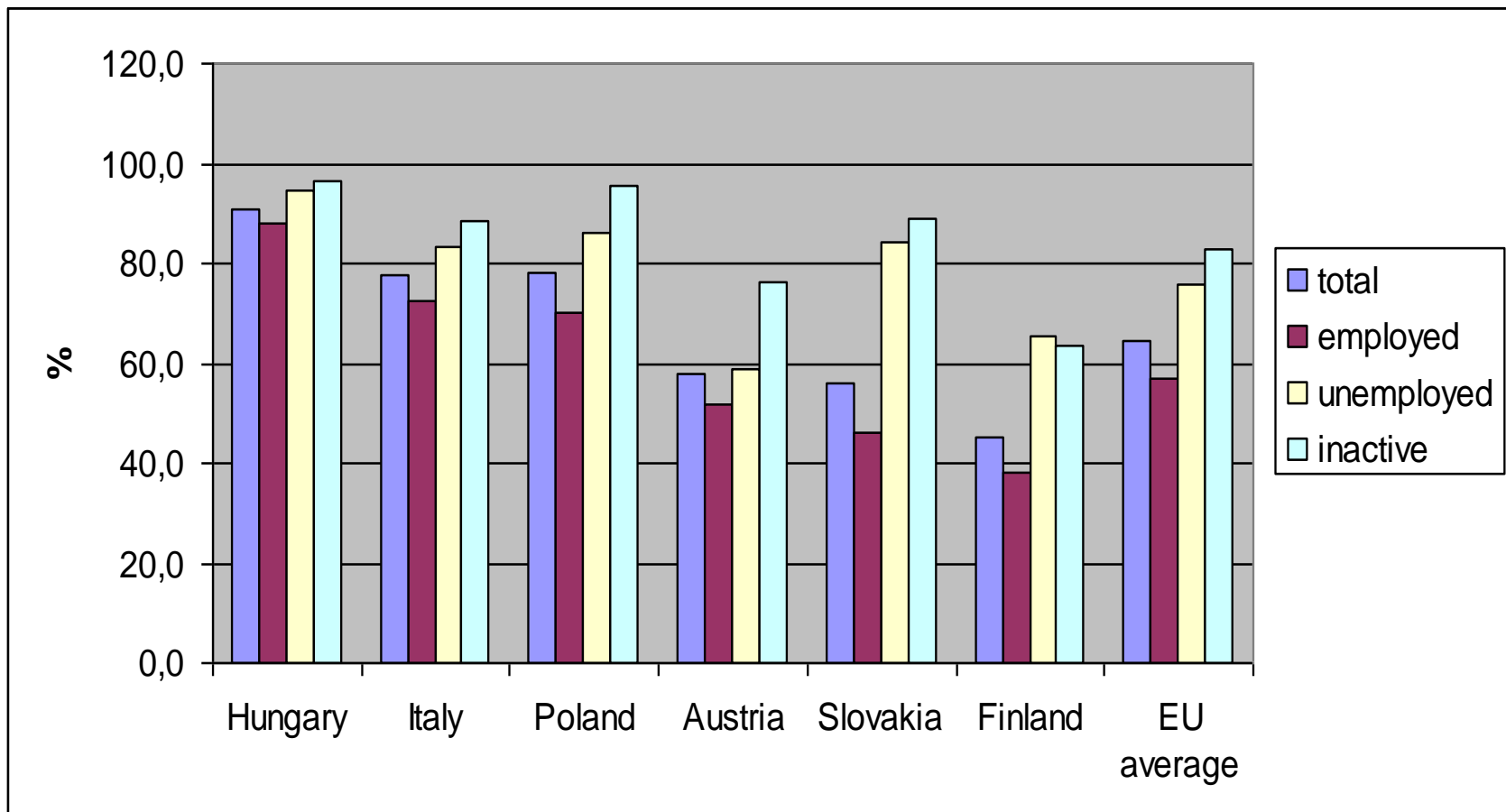
1. State of matters via data
 2. Framework of LLL strategy
 3. Organizational, financial background
 4. Development programmes, activities
 5. Evaluation of the implementation
 6. Some good examples
 7. Dilemmas on the strategy
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Participation in formal or non-formal education and training by sex and age

AES, 2007

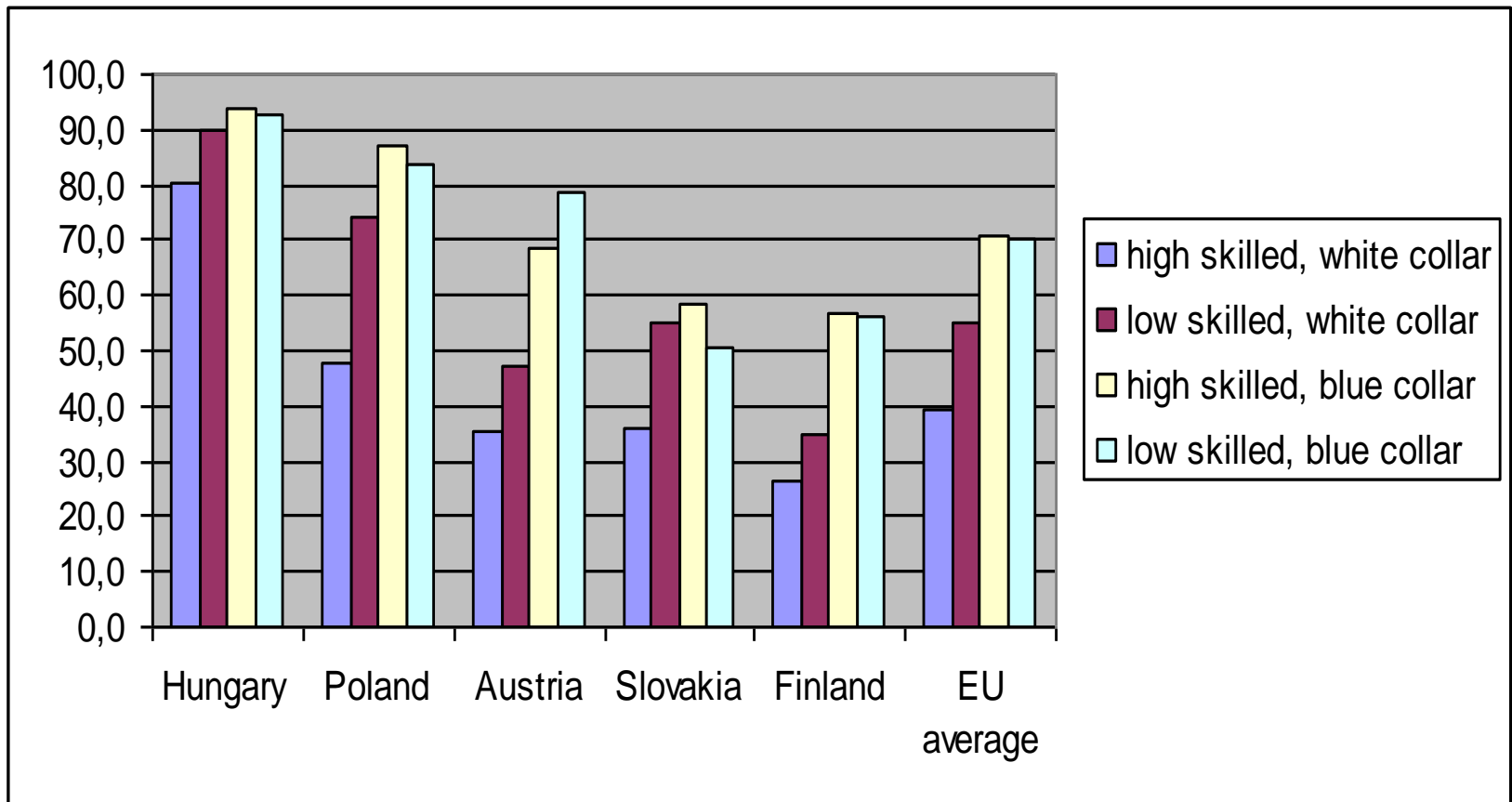


Non-participation in education and training in the last 12 months by labour status, age 25-64



Source: Eurostat, 2010

Non-participation in education and training in the last 12 months by occupation, age 25-64



Participation in formal adult education by demographic characteristics (% , N HUN=7 484)

AES, 2007

The respondent	participated in formal adult education*	Total
is woman	61.7 (+)	51.5
is aged between 25-35	71.3 (+)	26.6
is aged between 36-45	22.3	24.3
is aged over 45	6.4 (-)	49.1
lives in high populated area	36.2	29.9
lives in medium populated area	27.1	24.7
lives in low populated area	36.7 (-)	45.4
has child aged below 3	11.7	10.1
has child aged between 4-5	7.4	7.1
has child aged between 6-13	21.8	22.9
has child aged between 14-18	17.6	19.4

*Note: Bold: significantly deviates from the total percentage; (+) = overrepresentation, (-) = under-representation

Source: Róbert, 2010.

Participation in formal adult education by sociological characteristics (%)

AES, 2007

The respondent	participated in formal adult ed*	Total
has ISCED12 level of schooling	4.3 (-)	24.3
has ISCED34 level of schooling	59.0	59.1
has ISCED56 level of schooling	36.7 (+)	16.6
left school maximum 5 years ago	21.9 (+)	3.8
left school maximum 6-10 years ago	32.1 (+)	8.0
left school maximum 11-20 years ago	34.8 (+)	25.0
left school more than 20 years ago	11.2 (-)	63.2
is fully integrated in the labour force	60.6 (+)	49.7
is integrated in the labour force	7.4 (+)	4.3
is weakly integrated in the labour force	2.7 (+)	0.7
is self-employed	2.1 (-)	7.6
is unemployed	2.7 (-)	6.7
works in manual job (ISCO 6,7,8,9)	10.1 (-)	26.8

*Note: Bold: significantly deviates from the total percentage;

(+) = overrepresentation, (-) = under-representation

Source: Róbert, 2010.

Participation in formal adult education by attitudes toward adult education (%)

AES, 2007

Attitude items	The respondent			
	participated in formal adult education*		Total	
	fully agree	totally disagree	fully agree	totally disagree
If you want to be successful at work you need to keep improving your knowledge and skills	77.7 (+)	0.5	51.7	0.5
Employers should be responsible for the training of their employees	47.6 (+)	2.6	39.2	2.3
The skills you need to do a job can't be learned in the classroom	47.3 (+)	4.8 (+)	39.0	2.4
Education and training can help you manage your daily life better	61.2 (+)	1.1	39.1	1.3
Learning new things is fun	41.5 (+)	1.6 (-)	22.4	5.4
Learning gives you more self-confidence	68.3 (+)	0.1	45.7	1.3
Individuals should be prepared to pay something for their adult learning	30.2 (+)	9.5	19.4	11.8

*Note: Bold: significantly deviates from the total percentage; (+) = overrepresentation, (-) = under-representation

Source: Róbert, 2010.

Factors on attitudes toward learning and participation in formal adult education

(Principal component analysis, Mean factor values)

AES, 2007

The respondent			
	participated in formal adult education	did not participate in formal adult education	Total (Mean)
has positive attitudes toward learning (Factor1)	-0.540***	0.014***	0.000
has negative, controversial attitudes toward learning (Factor2)	-0.097	0.002	0.000

* Significant difference between groups of participants and non-participants at $p < 0,000$ level

Source: Róbert, 2010

Precedents of the LLL strategy

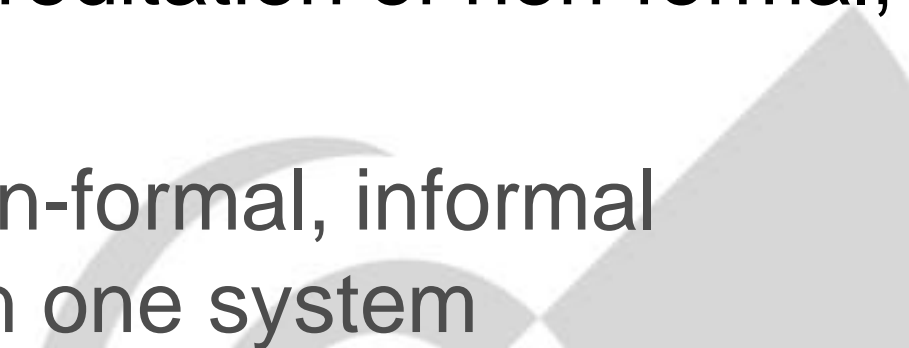
International

- **EU** (Memorandum on LLL 2000; Quality indicators, 2000, MELAR 2001; EC Resolution 2002 – national strategies)
- **OECD** (Reviews on national policies; Hungary: Towards Lifelong Learning in Hungary, 1999; OECD Education Ministerial 2004 (quality, equity); Qualification systems reviews, conferences)

National

- Professional discussions on LLL; Dissemination seminar of the OECD Report, 2001
- Join to the EU, 2004 (public, vocational, higher ed, adult education)
- Expert draft on national LLL strategy, 2004
- Bill, submitted by MoE & Culture and Ministry of Social and Labour
- **Government Decision (2212/2005)** – 2-year follow up, fundament of HRD until 2013

Conceptual framework

- EU definition, wide concept of LLL, LWL
 - „From cradle to grave”, for all (age, social background)
 - Different learning aims, motivations
 - New learning culture
 - Recognition and accreditation of non-formal, informal knowledge
 - Formal (all level), non-formal, informal learning integrated in one system
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Overall improvement of the quality of life

Improvement of competitiveness

Strengthening social, economic and regional cohesion

Sustainable growth

The strategy for lifelong learning

Equal opportunities

Strengthening the links between the education and training system and the labour market

New governance

Enhancing the efficiency of the education and training system and increasing related public and private investment

Improving the quality of education and training

Enhanced support to the learning opportunities of the socially disadvantaged

Improving access to education and training opportunities at a regional level

Expansion of learning opportunities

Career guidance, counselling and monitoring

Recognition of non-formal and informal learning

Harmonisation of the development of labour market and education and training systems

Supporting vulnerable groups in the labour market

Promoting and ensuring sustainability of innovation

Strengthening social partnership and intersectoral coordination

Making use of opportunities opened by international (European) cooperation

Encouraging the introduction of procedures facilitating the efficiency of education and training (partnership)

Promoting individual and employer investment in education and training

Developing of assessment, evaluation and quality management systems

New teaching and learning culture

Developing basic skills and key competences

Improving the infrastructure of education

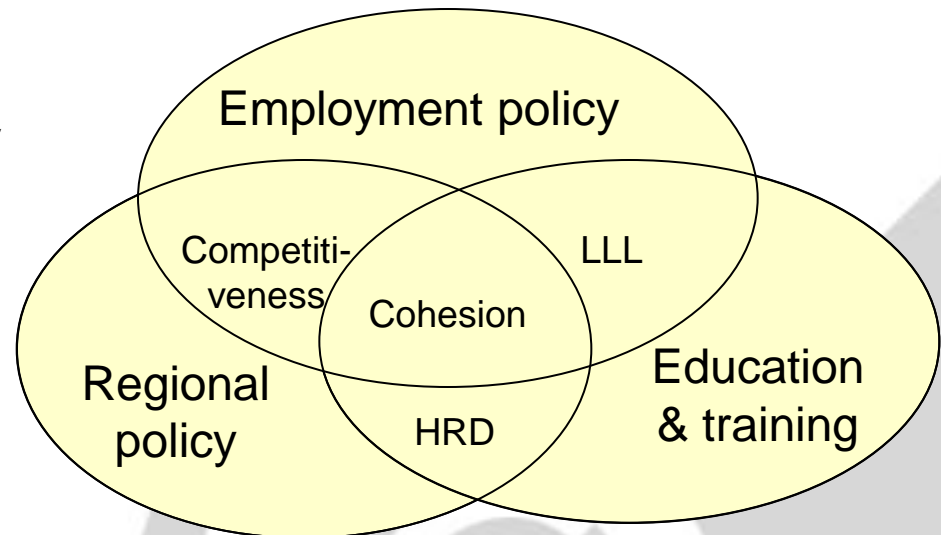
Financial resources

EU Structural Funds (ESF, ERDF)

- National Development Plan I, 2004-2006
- New Hungary Development Plan, 2007-2013
- Additional domestic resources

Fields of actions affected

- Regional policy
- Employment policy
- Education policy



EU-funds

As opportunity

Development of education from EU resources

- Public ed.: Competence-based teaching /learning (content, methods), infrastructure; equal opportunities; attainment
- Vocational education: training structure, content, methods, qualification system, support
- Higher education: Bologna process, qualification, accreditation systems, connections to economy
- LLL: recognition of informal, non-formal, accreditation, new learning opportunities, actors, co-operations

As expectation

Harmonisation constrains

- Common national and European goals
- Regulations of Structural and Cohesion policy
 - complex goals (social-economic, horizontal)
 - principals: subsidiarity, decentralization, concentration, additionality, partnership (public, market, civil)
- Integrated, inter-sectoral policies
- Synergy within even sectoral developments

Actors of LLL strategy

- 10 sectors affected (2 ministries are active)
- Inter-sectoral Committee; leader: Department for EU and International relations of MoE&Culture / Ministry of National Resources (committee is formal, division is active)
- Working groups of sectors (formal)
- TEMPUS Hungary Public Foundation (responsible for EU LLP, very active)
- National Development Agency (EU-funds, development policy, determining actor)

Implementation

LLL strategy

- NDPI and NHDP programmes
- Governmental steps (legal + support programmes)
- Follow up 2008, 2010
- Evaluation, CCBI NLLS project (AT, HU, SK)

EU LLP program

- TEMPUS Hungary Public Foundation
- 2007– concentration of EU-related programmes
- Knowledge Management Centre: research projects, workshops, publications, best practices, partnerships, website
- Quality Award (first December, 2010)

LLL strategy and the two National Development Programmes

NDP I (2004– 2006)

- Planning is earlier than LLL strategy but
- nearly the same principles, goals
- nearly all LLL activities had been started
- Sectoral approach
- Inconsistent fulfilment

NHDP (2007–2013)

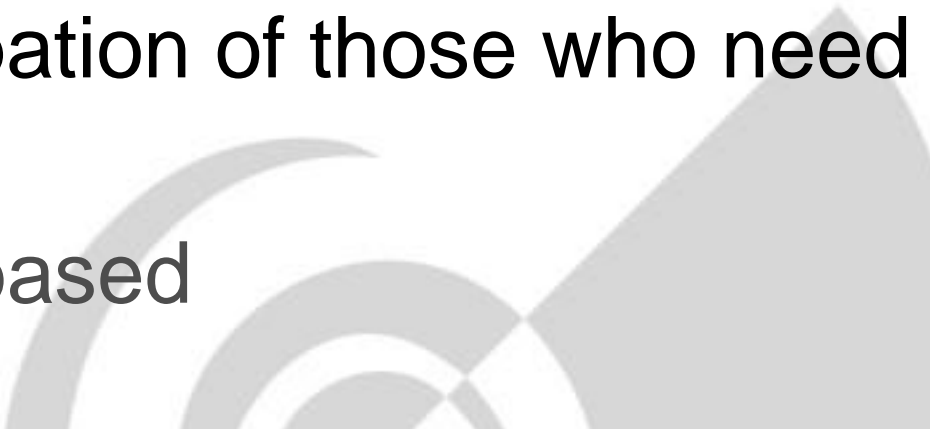
- LLL is a specific goal
- Four priority axes for LLL: 2 (adaptability in vocational, adult ed.), 3 (quality, effectiveness, attainment), 4 (knowledge-based economy, higher education), 5 (social cohesion, integration)
- Human and physical infrastructure (TÁMOP, TIOP, 7 Regional Operative Programmes); synergy
- Activities had been started but with long delay

Expert evaluation of the strategy, 2010

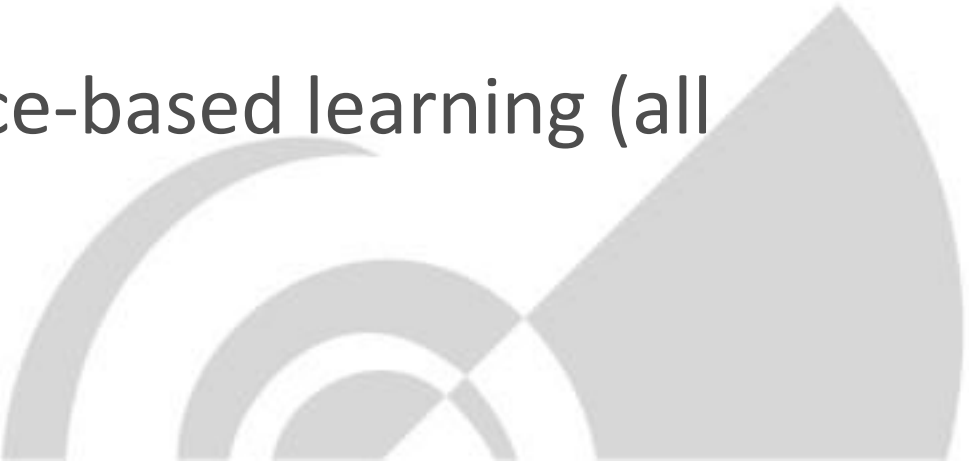
- Invisible strategy
- Lack of operationalization
- Sectoral bounds, unequal participation
- Weak partnerships, low co-operation, different interests (e.g. market providers of adult education)
- Fragmented, weak co-ordination
- Lack of feedback, indicators
- Lack of social interest, communication
- Lack of political consensus

Government follow up 2007-2009

„What-to-do”

- Articulation of the strategy
 - Coherent, harmonised steps
 - Closer co-operation between sectors and institutions
 - Strengthening partnership between public and private sphere
 - Strengthening participation of those who need to be supported
 - Follow up, evidence-based
 - Communication
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Developments that are strategically promising for LLL

- Qualification frameworks (vocational, adult, higher education)
 - Career guidance, counselling and monitoring (LLG)
 - Recognition of informal and non-formal learning
 - Basic skills, competence-based learning (all levels)
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Dilemmas on the strategy

- General development policy-driven LLL development
 - LLL is effective in programmes but
 - high bureaucracy, slow processes, delays (e.g. new learning forms, quality development in public education) and
 - (inter)sectoral administration, co-ordination is weak
- Differences between explicit and implicit strategies
 - Explicit strategy is formal but
 - many procedures fulfil LLL policy-goals.
 - Is an implicit strategy enough?
- Gap between present social activity of LLL and ambitious goal of the strategy
- Government changes – no enough information yet

Government changes, Spring 2010

Plans, proposals

- Centralization: stronger state role and control
 - Some moderation of expansion in education
 - New concept of Higher Education Act
 - New concept of National Core Curriculum
 - Modifications in vocational education
 - Strengthening national enterprises
 - Lack of information on the continuation of NHDP
 - Reduction of public sector
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