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The Practice of Lifelong learning mobility tools in Hungary

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**THE PRACTICE OF LIFELONG LEARNING
MOBILITY TOOLS IN HUNGARY**

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1. INTRODUCTION

Nowadays it is not necessary to argue in support of the significance of life-long learning anymore. It can be accepted as a basic principle that life-long learning may be a solution to the most important socio-economic problems such as the enhancement of competitiveness and employment and the improvement of equal opportunities and the quality of life. This principle is also supported by human capital theories, which emphasize that from the perspective of economic growth a determining factor is the human resource potential of the population, that is the quality composition, educational and cultural level, work-related experience, motivation, work performance capacity, creativity, adaptation, development and mobilisation etc. capabilities of the employable population (see JÁNOSSY, 1975; SCHULTZ, 1983). In market economies a higher level of training means significantly higher income potentials; learning is a profitable investment. It is increasingly obvious that in social promotion knowledge and professional skills are determining factors however this basic correlation has not become quite obvious for the population. The adult population does not regard education and training as a long-term investment in their own human capital, but as everyday consumption. For most people participation in adult training is coercion, a means to avoid unemployment. In spite of this it is no question that education and training have a role of creating opportunities, and statistical data clearly justify the fact that education is one of the most important factors for employment.

However, the need for continuous learning is not only labor-market perspective, but individual and socially justified, since the learning at the same time helping the individual prosperity and social and economic development. The professional and social knowledge has become extremely diversify, very different career, learning and personal pathways were/are formed.

Support the development of individual learning pathways and flexible career schemes for promoting social inclusion, economic policy and labor market policy perspective is essential. Over the past decade, several initiatives have been launched by the European Union to support individual learning and career pathways. In harmony with the european principles number of development programs were started also in Hungary to develop and implement lifelong learning mobility tools (see TÓT – BORBÉLY – SZEGEDI, 2012).

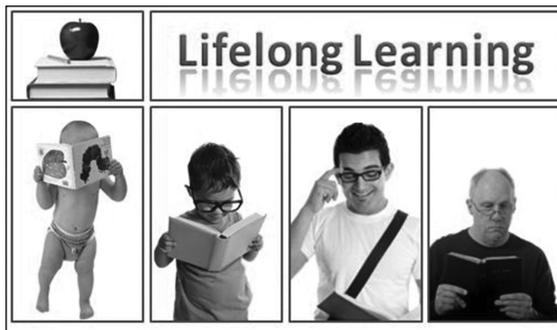
Among them, the use of the Europass portfolio has become widespread also in Hungary, but the EQF-NQF or ECVET even less well-known among the professionals.

The textbook presents basic principles of lifelong learning, lifelong learning mobility tools and provides a detailed overview about the implementation and operation of the ECVET (European Credit System for Vocational Education and Training), EQF (European Qualification Framework) and HNQF (Hungarian National Qualification Framework) in Hungary.

The publication provides useful and practical information for professionals, researchers, employers, school leaders, teachers, pupils, students and all interested parties.

2. LIFELONG LEARNING: DEFINITIONS, PRINCIPLES, FUNCTIONS, AIMS

2.1. Concepts, aims, tasks of lifelong learning



Picture 1.: Lifelong Learning

Source: [HTTP://WWW.CONNECT-COMMUNITY.ORG/RESOURCE/RESMGR/2012IMG/LIFE-LONG-LEARNING.JPG](http://www.connect-community.org/resource/resmgr/2012img/life-long-learning.jpg)

Lifelong learning represents a new approach as compared to the previous schools of education policy thinking. Lifelong learning implies not only more learning or adult learning but the transformation of the education system. In addition to the acquisition of new knowledge/skills, a different way of thinking and different human interaction patterns have to be acquired.

Terminology of lifelong learning was defined by European Commission in 2001: "all Learning Activity Undertaken throughout Life, with the Aim of Improving Knowledge, Skills, and Competences

within Personal, Civic, Social and/or Employment-related Perspective”. (EUROPEAN COMMISSION, 2001).

According to Hasan (HASAN, 1996) the concepts of lifelong learning more than providing second or third chance for adults. It includes all individual and social developments achieved in formal and non-formal contexts.

”Thinking in terms of lifelong learning” includes the specification of new education alternatives, the acquisition/further development of qualifications, skills and knowledge, the perfection of learning and adaptation skills, problem solution, and the development, exploration and adoption of suitable forms of teaching and learning.

Although learning is interpreted here primarily in its formal context, **lifelong learning is more about a novel relationship between culture and human life than about formal learning.** Culture today goes beyond the simple preservation of values in the traditional sense: it implies the possibility of continuous socialisation in adult age in order to cope in everyday life.

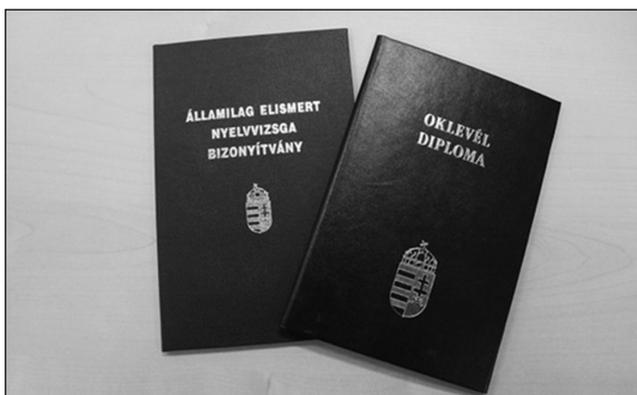
The concept of lifelong learning presumes that the acquisition of the necessary amount of knowledge does not come to an end with one’s exit from the formal education structure – the acquisition of relevant knowledge continues, in various informal settings, throughout one’s life. This has two consequences in terms of determining the future courses of education policy. Firstly, the division of the currently accepted education system into clear-cut segments, from primary school to post-graduate training, is misleading. From the point of view of lifelong learning, the various grades of education appear as a network of intersecting paths. The interpretation of lifelong learning as a single, uniform system implies that, in addition to the option of linear progress, the individual should also be allowed flexible movement between the various forms of learning. Secondly, if multiple entry options are to be provided to the various levels of education, the weight and inclusion into the subsequent learning process of formal ”classroom” performance as well as of experiences acquired in non-formal and informal education must also be specified exactly. There is a worldwide demand for the recognition of knowledge/skills acquired in non-formal contexts by the system of education/training. The same is urged by the fact that the labour market

tends to demand that prospective employees command certain key competencies rather than formalised technical skills.

Learning is much more than formal learning in schools. In reality, everyone learns throughout his/her life and the acquisition of knowledge occurs not only in formal context but also in non-formal and informal contexts.

The terms "formal", "non-formal" and "informal" serve the systematisation and description of the multifaceted learning processes that may occur consciously or by chance in various contexts and be organised in very different ways; their use however is still not uniform.

Formal learning refers to learning through a programme of instruction in an educational institution and adult training centre and leads to recognised certificates and qualifications. The main criterion that differentiates formal learning from the other two forms of learning is the qualification and certification of learning.



Picture 2.: Language exam certificate and diploma
Source: [HTTP://WWW.CONNECT-COMMUNITY.ORG/RESOURCE/
RESMGR/2012IMG/LIFE-LONG-LEARNING.JPG](http://www.connect-community.org/resource/resmgr/2012img/life-long-learning.jpg)

Non-formal learning takes place outside the main systems of general and vocational education and may, but do not have to, lead to formal certificate.

Non-formal learning can take place in the workplace and as part of activities by organisations and groupings in civil society (such as youth organisations, trade unions and political parties). It can also

be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations). In non-formal learning takes part who for example:

- watches the "University of knowledge" in the television,
- participates in 15-hours training program for development communication competencies,
- participates in the job training,
- visits an exhibition,
- participates different programs in public cultural institutions,
- participates at conferences on professional issues,
- goes on dance classes on weekends etc.

Informal learning takes place in all life contexts, refers to learning from daily work-related, family or leisure activities. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.



Picture 3.: In the kitchen

Source: [HTTP://WWW.CSALADIVILAG.HU/RESOURCES/IMAGES/41/FCKEDITOR/ANYA-GYEREK-FOZ.JPG](http://www.csaladivilag.hu/resources/images/41/fckeditor/anya-gyerek-foz.jpg)

Lifelong learning has two equally important and interacting goals, namely training for active citizenship and the promotion of employability. Both depend on commanding adequate, up-to-date knowledge and competencies allowing the individual to take an active part in economic and social life alike.

The citizens of today's Europe live in a complex social and political world. There has never been such an acute demand for the individual to plan his/her own life, to contribute actively to social development and to accept cultural, ethnic and linguistic diversity. The essence of the notion of active citizenship is that people should take part in the shaping of social and economic life; they should feel that they belong to the society in which they live, and that they have a say in its development.

2.2. The appreciation of learning in the policy of the European Union

The value of lifelong learning has increased in the policy of the European Union not only in education, but in other areas as well. The process has been triggered by changes taking place outside the education sector. Given the close interaction of the various economic and social sub-systems, a process emerging in one policy area implies, of necessity, changes in the developments of other policy areas. This is partly due to the underlying global processes, pointing beyond the European Union. The first among the global developments to be mentioned here is economic growth and competitiveness becoming knowledge-dependent – that is, the emergence, gradual evolution and spread of knowledge-based economies. In this context, **knowledge is one of the most important products as well as the main source of growth.** In the context of global developments, learning is assigned a decisive role in combating unemployment and social exclusion, too. Hence learning is a key instrument of both employment policy and social policy.

The third global process conducive to the appreciation of learning is the general social appreciation of adaptability and adaptation

skills in governance. Adaptability and knowledge have acquired outstanding significance in the management and governance of the highly complex, sophisticated systems of modern and post-modern societies. The learning capacity of social systems and organisations has become a precondition of successful governance (HALÁSZ, 2004).

Modern, knowledge based economies require people with higher and more relevant skills. CEDEFOP forecasts predict that the proportion for jobs in the EU requiring tertiary level qualifications will increase from 29% in 2010 to 34% in 2020, while the proportion of low skilled jobs will fall in the same period from 23% to 18%. Transversal skills such as the ability to think critically, take initiative, problem solve and work collaboratively will prepare individuals for today's varied and unpredictable career paths. (EUROPEAN COMMISSION, 2012. 3.).

2.2.1. The high value of learning in the common education policy

In the area of education, the European Community cannot pursue the same objective as in the technical areas, that is, the development of a single market covering all forms of training offered by all the institutions of education of the Member States as well as the entirety of the relevant demand. The objective here cannot be other than the adding of a European dimension to the national education systems, while preserving their national characteristics.

The provisions of the revised founding treaty of the European Union, the Amsterdam Treaty, confirmed the principle that "issues regarding the content of teaching and the organisation of education systems" must be assigned to the exclusive competency of the Member States. The relevant articles of the Treaty, by the way, explicitly exclude any harmonisation of the laws and regulations of the Member States in the area of education and vocational training. The Community shall assist the organisation of quality education and vocational training in the Member States primarily by promoting the co-operation and mutual information exchange between countries concerned.

The respective education systems of the Member States of the Union and the contents of education are governed by **the principle of subsidiarity**, i.e. decisions must be taken at the lowest level, where decision-makers have access to an optimum level of information, and their responsibility and the consequences of the decisions are transparent and enforceable. Accordingly, each Member State takes decisions regarding its school system, and the contents and values mediated by the schools within its own competency.

Consequently, no common or integrated education policy exists. As stated under Point (1) of Article 126, "The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action". Human resources have a decisive role in strengthening social cohesion and enhancing the competitiveness of the European economy. "The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity" (POINT (1), ARTICLE 127).

2.2.2. The high value of learning in the common development/structural policy

The common development or structural policy of the Union is worthy of special attention because while the specification of common objectives in the previous two areas, that is, employment policy and education policy, involves legal instruments and common campaigns, development and structural policy relates to resource allocation. This is one of the reasons why the presentation of the issues of education in this context is of particular interest for Hungary. Planning associated with the structural funds is based on medium-term planning periods, with new objectives being defined at the end of each period. The previous period started in 2000 and lasted until 2006. Hungary joined the system at the end of this period (in 2004); this is the reason why the Hungarian Development Plan for the

first period covered 3 years, from 2004 to 2006, while the current planning period runs from 2007 to 2013. The subsequent planning period will last from 2014 to 2020.

The priority objective of the structural funds is to promote the catching-up of the more backward regions. Around two-third of funds is allocated to this purpose, and Hungary, too, receives/will receive maximum support in relation to this goal. Structural policy currently gives vigorous support to the modernisation of the modern training systems, an objective that would have been inconceivable even some 15-20 years ago. That is, the Union has given the green light for the financing of reforms of education and of the entire education system. This includes such elements as providing access to basic competencies for every youth and paying special attention to overcoming learning difficulties. That is, structural support is available for competency development in the framework of basic education, provided, of course, that it is possible to demonstrate that this will contribute to the enhancement of employability. The same documents also state that the development of the capacity and effectiveness of the systems of education and training is an important element of competitiveness enhancement in the more backward regions.

2.2.3. Towards the smart, sustainable and inclusive growth. Europe 2020 Strategy

Today European educational political thinking is formulated by the objectives of Europe 2020 Strategy. Europe 2020 Strategy was adopted in June 2010 by the European Council.

Preface of the Europe 2020 Strategy was worded by José Manuel Barroso, president of the European Commission: "Europe 2020 is the EU's growth strategy for the coming decade.

In a changing world, we want the EU to become a smart, sustainable and inclusive economy. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion. Concretely, the Union has set five ambitious objectives – on employment, innovation,

education, social inclusion and climate/energy – to be reached by 2020. Each Member State has adopted its own national targets in each of these areas. Concrete actions at EU and national levels underpin the strategy.”

Europe 2020 puts forward three mutually reinforcing priorities:

- **Smart growth:** Developing an economy based on knowledge and innovation.
- **Sustainable growth:** Promoting a more resource efficient, greener and more competitive economy.
- **Inclusive growth:** Fostering a high-employment economy delivering social and territorial cohesion.

The Europe 2020 Strategy is about delivering growth that is: smart, through more effective investments in education, research and innovation; sustainable, thanks to a decisive move towards a low-carbon economy; and inclusive, with a strong emphasis on job creation and poverty reduction. The strategy is focused on five ambitious goals in the areas of employment, innovation, education, poverty reduction and climate/energy.

The EU needs to define where it wants to be by 2020. To this end, the Commission proposes the following **EU headline targets**:

- **Employment:** 75% of the 2064 year-olds to be employed. The employment rate of the population aged 20–64 should increase from the current 69% to at least 75%, including through the greater involvement of women, older workers and the better integration of migrants in the work force.
- **Research and Development:** 3% of the EU’s GDP to be invested in R&D. The EU currently has a target of investing 3% of GDP in R&D. The target has succeeded in focusing attention on the need for both the public and private sectors to invest in R&D but it focuses on input rather than impact. There is a clear need to improve the conditions for private R&D in the EU and many of the measures proposed in this strategy will do this. It is also clear that by looking at R&D and innovation together we would get

a broader range of expenditure which would be more relevant for business operations and for productivity drivers. The Commission proposes to keep the 3% target while developing an indicator which would reflect R&D and innovation intensity.

- **Climate change and energy sustainability:** Reduce greenhouse gas emissions by at least 20% compared to 1990 levels or by 30%, if the conditions are right; increase the share of renewable energy sources in our final energy consumption to 20%; and a 20% increase in energy efficiency.
- **Education:** Reducing the rates of early school leaving below 10%; at least 40% of 30–34-year-olds competing third level education. A target on educational attainment which tackles the problem of early school leavers by reducing the drop out rate to 10% from the current 15%, whilst increasing the share of the population aged 30–34 having completed tertiary education from 31% to at least 40% in 2020.
- **Fighting poverty and social inclusion:** The number of Europeans living below the national poverty lines should be reduced by 25%, lifting over 20 million people out of poverty. (EUROPEAN COMMISSION, 2010. 5–11.).

Smart growth – an economy based on knowledge and innovation

Smart growth means strengthening knowledge and innovation as drivers of our future growth. This requires improving the quality of our education, strengthening our research performance, promoting innovation and knowledge transfer throughout the Union, making full use of information and communication technologies and ensuring that innovative ideas can be turned into new products and services that create growth, quality jobs and help address European and global societal challenges. But, to succeed, this must be combined with entrepreneurship, finance, and a focus on user needs and market opportunities. This priority focuses on three fields:

- innovation;
- education, training and lifelong learning;
- digital society.

Flagship initiatives of smart growth priority

- **“Innovation Union”**: The aim of this is to re-focus R&D and innovation policy on the challenges facing our society, such as climate change, energy and resource efficiency, health and demographic change. Every link should be strengthened in the innovation chain, from ‘blue sky’ research to commercialisation.
- **“A Digital Agenda for Europe”**: The aim is to deliver sustainable economic and social benefits from a Digital Single Market based on fast and ultra fast internet and interoperable applications, with broadband access for all by 2013, access for all to much higher internet speeds (30 Mbps or above) by 2020, and 50% or more of European households subscribing to internet connections above 100 Mbps.
- **“Youth on the move”**: The aim is to enhance the performance and international attractiveness of Europe’s higher education institutions and raise the overall quality of all levels of education and training in the EU, combining both excellence and equity, by promoting student mobility and trainees’ mobility, and improve the employment situation of young people. At EU level, the Commission will work:
 - to integrate and enhance the EU’s mobility, university and researchers’ programmes (such as Erasmus, Erasmus Mundus, Tempus and Marie Curie) and link them up with national programmes and resources;
 - to step up the modernisation agenda of higher education (curricula, governance and financing) including by benchmarking university performance and educational outcomes in a global context;
 - to explore ways of promoting entrepreneurship through mobility programmes for young professionals;
 - to promote the recognition of non-formal and informal learning;
 - to launch a Youth employment framework outlining policies aimed at reducing youth unemployment rates: this should promote, with Member States and social partners, young people’s entry

into the labour market through apprenticeships, stages or other work experience, including a scheme (“Your first EURES job”) aimed at increasing job opportunities for young people by favouring mobility across the EU. (EUROPEAN COMMISSION, 2010. 12–13.)

Sustainable growth – promoting a more resource efficient, greener and more competitive economy

Sustainable growth means building a resource efficient, sustainable and competitive economy, exploiting Europe’s leadership in the race to develop new processes and technologies, including green technologies, accelerating the roll out of smart grids using ICTs, exploiting EU-scale networks, and reinforcing the competitive advantages of our businesses, particularly in manufacturing and within our SMEs, as well through assisting consumers to value resource efficiency. Such an approach will help the EU to prosper in a low-carbon, resource constrained world while preventing environmental degradation, biodiversity loss and unsustainable use of resources. It will also underpin economic, social and territorial cohesion. (EUROPEAN COMMISSION, 2010)

Inclusive growth – a high-employment economy delivering economic, social and territorial cohesion

Inclusive growth means empowering people through high levels of employment, investing in skills, fighting poverty and modernising labour markets, training and social protection systems so as to help people anticipate and manage change, and build a cohesive society. It is also essential that the benefits of economic growth spread to all parts of the Union, including its outermost regions, thus strengthening territorial cohesion. It is about ensuring access and opportunities for all throughout the lifecycle. Europe needs to make full use of its labour potential to face the challenges of an ageing population and rising global competition. Policies to promote gender equality will be needed to increase labour force participation thus adding to growth and social cohesion. (EUROPEAN COMMISSION, 2010. 17.)

Europe must act

- **Employment:** Due to demographic change, our workforce is about to shrink. Only two-thirds of our working age population is currently employed, compared to over 70% in the US and Japan. The employment rate of women and older workers are particularly low. Young people have been severely hit by the crisis, with an unemployment rate over 21%. There is a strong risk that people away or poorly attached to the world of work lose ground from the labour market.
- **Skills:** About 80 million people have low or basic skills, but lifelong learning benefits mostly the more educated. By 2020, 16 million more jobs will require high qualifications, while the demand for low skills will drop by 12 million jobs. Achieving longer working lives will also require the possibility to acquire and develop new skills throughout the lifetime.
- **Fighting poverty:** 80 million people were at risk of poverty prior to the crisis. 19 million of them are children. 8 per cent of people in work do not earn enough to make it above the poverty threshold. Unemployed people are particularly exposed. (EUROPEAN COMMISSION, 2010. 17–18.)

These targets are interrelated and critical to overall success. To ensure that each Member State tailors the Europe 2020 Strategy to its particular situation, the Commission proposed that EU goals are translated into national targets and trajectories. The National Reform Programme confirms Hungary's commitments in respect of the implementation of the five headline targets set within the framework of the Europe 2020 Strategy (MAGYAR KÖZTÁRSASÁG KORMÁNYA, 2011). Table 1. shows EU headline targets by 2020, data of Hungarian reality in 2012 and Hungarian national targets by 2020.

By endorsing the Europe 2020 target concerning the improvement of the employment rate, Hungary is determined to increase the employment rate in the population aged between 20 and 64 years to 75 per cent by 2020. Employment rate was 63% at the end of 2012.

	EU headline target 2020	Hungarian reality in 2012	National target 2020
Employment (20–64 year-olds population)	75%	63,1%	75%
Tertiary education (30–34 year-olds population)	40%	28,1%	30,3%
Early school leaving (18–24 year-old population)	10%	11,2%	10%
Reduction of population at risk of poverty or social exclusion	25% reduction	28,3%	23,5%

Table 1.: Targets of EU and Hungary by 2020 (%)

Source: EUROPEAN COMMISSION, 2010; MAGYAR KÖZTÁRSASÁG KORMÁNYA, 2011

The proportion of people in the 30–34 age group who have tertiary or equivalent educational qualifications in Hungary was 28.1% in 2012, which was below the European average. As part of the Europe 2020 objective aimed at the improvement of the level of education, Hungary intends to increase the share of the population (aged 30–34) having tertiary level or equivalent qualifications to 30.3%.

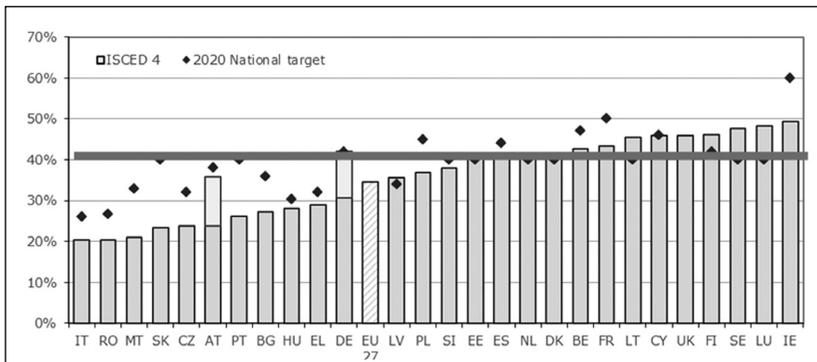


Figure 1.: Tertiary attainment level or equivalent, ages 30–34 (%) and the national national targets

Source: EUROSTAT, 2013

In 2012 nearly half of the EU Member States have reached the EU target of 40% tertiary level education attainment or equivalent for the age group 30 to 34 years old (see Figure 1.), whereas 10 Member States have accomplished their national target. All EU Member States except the United Kingdom have set national targets for the EU headline indicator. A number of Member States have set high national targets for tertiary attainment levels in 2020. In terms of level these include Ireland (60%), France (50%), Belgium (47%), Cyprus (46%) and Poland (45%). It should, however, be noted that the countries with the most ambitious national targets are those with the furthest distance to travel in terms of attainment: Slovakia (23% to 40%), Portugal (26% to 40% target) and Malta (21% to 33%). Hungarian target is lower, 30.3% by 2020.

One of the Europe 2020 education targets to **reduce the rate of early school leaving to below 10%**. Early leaver from education and training, previously named early school leaver, generally refers to a person aged 18 to 24 who has finished no more than a lower secondary education and is not involved in further education or training; their number can be expressed as a percentage of the total population aged 18 to 24.

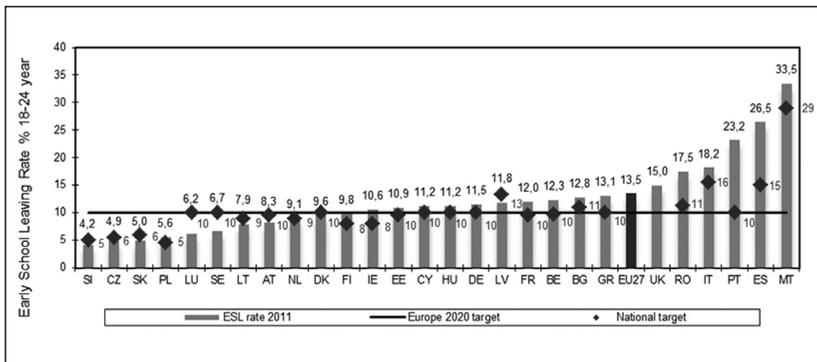


Figure 2.: Rate of early school leavers in 2011 and national targets by 2020 (%)
Source: EUROSTAT, 2011

Council Recommendation on policies to reduce early school leaving was adopted in 2011. Reducing early school leaving is essential for achieving a number of key objectives in the Europe 2020 Strategy. The reduction of early school leaving addresses both the aims for 'smart growth' by improving education and training levels and the aims for 'inclusive growth' by addressing one of the major risk factors for unemployment, poverty and social exclusion. The Europe 2020 Strategy therefore includes the headline target to reduce early school leaving to less than 10% by 2020, from 14.4% in 2009. Member States have undertaken to establish national targets, taking account of their relative starting positions and national circumstances. (COUNCIL, 2011. 1.)

Rate of early school leavers is lower than the EU average in Hungary (11.2%). As part of the Europe 2020 objective aimed at the improvement of the level of education, Hungary intends to reduce the early school leaving rate (in the 18–24 age group) to 10% by 2020.

And finally about **the poverty target**. In respect to the poverty target of the Europe 2020 Strategy, Hungary aims to reduce the level of poverty amongst families with children, the number of people living in severe material deprivation and the number of people living in households with low work-intensity by 20 per cent each by 2020. Taking the relevant overlaps into consideration, the population covered by these three indicators adds up to 450 thousand people who shall be elevated from poverty. 4 million people in Hungary live at the subsistence level (this means 62 463 HUF, approximately 210 EUR/month/person) and there are 1 380 000 people who live below it. That number constitutes 13.8% of the population. So only 46% of the Hungarian population live above the subsistence level.

2.2.4. Summary

Thinking in terms of lifelong learning includes the specification of new education alternatives, the acquisition/further development of qualifications, skills and knowledge, the perfection of learning and adaptation skills, problem solution, and the development, exploration and adoption of suitable forms of teaching and learning. Although

learning is interpreted here primarily in its formal context, lifelong learning is more about a novel relationship between culture and human life than about formal learning. The concept of lifelong learning presumes that the acquisition of the necessary amount of knowledge does not come to an end with one's exit from the formal education structure – the acquisition of relevant knowledge continues, in various informal settings, throughout one's life.

Strategy EUROPE 2020 expressed that the EU should become smart, sustainable and inclusive economy. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion. If Europe wants to achieve these goals, it is necessary to increase the participation rate in and quality of education. Why it is important to promote mobility programmes and broad disseminate lifelong learning mobility tools.

3. MOBILITY TOOLS

Mobility is one of the most frequently used terms in the education. Participation in mobility is not important only because learning mobility made a long lasting positive impact on the lives of the students and learners concerned, but also because globalisation resulted in the thinning of national borders within higher education. The free movement of services and of persons within the EU resulted in a certain harmonisation of students' expectations and of the content of a number of study programmes and qualifications.

The quality of the study courses as well as the labour market value of certain degrees is also becoming more transparent on the European and also on the global level. The free movement of services and of persons is no longer 'confined' to the territory of the EU, but is a global phenomenon.

Hungarian educational policy has recognised the role of geographical mobility in education, and EU-initiated projects implemented primarily within the framework of the Lifelong Learning Programmes (Comenius, Leonardo da Vinci, Erasmus and Grundtvig) and coordinated by the Tempus Public Foundation (Tempus Közalapítvány) have served as a model for developing nationally coordinated mobility programmes.

Tempus Public Foundation is a non-profit organization established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and special projects in the field of education, training and EU-related issues.

Tempus Public Foundation aims at

- supporting initiatives aiming at the modernization and quality improvement of education, training and human resources development;
- encouraging international cooperation and mobility;
- strengthening the European dimension in these fields.

Tempus Public Foundation (as National Agency) manages mobility programmes in Hungary. More and more attention is given to mobility programmes also in Hungary. In the framework of Lifelong Learning Programme 13 076 persons received mobility support. 2 309 tenders were submitted for Comenius, Leonardo, Erasmus and Grundtvig programmes in 2011 of which 979 received a grant (altogether EUR 21 million).

Lifelong Learning Programme consists of four sectoral sub-programmes, each supporting different levels of education:

Comenius Provides support for schools across Europe wishing to carry out joint projects on language learning and other themes of mutual interest. Offers opportunities for professional development for those in teacher training, pre-school and school education.

Erasmus addresses the teaching and learning needs of staff and students in Higher Education. Provides support for Higher Education Institutions across Europe to work on shared projects including curriculum development and other areas.

Leonardo da Vinci enables people who are involved in vocational education and training to benefit from work experience placements and career development opportunities in another country.

Grundtvig funds small-scale, community-based activities. It is designed to develop basic skills and to enable learners to play a more active role in their communities. The programme is open to people involved in adult education.

Learning mobility is widely considered to contribute to enhancing the employability of young people through the acquisition of key skills and competences, including especially language competences and intercultural understanding, but also social and civic skills, entrepreneurship, problem-solving skills and creativity in general. In addition to providing valuable experience for the individuals concerned, learning mobility can help to improve the overall quality

Subprogramme	Total	Teachers	Pupil, students, adults
Comenius	3 588	1 012	2 576
Erasmus	5 643	1 084	4 559
Leonardo	2 938	924	2 014
Grundtvig	831	436	395
Study tours for experts	76	0	0
Total	13 076	3 456	9 544

Table 2.: Participation in mobility programmes coordinated by the Tempus Public Foundation in 2011 (in persons)
Source: TEMPUS PUBLIC FOUNDATION 2012:11

of education, especially through closer cooperation between educational institutions. Furthermore, it can help to reinforce a sense of European identity and citizenship.

For these reasons, providing the widest possible access to mobility for all, including disadvantaged groups, and reducing the remaining obstacles to mobility constitute one of the main strategic objectives of EU policy in the field of education and training.

By 2020, an EU average of at least 20% of higher education graduates should have had a period of higher education-related study or training (including work placements) abroad, representing a minimum of 15 ECTS credits or lasting a minimum of three months. By 2020, an EU average of at least 6 % of 18-34 year olds with an initial vocational education and training qualification should have had an initial VET-related study or training period (including work placements) abroad lasting a minimum of two weeks, or less if documented by Europass¹.

European Union promotes learning mobility with different tools. In this chapter I introduce Europass portfolio which is used in Hungary form 2005 and EQF-HNQF, ECVET, EQUAVET which are currently under development in Hungary.

¹ A REFERENCE LEVEL OF EUROPEAN AVERAGE PERFORMANCE IN THE FIELD OF LEARNIN MOBILITY ([HTTP://WWW.CONSILIUM.EUROPA.EU/UEDOCS/CMS_DATA/DOCS/PRESSDATA/EN/EDUC/126380.PDF](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126380.pdf))

3.1. Europass portfolio



Knowledge, skills and competences determine an individual's chances to succeed in the labour market and to play an active role in society. Rapid economic and technological development means that people are more likely to change jobs several times during their working life. The more often people change jobs the more important it is that they can demonstrate their knowledge, skills and competences, in particular when an individual applies for a job or for admission to a learning opportunity. The potential employers considering job applications or the educational staff responsible for admissions should be able to understand those knowledge, skills and competences correctly. Tools improving the transparency of skills and competences are helpful to people on both sides of applications, either in their own countries or abroad.

The Europass initiative is designed to address the above needs, providing citizens with a service to support mobility for learning and working purposes by clearly documenting their skills, competences and knowledge.

To establish a single Community framework ("Europass") for achieving the transparency of qualifications and competences by means of the creation of a personal, coordinated portfolio of documents, which citizens can use on a voluntary basis to better communicate and present their skills, knowledge and competences throughout Europe.

The Programme was established by Decision 2241/2004/EC of the European Parliament and the Council of 15th December 2004 on a single framework for the transparency of qualifications and competences, in force since 1st January 2005 (EUROPEAN COMMISSION, 2013. 81–82.)

Europass portfolio was introduced in Hungary in 2005.

Europass brings together into a single framework five documents, available in all official EU languages, so Europass includes five European transparency documents. Two Europass instruments

can be completed directly by all citizens: the Europass CV, which is the backbone of the whole portfolio. With a common structure in all language, it helps people highlight their competences. It is the most frequently used Europass document. The Europass Language Passport allows a detailed description of language skills, which in today's Europe are more important than ever. This document is part of the more comprehensive European Language Portfolio, a tool developed by the Council of Europe.

The other three Europass instruments are issued by competent organisations to citizens who have achieved a particular learning experience:

The Europass Mobility is a record of experiences of transnational mobility for learning purposes – in vocational training as well as in higher education. It is completed by the home and host organisation that are involved in the mobility project. The Europass Diploma Supplement is issued along with a higher education diploma, by the same university or institution. It outlines the student's educational pathway, making it easier to understand, in particular for potential employers.

The Europass Certificate Supplement is issued along with a vocational education and training certificate, to clarify the competences acquired by the person who holds the certificate. Its production is a responsibility of national authorities.

Europass is supported by a network of National Europass Centres. In every country (European Union and European Economic Area), a National Europass Centre coordinates all activities related to the Europass documents. It is the first point of contact for any person or organisation interested in using or learning more about Europass. Hungarian Europass Centres operates in the Tempus Public Foundation.

3.1.1. Europass Curriculum Vitae

The Europass-CV provides persons with the opportunity to present in clear and comprehensive way information on all their qualifications and competences. The Europass-CV is a personal document, which contains self declarations written by individual citizens.

The Europass-CV is the backbone of the Europass: a Europass portfolio for a given citizen will include the Europass-CV completed by the citizen himself or herself, and one or more other Europass documents, according to the specific learning and working history of that citizen. The electronic form of the Europass-CV makes it possible to establish links from its sections to the relevant Europass documents, for instance from the education and training section to a Diploma Supplement or a Certificate Supplement.

Europass CV provides persons with a model for the systematic, chronological and flexible presentation of their qualifications and competences. Specific directions on the different fields are provided and a set of guidelines and examples has also been produced to help citizens to complete the Europass-CV.

The Europass-CV includes categories for the presentation of

- information on personal matters, language proficiency, work experience and educational and training attainments,
- additional competences held by the individual, emphasising technical, organisational, artistic and social skills,
- additional information which might be added to the Europass-CV in the form of one or more annexes.

The template is quite detailed, but it will be up to the individual citizens to choose which fields to fill. Citizens who complete the electronic form – either downloaded or on line – should be allowed to remove any field which they choose not to complete. For instance, a person who does not indicate his or her sex or who has no specific technical skill to report, should be allowed to remove these fields, so that no blank field appears on the screen or in the printed version.

Templet of Europass CV can be found at the website of Europass: http://europass.hu/CEDEFOP/cv_blank.html

Last 8 years 38 million citizens filled Europass-CV in Europe. Hungary is in tenth place among countries where most people used Europass CV.

3.1.2. Europass Certificate Supplement

The information in the Europass Certificate Supplement is provided by the relevant certifying authorities. The Certificate Supplement does not replace the original certificate and does not give any entitlement to formal recognition of the original certificate by authorities of other countries. On the other hand, it facilitates a sound appreciation of the original certificate, so that it can be helpful to obtain recognition by the competent authorities.

The Europass-Certificate Supplement is a document attached to a vocational certificate, in order to make it easier for third persons – particularly persons in another country – to understand what the certificate means in terms of competences acquired by its holder.

The Certificate Supplement provides information on

- the skills and competences acquired,
- the range of occupations accessible,
- the awarding and accreditation bodies,
- the level of the certificate,
- the different ways of acquiring the certificate,
- the entry requirements and access opportunities to next level education.

Examination organizing institutions and other interested parties can give more information at the website of National Reference Centre operating in National Employment Office Directorate of Vocational and Adult Education ([HTTP://NRK.NIVE.HU/NYIT_LAP/](http://nrk.nive.hu/nyit_lap/)).

3.1.3. Europass Mobility

The Europass Mobility is a record of any organised period of time (called Europass Mobility experience) that a person spends in another European country for the purpose of learning or training (learning pathway).

A European learning pathway is a period that a person – of whatever age, educational level and occupational status – spends in another

country for learning purposes and that: a. either takes place within the framework of a Community programme in the field of education and training, b. or satisfies all the following quality criteria:

- the period spent in another country takes place within the framework of a learning initiative based in the country of provenance of the person that follows it,
- the organisation responsible for the learning initiative in the country of provenance (sending organisation) stipulates with the host organisation and submits to the National Europass Centre, or a body delegated to manage the Europass-Mobility in the country of provenance, a written agreement on the content, objectives and duration of the European learning pathway, ensuring that appropriate linguistic preparation is provided to the person concerned, and identifying a mentor in the host country, charged with assisting, informing, guiding and monitoring the person concerned,
- each of the countries involved should be a Member State of the European Union or an EFTA/EEA country,
- where appropriate, the sending organisation and the host organisation cooperate in providing the person concerned with appropriate information about workplace health and safety, labour law, equality measures and other work-related provisions applying in the host country.

The mobility experience is monitored by two partner organisations, the first in the country of origin and the second in the host country. Both partners agree on the purpose, content and duration of the experience; a mentor is identified in the host country. The partners may be universities, schools, training centres, companies, NGOs, etc. The Europass Mobility is completed by the home and host organisations involved in the mobility project in a language agreed between both organisations and the person concerned.

The Europass Mobility includes personal data. The name of the person who is awarded the Europass-Mobility is the only compulsory piece of personal data. The organisations completing the Europass Mobility may only complete the other fields concerning personal data if the person concerned agrees to it. The field 'Qualification'

is also not compulsory, in recognition of the fact that not all education or training initiatives lead to a formal qualification.

The structure is as follows "This europass mobility document"

- This Europass-Mobility document is awarded to;
- This Europass-Mobility document is issued by;
- The partner organisations of the Europass-Mobility experience
- Description of the Europass-Mobility experience;
- Description of skills and competences acquired during the Europass-Mobility experience.

The issue of Europass-Mobility is coordinated by the Tempus Public Foundation. ([HTTP://EUROPASS.HU/PAGES/CONTENT_MOB/INDEX.PHP?PAGE_ID=1126](http://europass.hu/pages/content_mob/index.php?page_id=1126)).

3.1.4. Europass Diploma Supplement

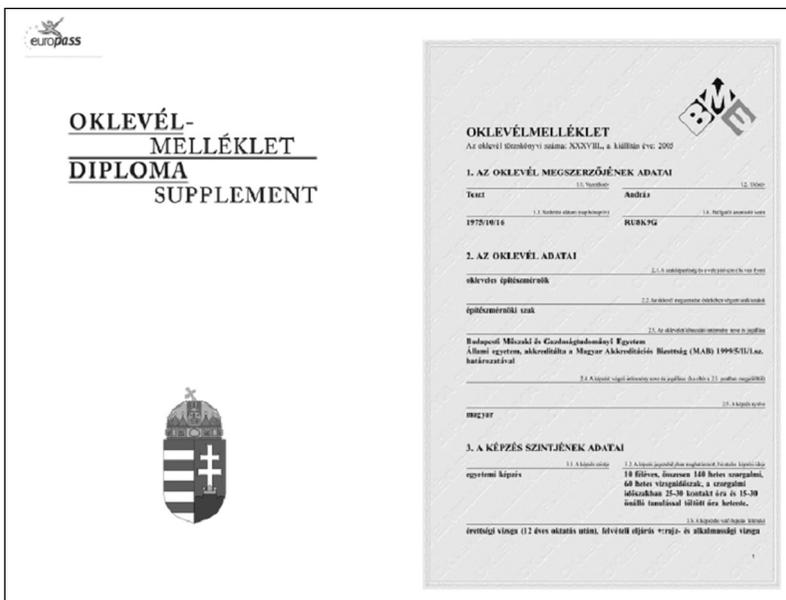


Figure 3.: Sample of Diploma Supplement
Source: WWW.EUROPASS.HU

The Europass-Diploma Supplement is a document attached to a higher education diploma, in order to make it easier for third persons – particularly persons in another country – to understand what the diploma means in terms of knowledge and competences acquired by its holder. To this end, the Diploma Supplement describes the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual who holds the original diploma to which the Diploma Supplement is attached. It is therefore a personal document, referring to its specific holder. The Diploma Supplement does not replace the original diploma and does not give any entitlement to formal recognition of the original diploma by academic authorities of other countries. On the other hand, it facilitates a sound appreciation of the original diploma, so that it can be helpful to obtain recognition by the competent authorities or by admission staff of higher education institutions.

The Diploma Supplement is produced by the competent national authorities in accordance with a template. The Diploma Supplement template is available in the official languages of the European Union. It is a flexible, non-prescriptive tool, which is conceived for practical purposes, can be adapted to local needs and is subject to regular revisions.

The Diploma Supplement includes eight sections. Information in all eight sections should be provided. Where information is not provided, an explanation should be given. Institutions have to apply to the Diploma Supplement the same authentication procedures as for the qualification itself. The eight sections are the following ones:

- identify the holder of the qualification and
- the qualification itself,
- give information on the level of the qualification,
- the contents and results gained,
- and the function of the qualification,
- allow for further information,
- certify the Supplement and,
- finally, give information on the national higher education system.

Templet of Diploma Supplement can be found at the website:
[HTTP://EUROPASS.HU/PAGES/CONTENT_ANNEX/INDEX.PHP?PAGE_ID=1124.](http://europass.hu/pages/content_annex/index.php?page_id=1124)

3.1.5. Europass Language Passport

The Europass Language Passport allows learners to describe their language skills, skills that are vital for learning and working in Europe. The Europass-Language Portfolio is the property of the learner.

The Europass Language Passport was developed by the Council of Europe as part of the European Language Portfolio which consists of three documents: the Language Passport, the Language Biography and the Dossier.

The Language Passport has two functions: pedagogic and reporting. As regards the former, it is designed to enhance the motivation of language learners to improve their ability to communicate in different languages and to pursue new learning and intercultural experiences. It seeks to help learners to reflect on their learning objectives, plan their learning and learn autonomously. As regards its reporting function, the Learning Passport aims to document its holder's language proficiency in a comprehensive, informative, transparent and reliable way. It helps learners take stock of the levels of competence they have reached in one or several foreign languages and enables them to inform others in a detailed and internationally comparable manner. All competence is valued, regardless of whether it is gained inside or outside the ambit of formal education.

The Learning Passport contains

- a language passport which its owner regularly updates. The owner describes his/her language skills, in accordance with common criteria accepted throughout Europe,
- a detailed language biography describes the owner's experiences in each language, a dossier enables examples of personal work to be kept to illustrate language skills.

Language Passport uses the 6 European levels of the Common European Framework of Reference for Languages. Levels of foreign language knowledge can be A1-A2: basic user; B1-B2: independent user; C1-C2: proficient user.

The self assessment grid can be found at the website: [HTTP://EUROPASS.HU/DOCUMENT.PHP?DOC_NAME=NYELVI_UTLEVEL/ONERTEKELESI_TABLAZAT.PDF](http://europass.hu/document.php?doc_name=nyelvi_utlevel/onertekeles_tablazat.pdf).

3.1.6. European Skills Passport

The European Skills Passport helps citizens document their skills and qualifications to find a job or a training and validate their skills. European Skills Passport can be fill online. The Europass online editor enables people to create European Skills Passport to gather documents such as Language passport, Certificate supplement, copies of degrees or certificates, attestations of employment, etc.

Europass Skills Passport can be create quickly and easily:
[HTTP://EUROPASS.HU/PAGES/CONTENT/INDEX.PHP?PAGEID=1257](http://europass.hu/pages/content/index.php?pageid=1257).

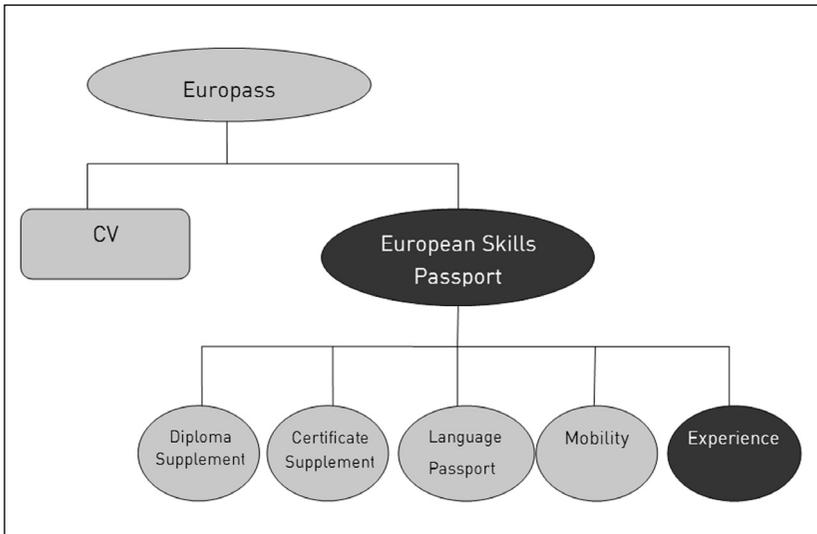


Figure 4.: Europass in 2013
Source: EUROPEAN COMMISSION 2013

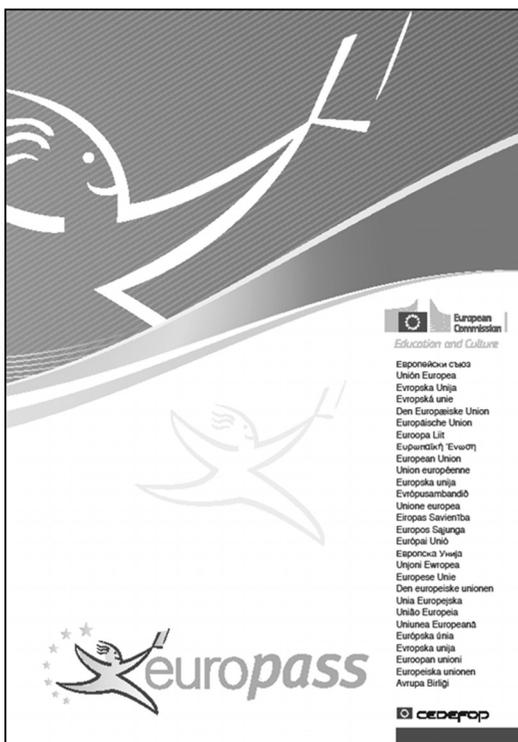
3.1.7. Summary

Transparency and comparability of learning- and work-experience plays an increasingly important role in an expanding European education area and European labor market. With Europass the European Commission has created a 'personal, coordinated portfolio of documents' which helps European citizens present their skills,

competences and qualifications in a clear, standardized form which is understood internationally. At the same time, the Europass promotes the mobility of citizens and increases job opportunities on the European labor market.

Since its launch in February 2005 and the end of March 2012, there have been more than 48.6 million visits to the Europass website and 38 million Europass curriculum vitae (CV) have either been completed on line or downloaded - an average of nearly 15 000 per day.

Estimates are that more than 300 000 Europass mobility records documenting work and learning experience in other countries have been issued. More than 1.2 million language passports (a self-assessment of language skills using standardised levels) have either been completed online or downloaded (CEDEFOP, 2012).



Picture 4.: Europass folder

3.2. European Qualifications Framework – Hungarian Qualification Framework



The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1) to advanced (Level 8) level. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training. The eight reference levels are described in terms of learning outcomes. The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible (EUROPEAN COMMISSION, 2008).

3.2.1. Background to the EQF's development

The development of the European Qualifications Framework started in 2004 in response to requests from the Member States, the social partners and other stakeholders for a common reference to increase the transparency of qualifications. The Commission, with the support of an EQF Expert Group, produced a blueprint

proposing an 8-level framework based on learning outcomes aiming to facilitate the transparency and portability of qualifications and to support lifelong learning. The Commission published this for consultation across Europe during the second half of 2005. The responses to the consultation demonstrated widespread support among European stakeholders for the Commission proposal but also requested a number of clarifications and simplification. In response, the Commission amended the proposal, drawing on the input of experts from all the 32 countries involved as well as the European social partners. The revised text was then adopted by the Commission as a proposal on 6 September 2006. The European Parliament and Council successfully negotiated the proposal during 2007, leading to the EQF's formal adoption in February 2008. In Hungary the conceptualisation of an NQF started in early 2006 under the responsibility of the Ministry of Education and Culture (now part of the Ministry of Human Resources) and the Ministry of Social Affairs and Labour (whose relevant responsibilities are now transferred to the Ministry of National Economy). In June 2008 the Government adopted a Decision (No 2069/2008) on the development of an NQF for lifelong learning and on joining the EQF by 2013. The decision was the legal basis and policy framework for the development of the NQF. During 2008–10 the NQF developments were taken forward as part of the social renewal operational programme of the New Hungary development plan (2007–13), mostly funded by ESF and ERDF. A comprehensive NQF proposal encompassing all subsystems of education and training (school-based general education and VET, higher education, adult education) was submitted to the government by the two responsible ministries. A new Government Decision (No 1004/2011) was adopted in January 2011, which further supports the establishment of a Hungarian Qualifications Framework to be referenced to the EQF and assigned the task of negotiation about and finalisation of the draft NQF. Based on the Government decision, the relevant ministries will work together to create – in their respective fields of competence – the necessary legal, financial and institutional conditions for implementing the NQF. The first meeting,

involving ministerial representatives and delegates from other relevant institutions, gave its consent to the fundamental principles of the draft NQF. According to the decision on the establishment of the NQF, formal referencing to the EQF is planned to be taken place by the first half of 2014 (CEDEFOP, 2011. 125–126.).

The EQF has been designed to act as a reference for different qualifications systems and frameworks in Europe. It takes into account the diversity of national systems and facilitates the translation and comparison of qualifications between countries. In this sense the EQF is a framework for frameworks and/or systems and it can therefore be defined as a 'Meta-framework'. (A qualifications framework can be seen as part of a qualifications system in which the levels of qualifications are explicitly described in a single hierarchy).

This meta-framework will enable qualifications systems with their implicit levels or/and national and sectoral qualifications frameworks to relate to each other. In the process of implementing the EQF it is intended that each country will reference its national qualifications (in terms of diplomas, certificates or awards) to the eight EQF levels via national qualifications frameworks or the implicit levels in the national qualifications systems. This means that in the first stage levels of national qualifications frameworks or parts of qualifications systems will be referred to the EQF levels. In the long run, all qualifications awarded in Europe should have a reference to the EQF.

3.2.2. Aims and functions of EQF

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

This closer relationship between countries' qualifications systems will have many beneficiaries

- The EQF will support greater mobility of learners and workers. It will make it easier for learners to describe their broad level

of competence to recruiters in other countries. This will help employers interpret the qualifications of applicants and so support labour market mobility in Europe.

- The EQF should benefit individuals by increasing access to, and participation in, lifelong learning. By establishing a common reference point, the EQF will indicate how learning outcomes may be combined from different settings, for example formal study or work, and from different countries and can thus contribute to reducing barriers between education and training providers e.g. between higher education and vocational education and training, which may operate in isolation from each other. This will promote progression so that learners do not have to repeat learning for example.
- The EQF can support individuals with extensive experience from work or other fields of activity by facilitating validation of non-formal and informal learning. The focus on learning outcomes will make it easier to assess whether learning outcomes acquired in these settings are equivalent in content and relevance to formal qualifications.
- The EQF will support individual users as well as providers of education and training by increasing transparency of qualifications awarded outside the national systems, for example by sectors and multinational companies. The adoption of a common reference framework based on learning outcomes will facilitate the comparison and (potential) linking together of traditional qualifications awarded by national authorities and qualifications awarded by other stakeholders. The EQF will thus help sectors and individuals take advantage of this growing internationalisation of qualifications. (EUROPEAN COMMUNITIES, 2008. 4.)

The EQF is an ambitious and far-reaching instrument which has implications for education and training systems, the labour market, industry and commerce and citizens.

The European Qualifications Framework is also called a meta qualifications framework. This means that training programmes

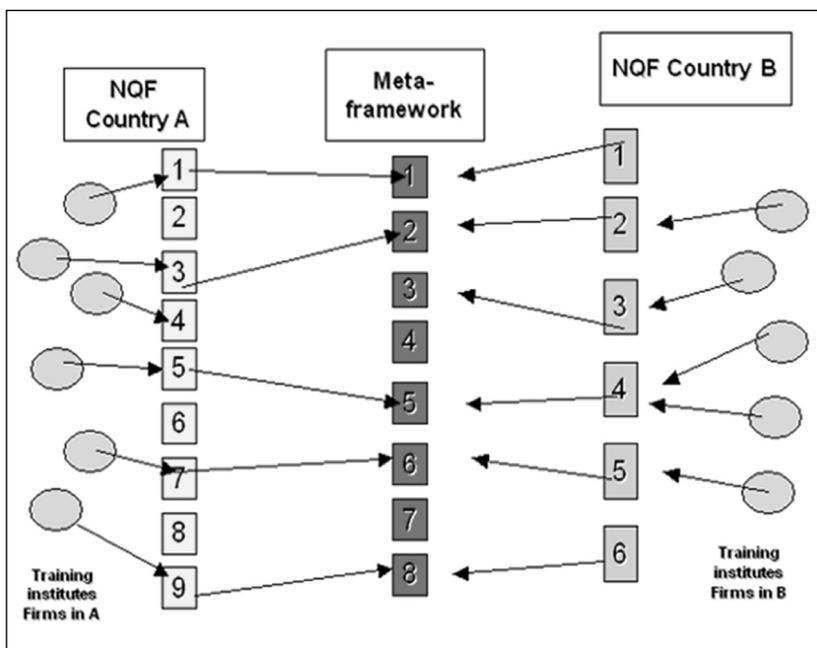


Figure 5.: Relationship between EQF and NQFs
Source: NATIONAL EMPLOYMENT OFFICE 2013

are not to be directly assigned to an EQF level but rather to a level in a national qualifications framework which in turn corresponds to a particular EQF level. This makes it possible to take national peculiarities in education systems better into account.

3.2.3. Learning outcomes approach

EQF is based on learning outcomes. In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study. Learning outcomes are specified in three categories – as knowledge, skills and competence.

These three descriptors are defined as follows

- **“Knowledge”** encompasses factual, empirical and theoretical knowledge. The gradations here extend from recalling basic general knowledge all the way to using specialized knowledge and synthesizing stores of complex knowledge.
- **“Skills”** in the European Qualifications Framework encompass knowledge and experience that is necessary for successfully performing a particular task or practicing an occupation. The spectrum here ranges from basic skills for performing simple tasks to the development of new skills that are based on the demands of new knowledge or technologies.
- **“Wider competences”** encompass “autonomy and responsibility”, “learning competence”, “communicative and social competence” and “professional and vocational competence”.

This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

3.2.4. Hungarian Qualification Framework

Hungarian Qualification Framework follows the level structure of EQF, that is HUQF has 8 levels. HuQF’s descriptor will contain 4 categories of descriptors knowledge, skills/abilities, attitudes and autonomy/responsibility. The descriptors were based on analysis of existing approaches in the relevant subsystems.

The basic principle of EQF/HuNQF is learning outcome. Learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. In this context, it is not important any more that where, when, how long or by what methods someone has learnt to acquire a qualification or competences. The EQF/HuNQF emphasizes the result of learning rather than focusing on inputs such as length of

study. Assessment of competencies is based on output factors and not on input factors.

Learning outcomes are, in a way, a tool to describe and define learning and assessment process and its product, which can lead to improved pedagogical/andragogical practice in education and improved student learning practice. They place focus on the coherence and aims of the qualification, the judgement of the designer and how the qualification fits within the traditions of the discipline. By using learning outcomes to describe the learning process and its outcomes, institutions are addressing the interests of the students and the stakeholders in a learner-centred way rather than being a teacher-centred. By that it can be said that the intended learning outcomes are statements that predict what learners will have gained as a result of learning. From the students perspective, the outcome approach communicates what they are expected to be able to do and the criteria that will be used to assess them. This means that the description of the learning process has shifted from input to output.

The use and description learning outcomes in Hungary is a great challenge for actors of education system because the term of competence is used instead of learning outcomes in Hungary. The concept of learning outcomes also necessitates the development and introduction of an entirely new approach that has not been known or applied in Hungary before. Therefore, the first step is to "translate" output competences of qualifications into learning outcomes. After that we have to use procedures for classifying qualifications at national level. For classifying qualifications the best-fit principle approach is used where qualifications descriptors are compared with level descriptors.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
1.	<ul style="list-style-type: none"> - Knows the most important concepts and basic facts of a particular topic. - Has a basic knowledge of the mother tongue, logical thinking and literacy. - Knows the distinctive materials and tools necessary for practice. - Understands and complies with rules and procedures of task execution. 	<ul style="list-style-type: none"> - Has acquired a basic level of the key competences (especially: communication in the mother tongue, mathematical-logical thinking). - Able to apply the knowledge necessary to solve a certain task/problem, provided that this requires the application of undemanding routines and algorithms. 	<ul style="list-style-type: none"> - Perceptive to tasks, motivated to implement them successfully. - Demonstrates inquisitiveness and interest in learning and basic work situations. - Ready to work together, to share his/her knowledge with others. 	<ul style="list-style-type: none"> - Capable of autonomous task execution in simple, routine job situations. - Needs guidance and continuous supervision in the case of novel or complex tasks. - Able to evaluate his/her own work with external guidance.

Table 3.: Levels and descriptors of Hungarian Qualification Framework

Source: CEDEFOP, 2013: 82–87. AND THE GOVERNMENT DECREE ON THE HUNGARIAN QUALIFICATIONS FRAMEWORK, JULY 2012

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
2.	<ul style="list-style-type: none"> - Knows the basic facts, concepts, simple correlations of a given topic (literacy area, speciality). - Has a general command of the mother tongue/language, mother tongue/language, literacy. Has the basic-intermediate level theoretical and practical knowledge necessary for the exercise of a particular profession. 	<ul style="list-style-type: none"> - Able to identify uncomplicated correlations of cause and effect. - Able to carry out identification, distinction and comparison in relation to different topics, upon predetermined specific criteria. - Able to carry out multicomponent tasks/or series of tasks in individual cases. - Able to use basic materials and tools with guidance. - Able to compose a written and verbal statement in a given field, react to a statement, use basic terminology. - Possesses basic competences necessary for cooperation. 	<ul style="list-style-type: none"> - Open to activities broadening his knowledge in learning contexts. - Is aware of fundamental moral and collective values, basic civil rights and responsibilities. 	<ul style="list-style-type: none"> - In simple task-situations works with autonomy and responsibility. - In case of complex tasks guidelines are sufficient, close supervision is not necessary. - A sense of responsibility is developing, and self-control emerges in the evaluation of the performed work.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
3.	<ul style="list-style-type: none"> - Knows basic facts, concepts and processes related to a given field of work or study, recognises and understands highly composite correlations. - In addition to being acquainted with tools, procedures and rules of problem solving, applies basic methods of autonomous knowledge acquisition. - Possesses a broader inventory of knowledge elements/ units in the field of study/work of his/her interest. - Knows and applies rules, processes of task execution. 	<ul style="list-style-type: none"> - Able to establish linkage between knowledge and knowledge schemata, and develop a new schema in a well-known context. - Besides of being capable of more than just resolving simple routine tasks, is able to solve creatively new and unusual problems. - Able to select and apply the appropriate tools, materials. - Able to perceive correlations and think in a systemic context. 	<ul style="list-style-type: none"> - Able to judge and apply in a critical manner information from diverse sources. - Open to making joint efforts, work in a group, and accepts interdependence as a state of affairs. - Considers valid, for himself/herself, too the widely accepted social norms both in professional and private communication. - Committed to his profession/field of interest. 	<ul style="list-style-type: none"> - Self-control and systematic self reflection concerning individual learning and work activities becomes common.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
4.	<ul style="list-style-type: none"> - Knows basic facts and concepts related to a given field of work or study, understands key processes and correlations. - Knows the language, the terminology of a given field, eventually in a foreign language as well. - Knows and understands the conceptual correlations and structure of his field of interest. - Understands the correlations of complicated, multifactor phenomena. - Is familiar with the methods and has the literacy necessary for employing the facts, concepts, correlations and proceedings of a given field. 	<ul style="list-style-type: none"> - Able to apply knowledge related to a field of work or study in an unconventional context. - Able to think systematically, and use certain forms of abstraction. - Able to gather new information, and process it independently. - Able to plan and implement a problem-solving strategy on his own and make the necessary corrections. - Able to identify problem situations in a field of work or study and articulate adequate proposals for solving them. 	<ul style="list-style-type: none"> - Open to undertaking new tasks. - Able to assess possibilities; consider risks, alternatives and consequences; is capable of making compromises. - Follows ethical and legal norms in decision-making situations, understands the correlations between values, behaviour and lifestyle. - Committed to the professional, quality work. 	<ul style="list-style-type: none"> - Autonomy and self-control are characteristic in work, study and problem solving as well. - Takes responsibility for his/her own actions or for the work of a small group or community.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
5.	<ul style="list-style-type: none"> - Has a fundamental general and specialised, theoretical and practical knowledge, related to a particular field of study/work. - Theoretical and practical knowledge is systematic. - His/her sound knowledge regarding the application of methods and tools ensures lasting exercise of the given profession at a high level. - Knows the specific terminology of the given field (in the mother tongue and in at least one foreign language). 	<ul style="list-style-type: none"> - Able to solve the tasks related to a given profession: to design and carry them out, to choose the appropriate methods and tools, to apply them in an individual and complex manner. - His/her capacities to communicate in mother tongue and in a foreign language enable him/her to carry out a professional cooperation with speakers of other languages. - Able to improve his/her knowledge, and apply different methods of knowledge acquisition, self- improvement and current information and communication technologies for that purpose. - Able to make accountable decisions related to employment and entrepreneurship. 	<ul style="list-style-type: none"> - Open to new achievements and innovations in a given field of work/study. - Endeavours to be acquainted with to understand and to use them. - Aims for self-education. - Committed to high quality professional work. Self-critical concerning his/her own work. - Accepts and genuinely stands for the social role and the values of his/her profession. 	<ul style="list-style-type: none"> - Works autonomously under continuous self-monitoring. - Takes responsibility for his or her own work, as well as for the work, achievements or failures of the team under his/her supervision. - In decision-making, takes into consideration the ethical and legal rules of his field of work.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
6.	<ul style="list-style-type: none"> - Knows the fundamental comprehensive facts, orientations and limits of his field of work or study. - Knows the key correlations, theories and terminology of a given field of study or work. - Knows fundamental methods for knowledge acquisition and problem-solving of his/her speciality. 	<ul style="list-style-type: none"> - Capable of carrying out an elementary analysis of the concepts which constitute the foundations of the knowledge of a given field of work or study, to outline correlations, and to make proper evaluations. - Has the necessary skills for studying autonomously. - Able to identify routine professional problems, explore the theoretical and practical background, needed for their solution and able to address them through the application of standard procedures. - Able to use and understand the literature of his/her profession, its library and IT sources. - Able to cooperate with others. - Capable of managing different resources. - Able to apply professional knowledge in compliance with the diverse expectations of a given workplace. 	<ul style="list-style-type: none"> - Recognises, undertakes and genuinely stands for his/her job's social function and its relationship to the world. - Open to disseminate the general way of thinking and basics features of the practical operation of his/her profession. - Strives for continuous education. 	<ul style="list-style-type: none"> - Capable of thinking over independently the comprehensive, fundamental questions of his profession and of elaborating them by using given sources. - Responsibly adheres to the fundamental principles of the profession. - Cooperative and shows responsible behaviour with the qualified experts of his field. - Consciously accepts the ethical standards of his profession.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
7.	<ul style="list-style-type: none"> - Knows the general and specific features, main orientations and precise limits of a wide-ranging domain related to a given field of work or study, as well as its links to contiguous fields. - Has in-depth knowledge of the correlations, theories and the related terminology of a given field of work or study. - Knows the particular research methods (especially those related to knowledge acquisition and problem-solving) used in his field, abstraction techniques and the methods to cope with practical aspects of theoretical questions. 	<ul style="list-style-type: none"> - Capable of performing exhaustive analysis of diverse conceptual domains, which constitute the knowledge of a given field of work or study, to devise comprehensive and specific correlations and to carry out related evaluation activities. - Able to identify specific professional issues, explore and outline the theoretical and practical background, needed for their solution. - Able to approach professional problems in an interdisciplinary, comprehensive manner. - Able to join in research and development projects. - Able to apply a wide range of methods and techniques in various contexts of different degree of complexity and predictability - Able to produce in a scientific format analysis and summaries of a subfield of his area of study. 	<ul style="list-style-type: none"> - Knows and assumes responsibly the specific and comprehensive relationships professional identity that constitute the characteristics of his/her profession and its individual and social functions. - This is the basis for unfolding vocational commitment. - Able to understand and genuinely transmit the particulars and the synthesis of his/her profession's topics. - His/her professional interest gets deeper, and is consolidated. 	<ul style="list-style-type: none"> - Possesses considerable autonomy in elaborating comprehensive and specific professional issues, in defending and justifying professional views. - Assumes responsibility in taking initiative for cooperation. - Partner on equal footing in cases of professional cooperation. - Thinks over and stands for the ethical positions of his field.

Level	Knowledge	Skills and abilities	Attitudes	Autonomy and responsibility
8.	<ul style="list-style-type: none"> - Knows at a researcher's level the general and specific features, main orientations and precise limits, consensual and contentious correlations of his/her field. - Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field. - Has the methodological and research skills necessary to perform research autonomously in a given field. 	<ul style="list-style-type: none"> - Capable of analysing a given field in a creative manner, able to draft specific and comprehensive correlations through the application of new approaches, and make appropriate evaluations. - Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her field. - Able creatively to develop fresh, previously unknown practical aspects of a theoretical issue. - Able to plan and carry out new projects, conduct research in a given field of science, and conceive new techniques and approaches. - Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them at a research level. - Able to build up and disseminate new correlations vital for his/her profession as well as comprehensive correlative links having significance for individual and community existence. 	<ul style="list-style-type: none"> - In his field of interest stands for the relations that, resulting from inherent-specificities of the given inherent specificities of the given creation and shall further develop them. - Has an interest and learning capacity, which permits him to identify and solve research problems in the field which are covert or unpredictable at the moment. - Has a solid sense of vocation, stable commitment to looking for new paths, accepts the need to work persistently. 	<ul style="list-style-type: none"> - Has creative autonomy in establishing new knowledge areas or practical solutions. - Able to participate as a leader and is giving evidence of high skills for cooperation in the process of designing theoretical and practical issues. - Able to take part on an equal footing in a professional discussion of a given field. - Assumes responsibly the raising of new ethical issues in connection with the theoretical and practical issues of his field.

3.2.5 Development of Hungarian National Qualification Framework

After the European Qualification Framework recommendation in 2008 Hungary has started developing and implementing National Qualification Framework in 2011.

The European Qualification Framework (EQF) is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

The Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01) requires member states to apply a "learning outcomes approach" in determining and describing qualifications. As a result of initial development work to support their domestic introduction, the descriptive characteristics of qualification levels in the Hungarian National Qualifications Framework (HuNQF) together with the required abstract learning outcomes at each level have been defined and, through Government Decree 1229/2012 of 6 July, adopted. HuNQF follows the level structure of EQF; it has 8 levels from basis (level 1) to advanced level (level 8). The eight reference levels are described in terms of learning outcomes. HuNQF's descriptor structure contains 4 categories of descriptors: knowledge, skills, autonomy and responsibility, attitudes and views.

EQF/HuNQF has two equally important objectives: to promote citizens' mobility and facilitate their lifelong learning. Mobility means horizontal (geographical) mobility between countries as a part of an education and training programme which has a high priority in Europe. Promoting lifelong learning means vertical mobility within the country what is called permeability. It provides transparency and greater permeability between different qualification levels (for example permeability between VET and higher education within the country).

The structure and content of education and training systems in Europe are very complex and different and it is impossible to compare

them with each other. EQF/HuNQF is a "translation tool" and gives opportunity to open one education system to other education systems. And not only from a transnational point of view, but also in the perspective of how transparent is our own education system for people in our own country.

Three parallel projects are running on the development of HuNQF. Projects follow the structure of education system: public education, vocational training and adult education, higher education. Projects on development of HuNQF are taken forward as a part of the Social Renewal Operational Programme (SROP) of the New Hungarian Development Plan (2007–2013) mostly funded by the European Social Fund.

First one is SROP 3.1.8. project with title: "Overall quality improvement in public education". Project period: November 2011 – August 2013. The aim of this project is to make the description of the four levels of the HuNQF related to the public education.

The title of the second project is SROP 4.1.3. "The System level analysis of Higher Education Services". Project period: March 2012 – December 2013. The aim of this project is to make the description of the three levels of the Hungarian QF related to the higher education in close connection with the EQF. These descriptions define the typical learning results of the individual qualification levels as knowledge, abilities, skills, views, attitudes, autonomy and responsibility.

The third project is SROP 2.2.1 "The development of quality and content of vocational and adult training". Project period: August 2012 – July 2014. The project is aimed to improve the adaptability and responsiveness to labour market requirements of VET and adult training by developing a modular competency-based VET system and development, introduction and application HuNQF in VET and adult education.

A comprehensive HuNQF is currently under development in Hungary under the responsibility of the Ministry of National Resources (public education and higher education) and the Ministry of National Economy (vocational training and adult education). Administrative support to the task force is provided by the Educational Authority. The national coordination point has been established as a project

unit within this institution with the main task of coordinating the stakeholders and preparing the referencing process.

We are at the beginning of the development process and a lot of works ahead development experts in the near future, among the others: description 800 qualifications in learning outcomes; classification of qualification to the levels of the HuNQF; compliance with the levels of the EQF and creating legal background for the introduction of NQF

It will embrace national qualifications that can be acquired in general and higher education and those vocational qualifications registered in the national qualifications register (which are recognized by the state).

The Government decided that the Hungarian qualifications are to be classified according to the levels of the HuNQF and that the levels of the HuNQF are to be aligned with the levels of the EQF until July 2014.

3.2.6. Summary

The Hungarian National Qualifications Framework, compliant with the European Qualifications Framework is currently being developed in Hungary. Hungarian National Qualification Framework will be a positive impact on development of adult education and training because it will support lifelong learning and enable stronger links between adult learning and formal education, awareness-raising related to different learning path, in the long term: recognition of a broader range of learning forms including non-formal and informal learning.

Learning outcomes approaches and development of HuNQF are interconnected. Learning outcomes could be common languages between qualifications and countries. Learning outcomes can make comparison and cooperation between countries and institutions. HuNQF described in learning outcomes show what learners may be expected to know, understand and be able to do on the basis of a given qualification as well as how learners can move from one qualification to another within a system. HuNQF thus focuses on

outcomes as much as or more than procedures, and various learning paths – including lifelong learning. As an important aspect of the change in approach is that in this context traditional teacher roles and learning strategies will also change, whereby the focus of the process of teaching and learning will shift from the teacher to the student in a process of learning and teaching.

3.3. ECVET



The European Recommendation² on the European credit system for vocational education and training (ECVET) in 2009 encouraged the start of ECVET tests and experimentation. Most countries have started work with developments ranging from legal and regulatory updates to broad range test initiatives.

The development and recognition of citizens knowledge, skills and competence are crucial for their personal and professional development and for competitiveness, employment and social cohesion in the Community. In this respect, they should facilitate transnational mobility for workers and learners and contribute towards meeting the requirements of supply and demand in the European labour market. Participation in borderless lifelong learning for all, and transfer, recognition and accumulation of individuals learning outcomes achieved in formal, non-formal and informal contexts, should therefore be promoted and improved at the Community level.

² EUROPEAN PARLIAMENT AND COUNCIL: RECOMMENDATION ON THE ESTABLISHMENT OF A EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET), 2009. ([HTTP://EUR-LEX.EUROPA.EU/LEXURISERV/LEXURISERV.DO?URI=OJ:C:2009:155:0011:0018:EN:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF))

ECVET can be used to support learners' geographical mobility as part of an education and training programme and as a part of a recognised European geographical mobility programme. Geographical mobility for VET students has a high priority in European context, and it is necessary to promote learning mobility. The added-value in using ECVET when implementing geographical mobility: this is a well-planned, structured and recognized mobility (learning agreement, memorandum of understanding) based on learning outcomes, common understanding, mutual trust, including quality assurance, and very important that learners do not have to repeat at home what has already been achieved and assessed abroad because ECVET recognize learners' achievements during a period of mobility. If we use ECVET principles in mobility learners can more benefit from mobility programme.

ECVET is also seen as an opportunity to open one VET system to other VET systems. And not only from a transnational point of view, but also in the perspective of "How transparent is our own VET system for people in our own country?" For example people who are looking for a job, with no diploma but rich in working experiences, or people who would like to continue training, for them there is a way to transfer and recognise learning outcomes which are achieved in another context.

The main focus in Hungary is on transnational mobility and on the formal training system. We use ECVET for geographical mobility rather than for lifelong learning. Informal and nonformal learning could be included at a later stage.

3.3.1. Definitions of ECVET

Recommendation defines following definitions

- **Qualification** means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards.
- **Learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.

- **Unit of learning outcomes (unit)** means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.
- **Credit for learning outcomes (credit)** means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- **Competent institution** means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.
- **Assessment of learning** outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.
- **Validation of learning outcomes** means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.
- **Recognition of learning outcomes** means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
- **ECVET points** means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

3.3.2. Learning outcomes. Common language

The ECVET (just like EQF-NQF), which is underpinned by the concept of learning outcomes, also necessitates the development and introduction of an entirely new approach that has not been known or applied in Hungary before. What will matter in the future is not how long, where and by what method someone has learnt to acquire a qualification or competency. Instead, the emphasis will be on what knowledge, skills and competencies someone has

acquired. In other words, competency assessment will be based on defined learning outcomes rather than input factors (i.e. the length, place and especially the pedagogical method of teaching those competencies). As an important aspect of the change in approach is that in this context traditional teacher roles and learning strategies will also change, whereby the focus of the process of teaching and learning will shift from the teacher to the student in a process of learning and teaching.

Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes have to describe in terms of knowledge, skills and competence.

Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge; Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

The ECVET recommendation suggests that the best way to transfer learning outcomes is to bundle them into units. Units of learning outcomes are the smallest components of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.

Within the context of ECVET, a clear terminological distinction is drawn between "units" and "modules". The term "module" belongs to the process level, i.e. the level of organisation and conduct of VET programmes. Talking about "units", reference is made to the outcome level in terms of parts of qualifications that can be defined on the basis of knowledge, skills and competence. Units might be certified.

Concerning to the relationship of units and qualifications three models were developed. In the first model the qualification is the starting point and qualification are divided into different units.

In IVET this model is working because young population acquires their first qualification in the school system, and qualification is important for them. In the second model different units belong to different qualifications. In the third model units are important, and the recognition of learning outcomes acquired in different non-formal learning contexts.

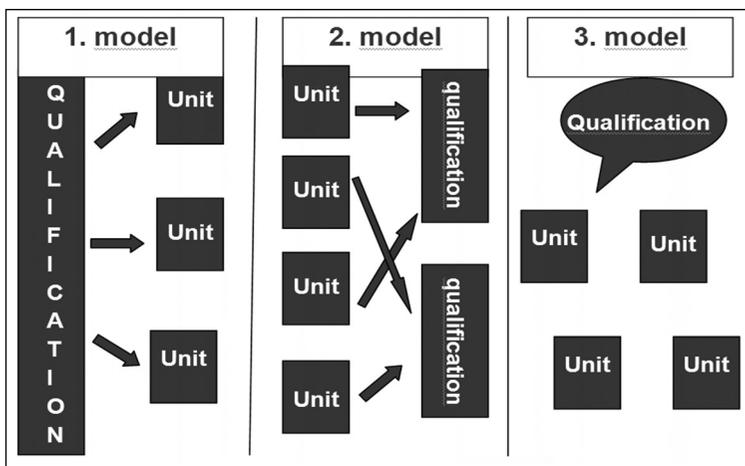


Figure 6.: Relationship between qualification and learning unit

A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that make up a qualification should be

- described in legible and understandable terms by referring to the knowledge, skills and competences contained in them;
- constructed and organised in a coherent way with regard to the overall qualification;
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

3.3.3. How to design learning outcomes and units?

Basically, learning outcomes should be formulated in such a way as to be understandable and thus "manageable" for all those involved. This means that the partners define the terminology which they use (perhaps in the form of their own glossary) and choose a reference system (e.g. EQF). This procedural step also involves agreement on the part of persons involved, i.e. training personnel and learners, on the application context (e.g. skills level, standard) and objectives of learning mobility.

The partners should consider the following points when formulating learning outcomes

- Learning outcomes refer to vocational qualifications (in the sense of assessable vocational competences), not to the individual's specific development of vocational competence. The learning outcomes which are to be described are based on the learning achievements of an average learner. Learning outcomes are described from the perspective of the learner (not from the perspective of the instructor). Learning outcomes do not describe the learning target or the learning path, but the result following the completion of a learning process.
- General training plans, framework syllabuses, curricula, examination regulations or qualification profiles can form the basis for describing learning outcomes in transnational mobility. However, these can also be generated from work processes.
- Learning outcomes should be verifiable and assessable. Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should, however, be formulated in such a way as to also enable the learners to judge whether the results have actually been achieved.
- The nature of the learning process and the learning method itself are not relevant for the description of learning outcomes.

- The question of whether learning outcomes in the form of knowledge, skills and competences within a unit of learning outcomes are described in detail or in a less complex form depends on the respective context and the objective of learning mobility. As a general principle, there should neither be too many nor too few learning outcomes.

The following basic principles can make it easier to reach an understanding between the mobility partners when describing learning outcomes

- **Use of active, clearly understandable verbs:** Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc. It may prove useful to develop a taxonomy table.
- **Specification and contextualization of the active verb:** It should be described what the knowledge and ability refers to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.
- **Avoiding vague, open formulations:** Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible.
- **Orientation towards minimum demands for achieving learning outcomes:** Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
- **Qualifications-/competence level is described comprehensibly:** Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.

X learning unit	Title of the learning unit		
	He/ she is able to		
 (summary description)		
	Knowledge	Skills	Competence
He/she knows/is familiar with	He/she can/able	He/she is responsible for/supervises	
.....	
.....	
.....	

Table 4.: Matrix description of learning outcomes

The best way to transfer learning outcomes is to bundle them into units.

A unit of learning outcomes should be designed in such a way as to provide an almost consistent and structured learning process, with agreed coherent learning outcomes and clear criteria for assessment.

In a learning agreement the partner institutions and the learner agree on corresponding units of learning outcomes. These can be explained more precisely by concrete and assessable work assignments. In this context, the partners must also agree on the scope of a unit of learning outcomes in relation to the duration of the mobility phase, i.e. the "work load" in the sense of the time required to complete the unit of learning outcomes.

Units of learning outcomes can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession. At best, there will be "overlaps" which are part of the respective vocational profile or qualification pathway in all countries, or which can be derived from the existing syllabuses or curricula. However, it is also possible to select and agree on vocational competences and work assignments which enhance or complement the national qualification profile, e.g. in the case of additional qualifications.

The following criteria are intended to support the partners determining the units of learning outcomes

- Units of learning outcomes should be designed in such a way that they can be completed as independently as possible of other units of learning outcomes. In individual cases, this can lead to redundancies when describing several units, i.e. competences may be listed in unit B which are already part of unit A. This does not preclude those parties involved in a mobility partnership from agreeing in advance on the competences/units of learning outcomes which the learner has already achieved.
- Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary social and personal competences in this context.
- Units of learning outcomes should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time, i.e. during the period of mobility. Units of learning outcomes should therefore not be too extensive.
- In view of the role of a unit of learning outcomes within the framework of transnational mobility, it is, however, often not necessary to structure the entire qualification or the entire training programme in unit of learning outcomes. Unless it is intended to establish a common European vocational profile, it is sufficient to agree with the partner institutions on one or more concrete unit of learning outcomes which are to be gained in the course of the mobility phase in the respective partner country.
- Units of learning outcomes should be assessable. Orienting units of learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria.

Once corresponding assignments, working processes or additional qualifications have been identified, the next step is to define which concrete learning outcomes, i.e. knowledge, skills and competence, are needed for their implementation. In order to anchor the unit of learning outcomes in the national training programmes and thus ensure its "suitability" for mobility purposes, the level of the envisaged

learning outcomes (in accordance with the EQF system, i.e. the performance of work assignments, for example, "under supervision" or "autonomously and responsibly") is to be taken into consideration and described (GEOGRAPHICAL MOBILITY).

3.3.4. ECVET point and credit

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

ECVET points can be determined for a unit of learning outcomes in accordance with the relative "value" of the unit of learning outcomes measured on the basis of the starting qualification. The value of the unit of learning outcomes for the qualification in the host country is decisive for the transfer of ECVET points. The allocation of points for units of learning outcomes is not necessarily demanded for the transfer and validation of learning outcomes.

The method of allocating ECVET points is based on how different actors "value" the different units which are part of the qualification. For example some units may be core to the professional profile that the qualification leads to. It can be decided that such core units would have a higher number of points than the others. It is also possible that some units would enable progression to other qualification levels (e.g. general knowledge, skills and competence to enable progression to higher education). Allocation of ECVET points is normally part of the design of qualifications and units. The successful achievement of a qualification or of a unit triggers the awarding of the associated points, independently of the actual time required to achieve them. Hence when a learner satisfies the criteria for a unit or a qualification, meaning she/he has achieved the expected Learning Outcomes and these have been assessed and validated, she/he is awarded the corresponding ECVET points.

Usually the transfer of a unit entails the transfer of the corresponding points so that they are included when the transferred learning outcomes are recognised, in accordance with the national or regional rule. In line with the ECVET Recommendation, the transfer of credit concerns the validation and recognition of learning outcomes assessed in a different context.

The transcription of ECVET points in personal transcripts accompanies this process but ECVET points are not the subject of credit transfer.

Similarly the process of accumulation concerns the assessed and validated learning outcomes and not the ECVET points.

ECVET points and credits are not the same. Credit means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Using credits are not compulsory. Not really relevant in my opinion because this is not a common currency in VET and not possible exchange them in different countries. In different countries create credit points in different way. I can imagine that credit points are working in mathematically but what is the benefit for end users? Credit itself does not lead to more flexible system, it does not make the system more visible.

3.3.5. Assessment – validation – recognition – documentation

The agreements of the partners in a mobility action are decisive for the assessment, validation and recognition of learning outcomes against the background of the valid national regulations and practices in the participating states. For this purpose, the partners must agree on criteria for quality assurance in good time. Assessment of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;

Validation of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit

or a qualification. Recognition of learning outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications. The partners are responsible for selecting the procedure for determining and assessing competences. In order to validate and recognize learning outcomes which have been achieved in a different learning context, it is necessary to determine that the learner has actually acquired the competences which have been taught and which are intended. The selection of the method(s) of assessment should be appropriate to the competences to be determined. In the course of the assessment procedure, it is not only possible to assess learning outcomes that are defined in a formal unit of learning outcomes in accordance with the national qualifications system, but also cross-occupational competences which have been acquired during the stay abroad.

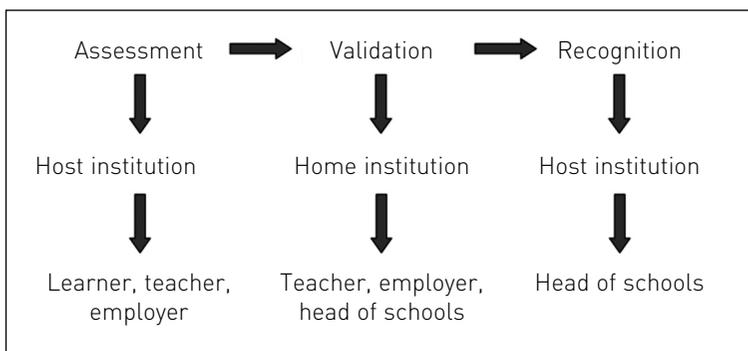


Figure 7.: Process of assessment, validation and recognition

The host institution provides the learning outcomes and assesses the learning outcomes achieved and awards credit to the learner.

The home institution validates the credit as a suitable record of the learner's achievement, and then recognises the learning outcomes that have been acquired. This recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the home system. Validation and recognition by the competent home institution depend on the successful assessment of learning outcomes by the competent host institution, in accordance with the agreed procedures and quality assurance criteria.

3.3.6. Documentation of ECVET

During the ECVET mobility institutions use two basic document: Memorandum of Understanding and Learning agreement.

A general framework of cooperation and networking between the partners is laid down in Memorandum of Understanding (MoU) through which a climate of mutual trust is established.

The Memorandum of Understanding should confirm that the partners

- accept each other's status as competent institutions;
- accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,
- agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF;
- identify other actors and competent institutions that may be involved in the process concerned and their functions.

Templet issued by the European Commission can be found at the website: [HTTP://WWW.TPF.HU/DOCUMENT.PHP?DOC_NAME=LLP/LEONARDO/MOBILITAS/05_EGYUTTMUKODESI_MEGALLAP_HU.PDF](http://www.tpf.hu/document.php?doc_name=LLP/LEONARDO/MOBILITAS/05_EGYUTTMUKODESI_MEGALLAP_HU.PDF).

The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution. Template issued by the European Commission can be found at the website: [HTTP://WWW.TPF.HU/DOCUMENT.PHP?DOC_NAME=LLP/LEONARDO/MOBILITAS/05_TANU-LIASI_MEGALLAPODAS_HU.PDF](http://www.tpf.hu/document.php?doc_name=LLP/LEONARDO/MOBILITAS/05_TANU-LIASI_MEGALLAPODAS_HU.PDF).

3.3.7. Added value of ECVET

A crucial condition for ECVET implementation is a clear and explicit added value that can be transmitted and communicated to interested partners. The main added value of ECVET is supporting cross-border mobility. ECVET also tools to align qualifications better with the learning outcomes approach. Use of ECVET as a tool for improving recognition and validation processes and permeability within different educational sectors is also reported.

The implementation of EU tools and principles is part of the necessary conditions for adequate ECVET implementation. Readiness requires that qualifications are described in terms of learning outcomes, grouped into units, that might provide credits (and points) to create individual learning paths.

3.3.8. ECVET in Hungary

After the European ECVET recommendation in 2009 Hungary has started implementing ECVET in 2011.

The ECVET Recommendation provides a general framework that can be adapted in many ways, depending on the needs and conditions of the national VET systems. This means there isn't a single way of implementing ECVET. Within this framework, countries are in a position to use all or some of the components of ECVET for cross-country mobility only or for both cross-country mobility and lifelong learning (as part of broader VET reforms). Preparations for ECVET have started also in Hungary but not at the level of an official formal decision. I don't consider this a problem, because this means that ECVET process is a bottom-up process in Hungary and not top-down. I believe that ECVET should be bottom-up, because this will ensure the successful implementation. In Hungary, we are at the beginning of the development of ECVET. We are moving toward implementation of ECVET, we are in progress. ECVET National Coordination Point has been established in 2011 and it has been operating in the in National Employment Service. National Team of ECVET Experts (Tempus Public Foundation) was established by the Lifelong

Learning National Agency Tempus Public Foundation in 2012. This was a very important milestone in order to promote the introduction of ECVET in Hungary. National ECVET Team consists of 14 members and they are representatives of key VET actors: responsible ministry (Ministry of National Economy), Chamber of Commerce, companies, VET providers, etc. so all stakeholders are in one group. And this was a basic need of course but it was also opportunity to bring together stakeholders in VET and to have a dialog on how European tools and developments can be used to improve our own VET system. Activities organized by National ECVET Teams:

- collection of all necessary information,
- identification and definition of the added value and benefits of ECVET for all stakeholders,
- organization meetings, round tables, seminars, trainings, conferences,
- conduction surveys at national level,
- creation ECVET glossaries in national languages,
- writing publications and articles and leaflets,
- doing cross border peer learning,
- informing stakeholders.

More information about the work of National Team of ECVET Experts you can find at the website: [HTTP://WWW.TPF.HU/PAGES/CONTENT/INDEX.PHP?PAGE_ID=1129](http://www.tpf.hu/pages/content/index.php?page_id=1129).

Learning outcomes focus attention on explicit and detailed statements of what students learn the skills, understanding and abilities we seek to develop and then test. It is important to stress that learning outcomes form an integral part of an educational reform agenda that can be summarized in the phrase student-centred learning. This approach in its extreme manifestation has been represented as a paradigm shift from traditional ways to measure and express learning characterised as input approaches (that emphasises teaching hours and resource counting) to output-focused techniques (using learning outcomes and competences). The emphasis moves from the content (what staff teach) to outcome (what a student will be able to do). However, the move towards student-centred learning

is not new and many educators have instinctively adhered to such an approach. The extreme choice between input, and output-focused approaches to teaching and learning misrepresents the situation where a middle way is often possible and constructive.

The adoption of a learning outcomes approach focuses activity on the learner and away from the teacher. It promotes the idea of the teacher as a facilitator or manager of the learning process and recognises that much learning takes place outside the classroom without a teacher present. It further involves the idea that students should be actively involved in the planning and management of their own learning and take more responsibility for this as the student progressively develops as an independent learner. It is important to note that student-centred learning necessitates the use of learning outcomes as the only logical approach. This produces an automatic focus on how learners learn and the design of effective learning environments. There is a cascade effect that links the learning outcomes, the selection of appropriate teaching strategies and the development of suitable assessment techniques. This is done within the context of external reference points (qualification descriptors, level descriptors, benchmark statements).

3.3.9. Summary

ECVET can be used to support learners' geographical mobility as part of an education and training programme and as a part of a recognised European geographical mobility programme. ECVET mobility is a well-planned, structured and recognized mobility based on learning outcomes, common understanding, mutual trust, including quality assurance, and very important that learners do not have to repeat at home what has already been achieved and assessed abroad because ECVET recognize learners' achievements during a period of mobility.

ECVET is also seen as an opportunity to open one VET system to other VET systems. And not only from a transnational point of view, but also in the perspective of "How transparent is our own VET system for people in our own country?"

The ECVET which is underpinned by the concept of learning outcomes, also necessitates the development and introduction of an entirely new approach that has not been known or applied in Hungary before. What will matter in the future is not how long, where and by what method someone has learnt to acquire a qualification or competency. Instead, the emphasis will be on what knowledge, skills and competencies someone has acquired. In other words, competency assessment will be based on defined learning outcomes rather than input factors. As an important aspect of the change in approach is that in this context traditional teacher roles and learning strategies will also change, whereby the focus of the process of teaching and learning will shift from the teacher to the student in a process of learning and teaching.

3.4. EQAVET



Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational and Training was adopted in June 2009³.

The European Quality Assurance Reference Framework for VET provides a European-wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices.

It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

³ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL OF 18th JUNE 2009 ON THE ESTABLISHMENT OF A EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING ([HTTP://EUR-LEX.EUROPA.EU/LEXURISERV/LEXURISERV.DO?URI=OJ:C:2009:155:0001:0010:EN:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF))

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). It builds on earlier European level work on quality assurance systems (such as the Common Quality Assurance Framework – CQAF and European Network for Quality Assurance in VET – ENQA-VET).

3.4.1. Aims of establishment of the Quality Assurance National Reference Point

The Framework

- includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress;
- uses common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements;
- stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

In every Member country, a Quality Assurance National Reference Point gives access to information on the Framework and national quality assurance matters in VET.

By establishing a shared understanding among Member States of what constitutes quality, the Framework increases transparency, consistency, portability and recognition of qualifications and competencies received by learners across European countries. It creates a common reference tool that enhances exchange and trust, thereby mobility of workers and learners.

The Framework focuses on the improvement and evaluation of the outputs and outcomes of VET - in terms of three EU policy priorities: increasing employability, improving the match between supply and demand for training, and promoting better access to lifelong training (especially for vulnerable groups). By emphasising 'outcomes' of VET, the Framework:

- facilitates the permeability of learning paths between VET, general education and higher education
- aims to support recognition of learning outcomes without extending learners' education and training pathways
- contributes to overcoming current unemployment problems by addressing the gap between labour market needs and labour force qualifications
- allows more flexible pathways, enhancing the opportunities for lifelong learning
- facilitates the recognition of informal and non-formal learning.

By ensuring mutual recognition, thereby fostering international, national and sectoral mobility, VET providers can enrich training provision, raise the attractiveness of training programmes and enhance their pan-European reputation. The Framework, because it is based on outcomes of VET, facilitates cooperation between VET providers and companies. This means that VET providers can strengthen the link between education and training and the labour market.

3.4.2. EQAVET in Hungary –The Quality Assurance National Reference Point

The Quality Assurance National Reference Point in VET (EQAVET Hungary) has been set up under the responsibility of the National Employment Service Directorate of Vocational Training and Adult Education. The establishment of the National Quality Assurance Reference Points has been promoted by the Recommendation of the European Parliament and the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training, the European Commission and the European Network on Quality Assurance in VET (EQAVET).

On behalf of the Hungarian Ministry for National Economy, Hungary is officially represented in the EQAVET Network by the National Employment Service.

Hungary has officially joined the European co-operation in the field of quality assurance in VET and has actively taken part in the activities of the EQAVET Network since the beginning. The Hungarian national expert representing the Quality Assurance National Reference Point of VET has been the elected member of the Network's Steering Committee since April 2010. We have also delegated experts to both EQAVET working groups. We consider it very important to take an active part in the cooperative process launched in the field of quality assurance of VET. Since 2000 Hungary has introduced a series of practical initiatives to support and promote institutional-level quality assurance in VET, using European and Hungarian funds. These include:

- the Comenius 2000 Quality Improvement Programme for Public Education which provided a national framework for the quality assurance and quality management activities in schools (2000–2004),
- Public Education Quality Awards (PEQA) which recognise outstanding performance and share best practice in implementing Total Quality Management (2002),
- the Development Programme for Vocational Training Schools where 160 schools were developing an institutional approach to quality improvement based on self-assessment (Phase I: 2003–2006; Phase II: 2006–2009),
- adopting the Common Quality Assurance Framework (CQAF) for the initial VET schools (2005–2006, revision in 2008).

Hungary is among the first EU Member States who aligned the already existing quality assurance systems in the VET school system and adult training with the quality assurance framework of the European Union (EQAVET). From 2009 to 2011, the Common Quality Management Framework for VET, an integrated approach to quality management in the entire Hungarian VET sector as a whole (comprising school-based VET, CVET, adult VET and higher level VET) compatible with EQAVET, was developed and piloted in 1 100 VET providers. With this development Hungary has made a considerable step towards meeting the Strategic objective of the Bruges Communiqué,

namely "Participating countries should – by the end of 2015 – establish at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET Framework".

Our participation in the EQAVET Network provides a good opportunity for Hungary's quality development and improvement activities, and the results achieved known and recognised at an EU-level. At the same time, our country can influence – based on the experiences gained through their implementation – the activities and processes affecting the quality of VET at the EU-level. Beside this, our active involvement in the activities of the European Network can also promote and contribute to achieving our objectives set at the national level. We are convinced that the cooperative process in the field of quality assurance of VET within the European Network – with the active participation of the members – can considerably promote and contribute to achieving the objectives set at the national level (VOCATIONAL EDUCATION AND TRAINING IN HUNGARY, 2013. 85–92.).

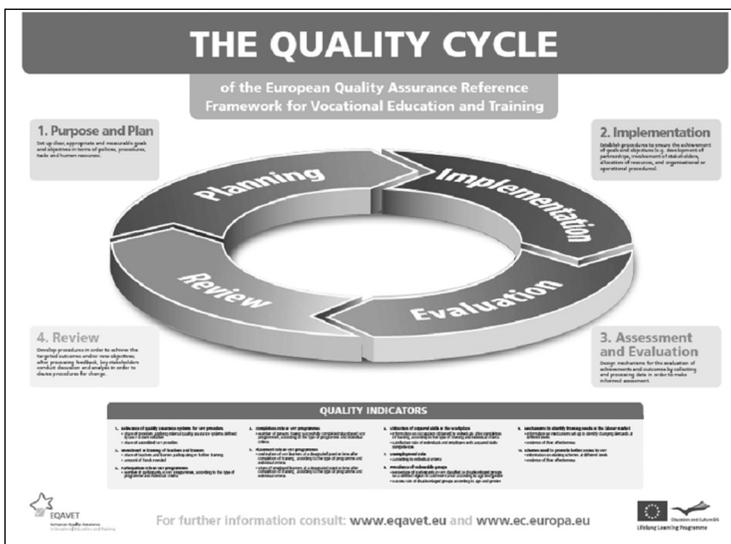


Figure 8.: The Quality Cycle
Source: WWW.EQAVET.EU

4. SUMMARY

Learning mobility is widely considered to contribute to enhancing the employability of young people through the acquisition of key skills and competences, including especially language competences and intercultural understanding, but also social and civic skills, entrepreneurship, problem-solving skills and creativity in general. In addition to providing valuable experience for the individuals concerned, learning mobility can help to improve the overall quality of education, especially through closer cooperation between educational institutions. Furthermore, it can help to reinforce a sense of European identity and citizenship. Learning mobility contributes to both the personal and professional development of young people and enhances employability and competitiveness, as testified not only by the EU programmes in the fields of education, training and youth, but also by a number of qualitative international studies on learning mobility. For these reasons, providing the widest possible access to mobility for all, including disadvantaged groups, and reducing the remaining obstacles to mobility constitute one of the main strategic objectives of EU policy in the field of education and training. There are several related initiatives to help make qualifications, experiences and skills better appreciated and easier to recognise throughout the EU. The aim is to give greater access to learning or employment opportunities in different countries and encourage greater mobility – for individuals, businesses and other organisations. In order to ensure quality, Member States are encouraged to use relevant tools, such as Europass and the ECVET and EQAVET systems. These instruments were introduced in this textbook.

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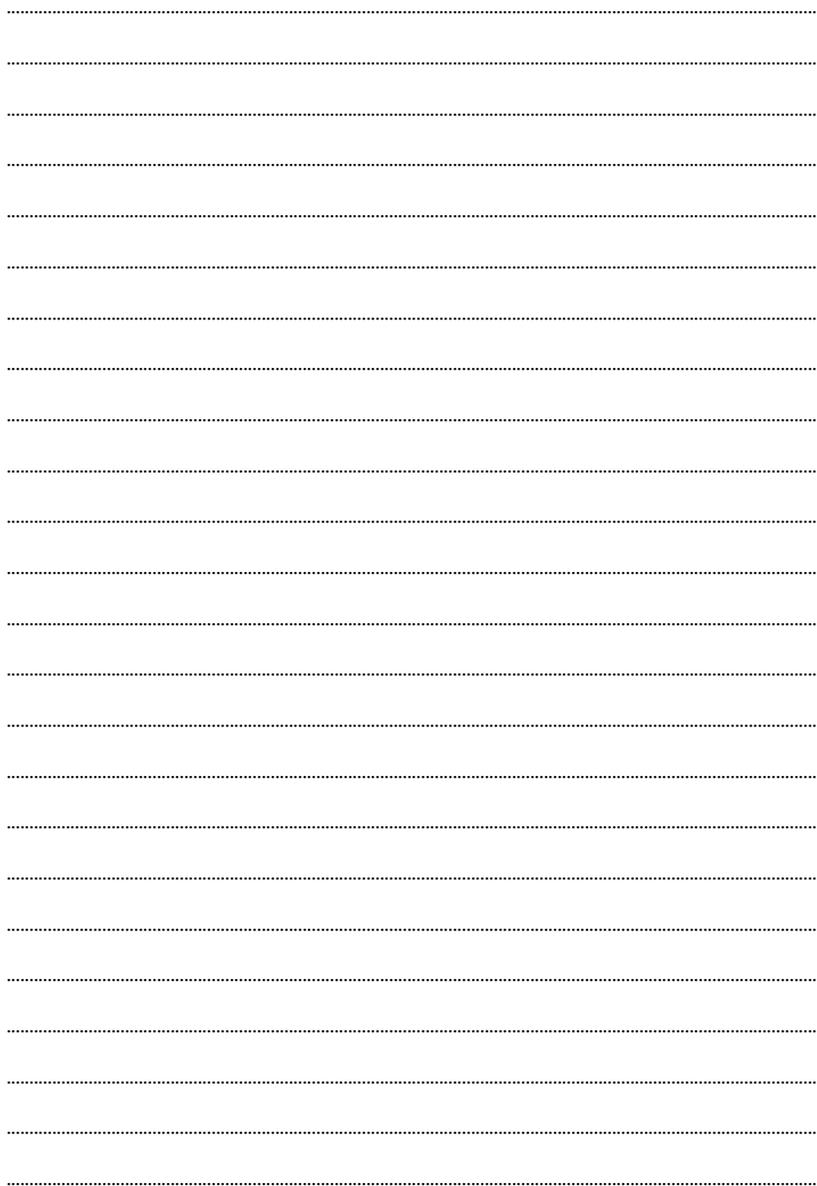
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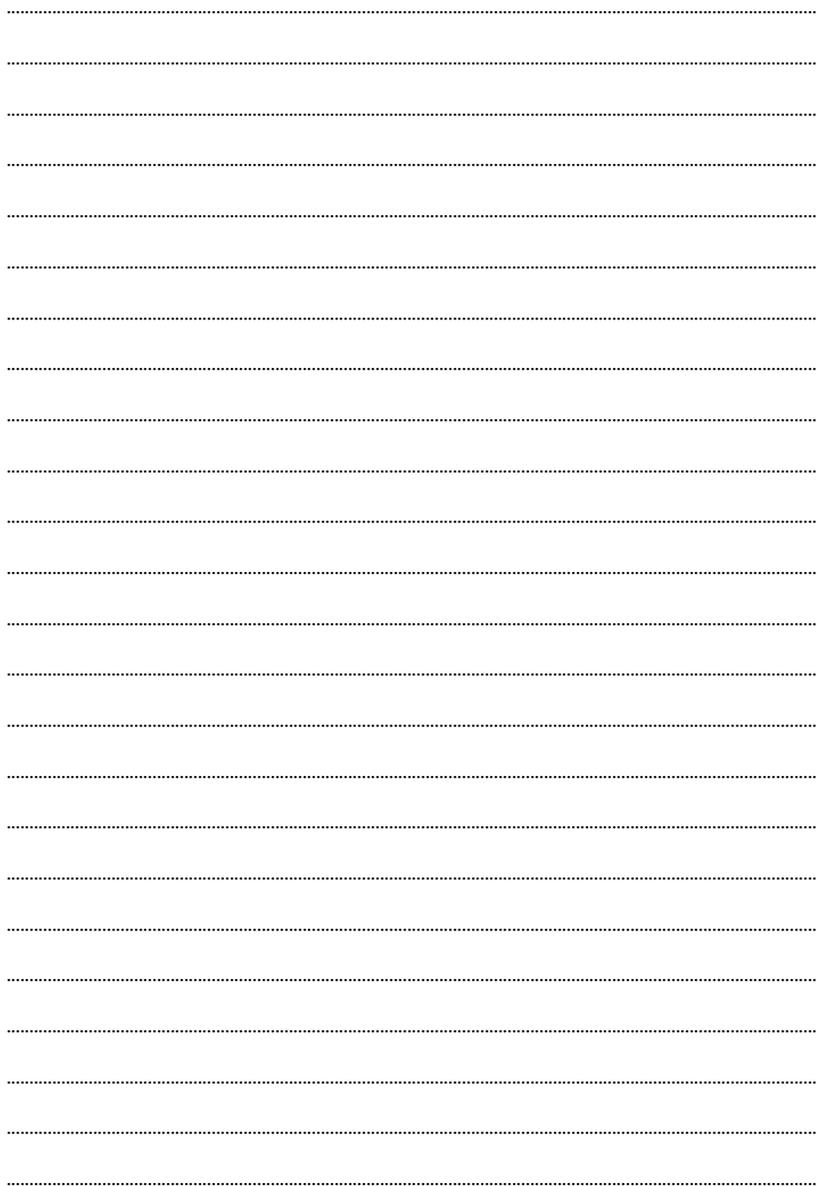
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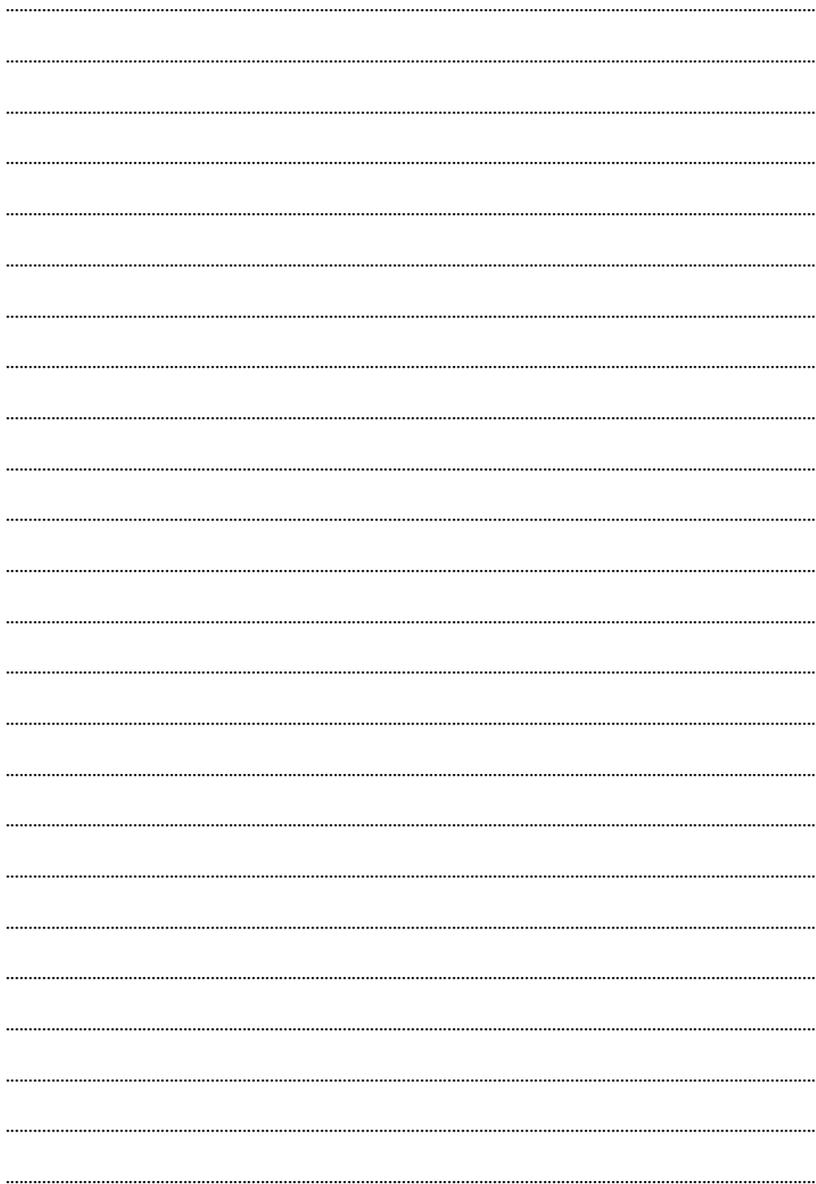
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