

# ADULT EDUCATION AND OER 2015 COUNTRY UPDATE: HUNGARY

*Series editors: Giles Pepler and Paul Bacsich*

*Author: Eva Szalma*

*Hungary* is a medium-sized EU Member State with a population of just under 10 million. The national language is Hungarian, which is also spoken in communities of Hungarian people in neighbouring countries – especially in Romania, Slovakia, Serbia and Ukraine.

In Hungary, schools and kindergartens are established and maintained by the state, local governments, minority local governments, legal entities (foundations, churches, etc.) as well as individuals. About 90 per cent of children attend public sector institutions.

The tasks related to administrative control and management responsibilities are shared among the central (national) government, the local (county and district level) authorities and the educational institutions. Overall responsibility lies with the Ministry of Human Resources, which is in charge of education, culture, social affairs, health care, youth and sport. However, school-based VET and adult training is within the competence of the **Ministry for National Economy**.<sup>1</sup>

Participation in education is mandatory between the ages of 5 and 18, but the upper limit is currently being reduced to age 16.

Crèche (nursery) is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development. Kindergarten education and care is offered for children aged 3-6 and is compulsory from age 5. From September 2015 it will be compulsory from age 3.

Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (typically for pupils aged 6-14, covering grades 1-8). Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools, vocational secondary schools or vocational schools. However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4 C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school.

Higher education programmes (ISCED 5-8) are offered by public or private universities and colleges (non-university higher education institutions). In accordance with the three-cycle Bologna degree structure, there are Bachelor degree programmes lasting 6-8 semesters (ISCED 6, 180-240 ECTS credits), which can be followed by Master degree programmes (ISCED 7, 60-120 ECTS credits) for another 2-4 semesters. The third cycle provides doctoral studies (ISCED 8). Nevertheless, there are also undivided long programmes (10-12 semesters, 300-360 ECTS credits, ISCED 6) in some disciplines, e.g. medicine or law.

Adult education and training includes part-time general education programmes at all ISCED levels, vocational education, as well as a wide range of non-formal courses provided by the public and private sector.

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<sup>1</sup> <http://www.kormany.hu/en/ministry-for-national-economy>

## 1 Adult education in Hungary

The term *adult education* covers two educational scenes in the Hungarian setting. Generally it means education and training of individuals over 18 years of age (maturity). It has a dual function:

- it provides another education opportunity ('second chance' programmes) for those who want to obtain a first or higher qualification normally obtained in mainstream initial education, and
- it provides non-formal education for those who wish to update or upgrade their skills or obtain partial qualifications. In some areas it is also possible to obtain further qualifications in non-formal education and training.<sup>2</sup>

School-based adult education: 'Felnőttoktatás' (meaning adult education) describes adult education taking place within the schools system, aimed at acquiring elementary, secondary, higher or vocational qualifications. At present, students reaching the age of 16 (elementary school) or 21 (vocational or high school) officially can only receive education within the school system as adult education. Students can continue their secondary level education within adult education when they are at least 16. This classification does not depend on when is the learning take place (office hours, evening school etc.).

In a broad meaning of the word, higher education belongs to adult education, as only individuals 18 years and up can participate, but in a narrow sense only part time training (correspondence or evening training and distance education) belongs under the 'felnőttoktatás' category. Higher-level vocational training courses are also offered at HE level. Students who already have university diploma can enter into doctoral courses and also to postgraduate specialist training course. The legal background is enshrined in two national **Acts**.<sup>3</sup>

Adult education taking place outside the traditional school system ('Felnőttképzés' – also meaning adult education) refers to education and training when the learner does not receives legal student status in relation to the institution based on the course s/he is taking part in. When talking about adult education, this is the primary meaning of the word as this is the education that the **Act LXXVII/2013**<sup>4</sup> on Adult Education covers. This recent Hungarian Law on adult education is primarily concerned with a radical re-organisation of an adult vocational education and training sector separate from the school system. It contains requirements for organisation, content, quality assurance, implementation, licensing, monitoring, accreditation and electronic storage of information. However the Law also provides a wide range of definitions and refers to 'adult education' which aims at 'contributing to adult personality development, social equity and civic competence development.'

This act in its definition of what adult education means follows in the footsteps of the **Act CI/2001**<sup>5</sup> on Adult Education. However with this new legislation the former moderately regulated system of adult education has been divided. Previously institutions could start the provision of adult education courses (non school-based) by registering themselves and their programmes to a state registry, based on minimal formal requirements. It did not entail any certification of the content. The next level certification was accreditation for both the institution and the programme.

<sup>2</sup> [http://english.tpf.hu/document.php?doc\\_name=angol/Magyar\\_oktatasi\\_rendszer\\_en.pdf](http://english.tpf.hu/document.php?doc_name=angol/Magyar_oktatasi_rendszer_en.pdf)

<sup>3</sup> [https://www.oktatas.hu/pub\\_bin/dload/.../act\\_national\\_education.doc](https://www.oktatas.hu/pub_bin/dload/.../act_national_education.doc) and [www.andrassyuni.eu/.../nemzetifelsoktatasiTVENfinal2012febr162.pdf](http://www.andrassyuni.eu/.../nemzetifelsoktatasiTVENfinal2012febr162.pdf)

<sup>4</sup> [http://www.ilo.org/dyn/natlex/natlex4.detail?p\\_lang=en&p\\_isn=96515](http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=96515)

<sup>5</sup> <https://books.google.co.uk/books?isbn=1402011466>

If participants do not receive any form of financial support of participating on the training and the programme does not falls under the categorisation of adult education under the Act, then provision can be organized as free-market training without any formal registry and/or programme certification. These programmes are regulated by the consumer protection law.

Courses belonging to the Act LXXVII/2013 include:

- Vocational education from the National Vocational Registry (OKJ). These courses – although they are not school based – are still considered formal education.
- professional training realised from state or EU funding
- language courses to prepare for the Common European Framework of Reference for Languages or any other language course receiving funding from the state or EU
- any other training for which recipients receive funding.

There is a range of responsible public bodies: **National Office of Vocational Education and Training and Adult Learning in Hungary** is housed within the Ministry for National Economy<sup>6</sup> and this is also the Quality Assurance National Reference Point in VET (EQAVET.Hungary), the national reference point for European Credit System for Vocational Education and Training (ECVET) and the national reference point for the international recognition of qualifications (Europass) which also operates the Hungarian Europass Certificate Supplement on-line filling-in system. The **Ministry of Human Capacities**<sup>7</sup> includes the former Ministry of Education (both public and higher education); the **National Development Agency**<sup>8</sup> is responsible for development plans and operational programmes for utilizing funds from the European Union; **Educatio**<sup>9</sup> manages development in content, methodology and administration in public and higher education; the **Hungarian Institute for Educational Research and Development**<sup>10</sup> provides general and strategic support services for the educational sector; the **Klebsberg Institution Maintenance Centre**<sup>11</sup> (KIMC) holds the responsibility for state control of public education; and **Regional Integrated Vocational Training Centres**<sup>12</sup> (TISZK), whilst not public educational institutions, have been established by public bodies for more effective vocational training.

Six national Associations support adult education in Hungary: the **Association of Adult Educators**<sup>13</sup> currently unites 198 institutions. Its mission is to continuously raise the level of professionalism in adult education, support quality assurance and consumer protection efforts. The **Hungarian Association for Lifelong Learning (ALLL)**<sup>14</sup> is a national umbrella organization in the field of adult education and lifelong learning to promote employability, active citizenship and to contribute to the development of social inclusion, currently with 22 member organisations.

A traditional emphasis on formal qualifications has meant that the benefits of non-formal and informal learning have not always been recognised. Compounded by insufficient public resources and a lack of support from the business sector, this has resulted in a serious deficit in infrastructure provision for adult education.

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<sup>6</sup> <https://www.nive.hu/index.php>

<sup>7</sup> <http://www.kormany.hu/en/ministry-of-human-resources>

<sup>8</sup> <http://www.szechenyi2020.hu/?lang=en>

<sup>9</sup> <http://www.educatio.hu/>

<sup>10</sup> <http://www.ofi.hu/en/hungarian-institute-educational-research-and-development>

<sup>11</sup> <http://klik.gov.hu/>

<sup>12</sup> <http://fppti.hu/>

<sup>13</sup> <http://fppti.hu/>

<sup>14</sup> <http://www.basicsskills.eu/current-members/the-association-for-lifelong-learning-all/>

To tackle this, the Hungarian Association of Lifelong Learning (ALLL) teamed up with the Norwegian Agency for Lifelong Learning (VOX) to establish the **Network of Open Learning Centres in Hungary**<sup>15</sup> (NYITOK) in 2010 in 9 different communities to provide opportunities for learning and competence development addressing local and micro regional needs. The centres are located in areas struggling with high unemployment rates and social deprivation. There is an open approach to local learning to attract as many participants as possible and reach out to often-excluded groups. The project is using a low entry threshold where the learning environment is flexible and easily accessible to all.

Each centre operates tailored programmes focusing on skills which are relevant for the local area and works out competence development programmes in tandem with the local municipalities to ensure that the training offer matches the needs. The training focuses on developing core competences, such as digital communications, foreign languages and entrepreneurial skills.

Based on the very positive results from 2013 the network of the Open Learning Centres has been extended to 50 centres in the frame of a national project. ALLL provides the resources for the establishment of the newly established centres and also provides professional support for the development and continuous improvement of their adult learning services.

The **Hungarian Folk High School Society**<sup>16</sup> is a national level non-governmental organisation specialising in non-formal adult education. It is an umbrella organization with more than one hundred member organisations within Hungary; and the **Türr István Training and Research Institute**<sup>17</sup> is a public institution dedicated to adult training and the development of research methodology. Its principal responsibility is to support the operation of the Public Employment system and to promote the social inclusion of disadvantaged groups including the Roma, the unemployed, people with low education levels and those living in disadvantaged micro-regions, as well as people whose disabilities reduce their working capacity.

## 2 Copyright in Hungary

Hungary has amended its copyright law (the **Copyright Act No. LXXVI of 1999**, as amended)<sup>18</sup> to comply with international norms and accede to the European Union. It also has implemented the relevant EU Directives, including the EU Information Society Directive, the EU Enforcement Directive, and the EU Resale Right Directive. In Hungary the Electronic Commerce Act (Act CVIII of 2001) contains detailed regulation with respect to ISP liability and also includes a notice and takedown procedure. The Act is in full compliance with the EC requirements laid down in the relevant EC Directives (basically 2000/31/EC and 98/27/EC). At the end of 2008, the Parliament adopted a law to amend the Copyright Act (in particular, extending the application of the public lending right and regulating the use of 'orphan works'). The amendments entered into force on February 1, 2009; the entry into force of the orphan works provisions was postponed until the publication of the implementing government decree (May 16, 2009). A new law on data protection and privacy was also adopted, and came into force on January 1, 2012.

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<sup>15</sup> <http://www.nyitok.hu/>

<sup>16</sup> See <http://www.eaea.org/en/membership/eaea-members/hungary-hungarian-folk-high-school-society-hfhss-ordinary-member.html>

<sup>17</sup> See <http://www.basicsskills.eu/current-members/turr-istvan-training-and-research-institute/>

<sup>18</sup> <http://www.wipo.int/wipolex/en/details.jsp?id=5186>

A useful survey (related to the music industry, but of wider application) has been published by **IAML**.<sup>19</sup> The USA still has some concerns about piracy of copyright, though this is largely related to software.<sup>20</sup>

An important aspect of the IPR in adult learning is the copyright issues of the adult learning programmes. Previously (before the Act LXXVII/2013), accredited programmes were copyrighted as the programme belonging to the 'founder', the original author, who accredited it. Institutions who wanted to use the programme could apply within the accreditation process for the rights to start courses based on the programme.

In the new adult learning act, this system changed. New adult learning courses first have to have a programme assessed and accepted by a (state) licensed evaluator. If the programme does not have pre-defined content (e.g. from the programmes of the National Vocational Registry), it has to match a programme-requirement that was previously licensed by the Hungarian Chamber of Commerce and Industry (through a different process). These programme-requirements are public. It is a relatively new process (there is a buffer period regarding the switch to the new licensing requirements) and process descriptions and manuals do not yet contain information on copyright.

Creative Commons licenses have been available in Hungarian since 2005. The Hungarian chapter of the Society was established in 2008 with the aim of support non-profit culture sector and to spread of Creative Commons Licenses in Hungary. Its main focus remained the copyright issues and open access of cultural artefacts and products.

In education there is no mainstream trend of using CC licenses and adult education is a field now in transition with the clear aim of quality assurance of the content of the courses on behalf of the lawmakers. The present regulations of licensing courses and programmes have yet to clarify copyright issues. Training and content providers are very guarded regarding content usage.

### 3 OER in adult education in Hungary

**The Budapest Open Access Initiative**<sup>21</sup> arose from a meeting convened in Budapest by the Open Society Institute (OSI) in December 2001. The purpose of the meeting was to accelerate progress in the international effort to make research articles in all academic fields freely available on the internet.

Participants explored how OSI and other foundations could use their resources most productively to aid the transition to open access and to make open-access publishing economically self-sustaining. The result is the Budapest Open Access Initiative. It is at once a statement of principle, a statement of strategy, and a statement of commitment.

The initiative has been signed by the Budapest participants and a growing number of individuals and organizations from around the world who represent researchers, universities, laboratories, libraries, foundations, journals, publishers, learned societies, and open-access initiatives.

**The National Research Development and Innovation Office**<sup>22</sup> (OTKA), the country's major scientific research funder requires all funded researchers to deposit in an OA repository or publish in an OA journal. There is also a Thesis mandate vide Government Decree no 33 (2007) on Doctoral dissertations.

OTKA signed the Berlin Declaration in 2008. 'The scientific publication supported by an OTKA grant has to be made freely available according to the standards of Open Access, either through providing the right of free access during publication, or through depositing

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<sup>19</sup> <http://www.iaml.info/en/activities/copyright/survey/hungary>

<sup>20</sup> <http://www.iipa.com/rbc/2012/2012SPEC301HUNGARY.PDF>

<sup>21</sup> <http://www.budapestopenaccessinitiative.org/>

<sup>22</sup> <http://www.otka.hu/en>

the publication to an open access repository. Depositing is possible in a repository of an institution or that of a scientific field, as well as in the Repository of the Library of the Hungarian Academy of Sciences.'

Some groups of the Hungarian research community are aware of Open Access and its benefits, but part of the community is still reluctant to provide Open Access to their publications. The main obstacles are a lack of knowledge about relevant copyright issues and the resistance by researchers to allocate time and effort to the depositing process. Advocacy programmes (attached to a network of institutional repositories) by higher education libraries might be a way of increasing national research visibility and impact.

**The Open Access portal**<sup>23</sup> – formerly HUNOR – Hungarian Open Repositories – aims to provide systematic and updated information about open access and the latest trends in scientific communication, including OA journals, repositories, the business models and related IPR issues.

The **Kempelen Farkas National Digital Textbook Library**,<sup>24</sup> launched and operated by **Educatio**, has made available free study books, higher education course contents, e-books and journals in digital format on the Internet, in support of students, in particular in higher education since 2005. They use the acknowledged standards and easily useable formats, with easy search-archive and print services. The electronic documents cover a wide spectrum of disciplines, from literature to medicine, agriculture etc. The KF Digital Library has recently been linked to the Arcanum Digital Science Repository, offering access to the highly ranked Hungarian academic journals. By the beginning of 2013, over 2000 digital documents were available.

The **Hungarian Electronic Library**<sup>25</sup> (MEK) collects, preserves and provides free of charge digital material in all fields of science and art. In the initiative phase of the project the accession mostly relied on sources already available in some kind of digital form or ones that could be digitised with relatively small effort. The range of sources was (and continues to be) rather wide: besides original Internet-sources, volunteer digitisers, publishing houses and authors can act as donors. In 2004 this launched Hungary's largest digitisation project: the Digital Library of Hungarology, aimed at converting and publishing hundreds of important reference works in electronic form.

One can find information in all fields of interest in the MEK, and all kinds of document types: novels, poems, scientific books and papers, lexicons, dictionaries, maps and paintings. The majority of the documents are in Hungarian, but there are sources in foreign languages as well, in particular the achievements of Hungarian science and culture translated to other languages.

All documents that are selected to be added to the collection undergo a thorough quality-check, are converted into the most popular formats (HTML, XML, PDF, RTF) with standard features, and are described according to current library standards that can be applied to digital items, before going on-line. Due to extensive and detailed metadata attached to each item, the documents are thoroughly indexed and can be found easily via the major search engines.

The **Digital Archive of the Hungarian Social Sciences**<sup>26</sup> (Mtd@) is a private initiative, aiming to research, discover and publish the works of the significant authors of the Hungarian social science and historical sociology. Its concept is content centric and states that offering equal access to that content is possible in digital environment only. In order to respect the copyright and IPR regulations, the Archive prefers publishing online the works of authors who have been dead for at least 70 years.

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<sup>23</sup> <http://www.open-access.hu/>

<sup>24</sup> <http://www.tankonyvtar.hu/hu>

<sup>25</sup> <http://mek.oszk.hu/html/torteneteng.html>

<sup>26</sup> <http://mtdportal.extra.hu/>

MOOCs have been slow to develop in Hungary. Neither the POERUP mapping, nor the Open Education Europa MOOC scoreboard, record any MOOCs currently operating in the country.

#### **4 Quality for OER in Hungary**

Adult education within the school-system follows the same regulations as the main school system. Rules of assessment and progression as well as qualifications obtained in school-based adult education are identical to those obtained in full-time education and this is also the case regarding the accreditation of learning materials. On the primary and secondary school level, following the ICT infrastructure development of the previous years, newly piloted (starting from present school year) – centrally-defined – curricula includes elements of OER. However feedback from teachers and experts alike points to the erratic and low quality nature of the included OER.

There are also large repositories of learning material developed by teachers to help students prepare for exams, but these are individual initiatives and are not regulated or quality assured centrally.