

Ágnes Faragó  
**The Role of Civil Organisations in Adult Education**



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**THE ROLE OF CIVIL ORGANISATIONS  
IN ADULT EDUCATION**

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## 1. INTRODUCTION

In our teaching material adult education activities of civil organisations will be shown. First the vocational and legal background of the civil organisations and adult education will be introduced on the European and the national level. Mainly the general principles of the legislation and the European Union documents, the obligatory rules for civil organisations and the training institutions were highlighted to get an overall picture of the situation on the national level and in the European Union.

The term adult education includes in every case the vocational trainings and the accredited trainings, whose target group is the adult population. Since the term is used in the wider sense, in the general description the single fields and the differences among them will be accented, and also the legislation of both adult education and vocational training in the present day. However, it must be added that in the near future a new adult education law will come into power. At the time of writing the teaching material only the draft of the new law was ready, so here it will not be detailed.

In the first part fund raising possibilities of the Hungarian civil organisations will be reviewed, with emphasis on the funds separated by the state for the civil sector: the National Civil Basic Programme, and its successor, the National Cooperation Fund. The reason they are detailed here is that the allocated money that is separated from the central budget is distributed under state control and responsibility with civil involvement. Both funds are

so significant in financing the civil organisations that their introduction is thought to be important.

In the second and longer chapter the best practices realised by Csongrád county civil organisations will be shown by vocations. The aim is to make these programmes useful for the readers and so to serve the well-being of the society.

## 2. ADULT EDUCATION AND CIVIL DIRECTIVES AND PROGRAMMES OF THE EUROPEAN UNION

### 2.1. Charter of Fundamental Rights of the European Union

Hungary has been a full member of the European Union since 1<sup>st</sup> May 2004, so the EU obligations and possibilities equally apply in this country, too.

One of the most important documents of the EU is the Charter of Fundamental Rights **(2007/C 303/01)**. This document was created in 2000 as a political declaration valid for the member states of the European Union, but the European Parliament only approved of it on 29<sup>th</sup> December 2007.

The charter is basically a collection of regulations which contains the basic rights of the member states and their citizens. The document has six main chapters as a collection of basic rights connected to dignity, freedom, equality, solidarity, health care, citizenship, and jurisdiction. The charter defines the above mentioned basic rights and at the same time seeks to give respect to the cultural diversity and keeping the traditions of the member states. According to this principle it does not interfere with the education policy of the member states as it was declared in the Treaty of Amsterdam:

”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 and organisation of vocational training.” (ARTICLE 150 (1)).

The European Union follows the principle of subsidiarity in the education policy of the member states, which means there is no unified legislation in the field of education, but there are only recommendations for the trends in education policy. According to this every country defines its own education policy decisions. In Hungary this means centralised education policy, but it must be added that the principles of the EU education policy put more and more emphasis on the importance of life long learning.

## 2.2. The European Union and the practice of life-long learning

Life long learning (LLL): ”All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective”. Life long learning includes every level of learning, all knowledge acquired formally, informally, or non-formally:

- **Formal learning** is every learning activity that is organised under the framework of an institution, and at the end students receive a state recognised certificate, diploma or vocational qualification.
- **Non-formal learning** activities are outside the education system, and generally no certificate or diploma is received. The participants take part on a voluntary basis. Their aim is active participation and acquiring more knowledge. These non-formal trainings are corporate trainings, civil organisations’ trainings, or cultural institutions’ trainings.
- **Informal learning** covers the knowledge and experience we pick up in everyday life as we do not learn them purposely. Such learning or experience gaining is usually in the family, at work, or through the media. (HENCZI, 2009)

Out of these learning possibilities two learning levels appear in the operation of civil organisations: non-formal and informal. The earlier one is typical in trainings held by organisations, where

mostly training methods are used. The latter one helps develop organisation workers' and volunteers' competences through everyday work processes.

Life long learning together with the principles of the EU education policies plays a significant role, as several strategic documents have been published in this topic with the recommendation of the EU.

Between 1993 and 1997 a document called "Learning: the treasure within" was completed about the education in the 21<sup>st</sup> century, whose basic idea is: during a person's life four basic types of learning, the four symbolic pillars of knowledge have to be organised: to learn to know; to learn to do; to learn to live together with others; to learn to be. (DELORS REPORT TO UNESCO OF THE INTERNATIONAL COMMISSION ON EDUCATION FOR THE TWENTY-FIRST CENTURY)

The second document is the White Paper on education and training, whose title is Teaching and Learning, Towards the Learning Society, published in 1996. It sheds light on how certain social classes lag behind in development, how they are socially excluded.

The Lisbon European Council of 23 and 24 March 2000 set a new strategic goal for the European Union. At that conference the participants defined a goal for Europe to become the most dynamically growing knowledge based economy by 2010 for sustainable development for this purpose the European Union has to make efforts to become the most competitive and dynamic knowledge based economy, which can reach sustainable development by providing larger employment, better workplaces and stronger social cohesion.

After the Lisbon Conference the so-called Memorandum on Lifelong Learning was published. The goals of the memorandum were clarified in 2003 and that is how the final goals of the European educational and training systems were set. These goals were defined in three large strategic, thirteen specific and 42 two key issues. Non-exhaustively the three strategic issues will be shown here. Increasing the effectiveness and quality of the educational and training systems in the EU; making access easier to educational and training systems for everybody; opening education and training for the rest of the world. To reach these goals educational and training systems are needed that meet the requirements of the

knowledge based society and that can satisfy a higher level and higher standard of employment. One main component of this is promoting the acquirement of new basic skills. More clearly: the Lisbon Council addressed the member states, the Council and the Commission to devise out the European reference frame of the new basic skills to be acquired in the lifelong learning programme. This frame has to contain the skills needed in information and communication technologies, technological culture, foreign languages, business and social relationships. (EUROPEAN COUNCIL, 2000)

According to the EU the **eight basic key competences** that need to be continuously developed at every level of education and life are the following:

- communication in the native language,
- communication in foreign languages,
- competence in mathematics and basic scientific and technical knowledge,
- digital competence,
- learning competences,
- interpersonal, intercultural and citizenship competences,
- business competences,
- cultural self-expression. (EUROPEAN COUNCIL, 2005)

The goals set in Lisbon were not or were partly realised by 2010, so the goals set in 2000 were reconsidered and this how the Europe 2020 Strategy was born.

## 2.3. Europe 2020 Strategy

This strategy focuses on three priorities that mutually strengthen one another:

- **smart development:** establishing an economy based on knowledge and innovation;
- **sustainable development:** higher resource effectiveness, more environmentally friendly and more competitive economy;

- **inclusive development:** high employment rate, promoting social and regional cohesion in the economy;

In the Strategy the EU defined it again what development it wishes to reach by 2020. To reach this the Commission proposes the following **priority goals of the EU:**

- at least 75% of the 20 to 64-year-old population must be employed;
- 3% of the GDP of the EU must be spent on R+D;
- the "20/20/20" climate change/energy goals must be reached (including the 30% reduction of emission under proper conditions);
- the rate of school drop-outs must be reduced under 10%, and 40% of the young generation must have an academic degree;
- the number of population exposed to being poverty-stricken must be reduced by 20 million.

The member states articulated their own goals according to these goals, with which they can reach goal number one: ensuring the EU's leading role by 2020.

On 20<sup>th</sup> November 2012 the Commission of the European Union published a new, strategic document titled: "Rethinking Education: Investing in skills for better socio-economic outcomes", because in the European Union the unemployment rate of the young people is 23% – and at the same time there are two million vacancies that cannot be filled.

According to the Smart, Sustainable and Inclusive Development – Europe 2020 Strategy growth can be achieved with the help of high productivity and highly trained labour force, so educational and training systems have to be reconsidered, and it will have to be devised out what roles they might have and how they can contribute to increasing competitiveness and employment.

The European educational and training systems cannot provide 100% the skills needed on the labour market, they do not cooperate the way they are expected with businesses and employers to bring together the experience from education and training and the really necessary knowledge in the workplace. The aim of the document is to encourage the member states to make instant measurements

so that the young people can acquire the necessary skills and competences needed on the labour market, and at the same time goals in employment and development be achieved.

According to research forecasts by 2020 in the EU more than 1/3 of the positions will require an academic degree as a prerequisite, and only 18% of the positions can be filled by low trained labour force. This means that by 2020 highly trained labour force will be needed in 20% more positions, and so the standard of education must be increased. Beside this emphasis must be put on the combat against youth unemployment.

The publication touches upon the following four areas that are indispensable to solve the problem, and where the member states have to make more their efforts:

- devising out world-class vocational training methods to improve vocational skills,
- strengthening learning and practical training at the workplace, promoting the transition between learning and working,
- encouraging partnerships between private and state institutions,
- promoting mobility (strengthening learners' and students' mobility).

In the 2012 country specific recommendations in accordance with the envisaged measurements the European Commission invites the member states to realise reforms in education that are aimed at combatting youth unemployment and improving skills supply through the following steps:

- promoting excellence in in vocational training,
- improving the performance of those student groups that are extremely exposed to the risk of dropping out of school and have low level basic skills,
- strengthening transversal skills that improve employability such as business skills, digital skills and teaching foreign languages,
- decreasing the number of low qualified adults,
- using ICT in the teaching process and providing commonly available access to high class open teaching materials,
- supervising and strengthening vocational profiles in all aspects of the teaching vocation.

The goal of the communication published by the Commission of the European Union is to train highly qualified labour force through educational and training reforms, and to make this labour force able to react to the challenges of the labour market. The EU supports the member states and promotes the cooperation of the governments to reach the goals.

## 2.4. The European Union and the civil organisations

Just like education policy, civil organisations in the European Union are subject to the member states' legislation. There are neither common directives, nor rules, what is more nor unified definitions. This means the different member states treat the civil organisations according to their own legal system. The reason for this is that national regulation provides a more effective system. However, this also means that the working practice in the different member states is not interchangeable; attention has to be paid to differences in regulations and definitions. To give a definition of the civil organisations is very hard because of their number of activities and aspects, and the diversity of the regulation. To solve this problem the EU uses the comprehensive name non-governmental organisation (NGO).

The civil organisations are usually established as an effect of a grass root movement to realise one given goal, and they serve the needs of a given social class. The growing of the civil sector more and more significantly matches up the traditionally bipolar system of the private and state sectors and plays more and more important role, which is not significant in the economic sense but in the social one. The third sectors distinctive feature is that it does not cover up either state or private spheres. Its general features are the following:

- **Prohibition on sharing profits:** The primary aim is not money-making, so the profits gained are used for realising goals and not to be given out as dividends among the members.
- **Volunteering:** The voluntary establishment of the civil organisations presumes that their activities involve some kind of voluntary work as well.

- **Being institutionalised:** In every case the civil organisations must have a statute or any other document that lays down the circles of activity, the goals, so they are legally regulated<sup>1</sup>.
- **Independence:** The civil organisations are independent from the government, public institutions, are not connected to political parties, or to businesses.
- **Being of public benefit:** The aim of civil organisations is to serve the public, not to represent own interests, but to act for the benefit of the society.

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<sup>1</sup> This is properly regulated in Hungary, too, which will be detailed later.

## **3. A SHORT INTRODUCTION TO THE LEGAL BACKGROUND OF THE ADULT EDUCATION AND THE CIVIL ORGANISATIONS**

### **3.1. Adult training legislation**

Basically the **Act CI of 2001** on adult training regulates adult training in Hungary. In the following the most important paragraphs of the law used in adult training will be shown. Both adults taking part in adult education and the institutions providing adult education independent of the legal form are subject to this law.

The institutions have to register at the state employment agency before starting the adult educating activity, and later when they actually do that activity they have to put their registration number on every business document, training document. The register contains according to paragraph 9 of the law:

- basic data and contact information of the adult training institution;
- the ID number at the Ministry of Education in case of a public education institution;
- the registry number and the date of registration;
- the form of the planned adult training activity and the services attached to it;
- the list of languages in case of language training;
- the name of the training in cases of trainings giving authoritative qualification and vocational trainings not recognised by the state;

the name and identification number in case of trainings listed in the registry of the adult trainings; the name of the training in cases of general trainings;

– the date and reason of cancellation from the register.

This registration obligation written down in the law on adult education has to be processed according to the regulation of the Ministry of Social and Labour Affairs nr. 2/2012 (16<sup>th</sup> Feb.) on the detailed rules of taking up and pursuing adult training activities. Annex nr 2 contains the filling form necessary to announce the activity, with which the labour centre of the regionally competent county government office will register the institution at the beginning of the adult training activity. Also Annex nr 2 has to be used when the data of the registered institution has changed, or a new training has to be registered, or a training has to be cancelled. A registry fee must be paid for the registration.

The training institutions can only pursue an adult training activity according to a training programme whose content is defined precisely by the Act CI of 2001. the programme has to contain the conditions of entering the training, the planned duration of the training, the planned number of participants in a group, the competences to be acquired during the training, the modules of the training material, the education forms of the training, the methods of evaluation, the conditions of issuing a certificate or diploma about completing the training course, the personal and material conditions necessary to realise the training. All these materials have to be prepared for adults having different skills and different qualifications. The possibility for a preliminary knowledge assessment of the participants has to be ensured. The result of that assessment has to be considered during the training.

The Law on Adult Education defines the documents to fill in during the trainings. These documents have to be retained for five years:

– attendance lists of lessons, practical trainings and consultations signed by the participating adults, any document that proves electronically realised vocational preparation or checking of the participants;

- personal particulars of the adult participants, original documents proving the necessary conditions of starting or continuing the training (on the participant’s side) or authenticated copies of the above mentioned documents by the adult training institution;
- the adult training agreement, the documents verifying the training programme and its realisation according to the programme, and the log-book containing the missed classes of the participants;
- the authenticated copy of the certificate, diploma or verification issued by the adult training institution proving that the participant completed the training, and the original copy of the receipt of the certificate, diploma or verification;
- the original copy of the filling form compulsory by law certifying that the statistical data providing is fulfilled. (OSAP STATISTICS, (ACT CI OF 2001 § 10/A.)

The participants have to sign an agreement in each case declaring that it was made according to the Law on Adult Training, and the compulsory elements defined in the law have to be applied<sup>2</sup>:

- data about the training, and if the training is registered in the National Registry of Qualifications (NRQ) the ID number, in case the training is a general, non-NRQ vocational training the knowledge and competences that can be acquired during the training;
- the method of checking and evaluating the performance of the participants in the training, and the criteria for having the participants examined;
- the number of permitted absences from lessons, practices, and consultations, and in case of exceeding that number the consequences for the participant taking part in the training;
- the place, duration, pacing of the training considering the previously acquired knowledge;
- the place, duration, pacing of the manual training, and the benefits that may be allocated for the adult participant in connection of the manual training;

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<sup>2</sup> It must be added here that this regulation was changed by Law nr 215 of 2012. More details will be given later.

- the method and form of arranging examinations, in case of NRQ, official or language trainings the name of the recommended examination institution;
- the training fee – especially the examination fee, or the re-examination fee, if any – and the paying methods;
- in the case of training financed from state or European sources;
  - the fact, name and amount of support;
  - the commitment of the adult training institution receiving the support;
- the consequences of breaching the contract on either the adult’s or the adult training institution’s side. (ACT CI OF 2001 § 20)

The next law regulating the activities of the civil organisations realising adult trainings the Law on Vocational Training as long as the organisation realises vocational trainings defined in the National Registry of Qualifications.

”A vocational training is a preparatory theoretical and practical training that prepares for jobs, vocations and professions – that is for carriers –, which mainly starts after completing primary school and expands into adulthood, too.” (HENCZI, 2009. 165.)

The vocational training system has gone through many changes in the past few years since the Act LXXVI of 1993 on vocational training was renewed in 2011, so the legal background of vocational training as a whole was changed. According to Act LXXVI of 1993 vocational training can be realised in formal school systems and within the framework of informal school systems:

- **informal vocational institutions** are for example the chambers, businesses, the civil sector;
- **formal vocational institutions** are: vocational schools, technical secondary schools, universities.

Vocational trainings can be realised at various levels, which is defined by government Regulation nr 133/2010 of 22 Apr. on the National Registry of Qualifications and procedure of modifying the National Registry of Qualifications. According to Act LXXVI of 1993 on vocational trainings such trainings can be launched until 31<sup>st</sup> August 2013.

As a change in the legal background vocational trainings are regulated Act CLXXXVII of 2011 from the 1<sup>st</sup> September 2013. According this law, vocational trainings can be realised in formal or informal school systems. According to paragraph 3 of this law:

- institutions of the informal school system that realise vocational trainings recognised by the state are subject to the law on adult training;
- institutions of the formal school system such as vocational schools, technical secondary schools including special vocational schools and state adult training institutions

After changing the law on vocational training, the Government decree nr 150/2012 of 6th July of course changed the National Registry of Qualification, too. In the new NRQ the levels of vocational training and the ID numbers of the qualifications were also determined.

The next and latest law regulating the adult training activity of the civil organisations is Act CCXV of 2012 on the modifications of laws on vocational and adult trainings. According to the new law the Act CI of 2001 was changed and amended on various paragraphs. In the next few lines the modifications in the adult training activity will be shown in detail.

The written adult training agreements have to include the following elements:

- the training fee – considering the previously acquired knowledge – in a lump sum, and especially the examination fee, or the re-examination fee, if any – and the paying methods and their pacing,
- provisions applying to failing to register the adult training institution, or prohibiting its activities, and the damages suffered by the recipients of the service deriving from the prohibition,
- in case of breach of contract the recipients of the service have the right to get information on the possibilities of complaint, and legal remedies (Act CCXV § 5.),
- in the written adult training agreement it has to be included that it was made according to the Act CCXV of 2012 on the modifications of laws on vocational and adult trainings.

In § 6 the law defines that the accredited adult training institutions must provide information (statistical reporting requirements) about their supported trainings in an electronic way. This must be done at the latest three days before launching the training on the website of the National Employment Service ([HTTPS://FINY.MUNKA.HU/](https://finy.munka.hu/)). The reporting about the supported trainings includes data about the training and the group. The reports of the training institutions are checked by Adult Training Accreditation Body (ATAB), and as long as the training institution does not meet the statistical reporting requirements, it has to pay a fine.

### **3.2. Act CLXXV of 2011 on the right to free association, the legal status of public interest and the operation and support of civil organisations**

It is number one obligation of the state to protect the basic and unwaivable rights of humans. (BASIC LAW OF HUNGARY, FREEDOM AND RESPONSIBILITY, ARTICLE I). Meeting the requirements of this obligation is not as effective in a centralised system as on the grass-roots level of the society. The civil organisations are the primary actors and controllers of this, because they are in close connection with the citizens, whose problems they want to solve or ease. Essentially the principle of subsidiarity applies here, too, i.e. there is a kind of "sharing the workload" among the powers according to which the different problems have to be solved where they arise.

The legal status of the civil organisation is regulated by the Act CLXXV of 2011 on the right of association, the legal status of public interest and the operation and support of civil organisations (hereinafter: civil org. law). Through this law the state provides social security for its citizens. The primary aim of this law constituted by the Parliament is to provide a basis for operating civil organisations, to recognise their socially useful and community creating activities, to support their activities of general or common interest. The reason

for this is "the people's voluntary unity indispensable for the development of Hungary, the civil organisations are basic elements of the society, which contribute to the realisation of our common values on a daily basis; and through them the right to free association will be effective. (CIVIL ORG. LAW)

§ 2 of the law clarifies the conceptual issues of civil organisations. So civil societies, associations registered in Hungary (except for political parties) and foundations are considered civil organisations. Their coverage can be defined by their geographical outreach: local (the city of headquarters, or part of it), territorial (exceeds local, but does not reach national level), national (persistent activity in at least seven counties), international (activities in more than one country).

The civil org. law regulates foundations, associations and organisations of general or common interest established according to Act IV of 1959 on the Civil Code (hereinafter: CC), and other organisations established according to the right of free association. (CIVIL ORG. LAW § 1)

The previous regulation differentiated between organisations with activities of common interest and high common interest depending on the usefulness of the activity for the whole of the society. The civil org. law that is in force at the present does not make this distinction; it only refers to organisations that realise activities of common interest, which contribute to the fulfilment of the common needs of the society and the individual.

The activities realised by the civil organisations can be grouped by their social usefulness. Activities of common needs are done by a group of individuals to serve the interests of a larger community than the group itself. Realising activities of general interest means that an organisation realises state or self-government activities defined in law to meet the requirements of common interest on a not-for-profit basis. It has to be done according to requirements and conditions defined in law. Activities of general interest are all the activities that serve directly or indirectly the realisation of the activities of common interest laid down in the statute, and through this contribute to the fulfilment of the common needs of the society and the individual.



## 4. FUND RAISING POSSIBILITIES

The most important role of civil organisations is the active participation in taking social responsibility. According to the organisational goals and in accordance with the legal background their predominant task is not profit making. They independently manage their assets to realise the goals set in the statute, but civil organisations cannot be established to do business or to make profits. This kind of activity cannot be pursued at the expense of the goals set in the statute. (CIVIL ORG. LAW § 17) This means that the resources (financial and material) necessary for their operation and the realisation of their programmes have to be raised some other ways.

The state provides financial support for the civil organisations mainly through budgetary aid. For example:

- call for proposals, and budgetary support based on individual decision;
- budgetary support from the structural funds of the European Union or Cohesion Fund;
- support from the EU budget, or support from another state, international organisation<sup>5</sup>;
- a defined part of the personal income tax offered by the person liable to tax for given purposes.

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<sup>5</sup> For example the Norwegian Fund, whose main goal is to foster the development of the Hungarian civil society. Or the Swiss-Hungarian Civil and Scholarship Funds that offers fund raising possibilities for mainly social and environmental civil organisations.

One part of the income of the civil organisation may come from donations, the other:

- in case of an association from membership fees, in case of a foundation from grants from the founder, and the assets given by the founder;
- income coming from economic-business activity (service providing);
- income from the subsystems of the general government as consideration for public service contracts;
- donation from other organisation or individual;
- income from investment.

In the life of the civil organisations calls for proposals have a special emphasis in financing programmes and covering operational costs, so in the next part they will be detailed.

Call for proposals can be published both in the private and the public sector. The companies' calls for proposals are not published regularly, so they do not mean a stable financial resource for the civil sector.

Monetary funds have been separated in the general government since 2003 to make it possible for the civil organisations to submit proposals to finance their operational costs and/or projects<sup>4</sup>. The first financial fund was established by Act L of 2003 on the National Civil Basic Programme. After the termination of this programme Act CLXXV of 2011 on National Cooperation Fund took over the roles and tasks from 2012. Through these programmes the Parliament have recognised the work of civil organisations, the need for their social responsibility, and their importance and support was stressed by including them into law. When establishing the two funds the goal was to strengthen the civil society, to help the social participation of the civil organisations, to foster the partnership and distribution of work between the government and civil society for the effective realisation of state and self-government general interests.

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<sup>4</sup> It is worth emphasising that these two state foundations provide financial support for the operation of the civil organisations, too. The majority of the calls for proposals is not like that as they mainly support the realisation of a single activity or project.

Both of them publish (published) calls for proposals on a yearly basis for civil organisations, so the continuity and the financial sustainability of the programmes and operation were secured. In the next two chapters the two programmes will be described to demonstrate what possibilities the civil organisations have.

## **4.1. National Civil Basic Programme**

Act L of 2003 regulates the establishment and operation of the National Civil Basic Programme (hereinafter: NCBP). One of the primary goals of establishing NCBP was to provide state guarantee for the operation of social organisations and to provide a continuous operational background.

NCPB has provided general government financial support for every civil organisation registered in Hungary for operational purposes and realising their tasks, and also for the following goals:

1. ”operational support for civil organisations;
2. supporting the activities of common interest of civil organisations;
3. Supporting anniversaries, festivals, events within Hungary and abroad in connection with civil organisations;
4. securing the presence of Hungarian civil organisations in the international relationships, supporting their participation in domestic and transborder events, festivals, providing support for paying international membership fees, supporting programmes fostering European integration;
5. supporting scientific research, monitoring activities and record keeping tasks concerning the civil sector;
6. supporting service providing, counselling, educating, developing, helping activities and institutions concerning the civil sector;
7. supporting publications, electronic and printed professional press presenting the civil sector;
8. providing own funds for tendering;
9. benefits for granting organisations according to the decisions made along unified principles of the Council of the Basic Programme (hereinafter: Council) and the Colleges on providing automatic resources;

10. covering operational costs in connection with the Basic Programme;
11. supporting civil representative activities.” (ACT L OF 2003 § 1)

From the above mentioned it turns out clearly that NCPB affected every aspect of the operation of the civil organisations through its tendering system, and it also touched upon supporting international programmes and research activities. The law guarantees that on a yearly basis at least 60 per cent of the allocated resources can be spent on the operational costs of the civil organisations. However, it has to be added that under the Act L of 2003 the operational cost were covered fully at those civil organisations which were registered as civil organisations realising activities of common interest<sup>5</sup> according to Act CLVI of 1997.

The structure of NCPB reflected the realisation of the principle of subsidiarity as those civil organisations and experts took part in the allocation of resources who knew the circumstances very well and could make realistic decisions after evaluating the proposals.

The Council was the controlling body of NCPB, whose task was inter alia defining the organising principles of the available support, deciding on the distribution of resources among the Colleges. The Colleges were the decision-making bodies of NCPB organised by regional and civil professional viewpoints. They decided on calling for proposals, evaluation, and support of the beneficiaries. For the Colleges the decision of the Council was obligatory in every case, so the contribution of the resources was realised along unified principles.

The five members of the Council were elected through a civil candidate nominating system by civil organisations with national responsibility. The five members were selected from the civil organisations having activities in following fields:

- protecting health, illness prevention, healing, medical rehabilitation activities, social activities, family counselling and support, looking

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<sup>5</sup> The organisation which was not registered with that legal status could have been supported according to points nr 1 and 10. The organisation that was named in the Finance Act and received support from the general government could not have received operational support from the Basic Programme. These regulations were to strengthen those organisations whose operation was especially useful for the society.

- after elderly people, rehabilitation employment, helping disadvantaged groups;
- cultural activities, education and teaching, skills development, information dissemination, activities with national and ethnic minorities in Hungary and Hungarians beyond the borders;
  - protecting nature, protecting animals, protecting the environment, protecting monuments;
  - child and youth representation, child and youth protection, sports, leisure time;
  - protecting public order and road safety, volunteer fire brigade, rescuing, emergency response, protecting human and citizen rights, protecting the equal opportunity for women and men, consumer protection, promoting the Euro-Atlantic integration, service providing for NGOs, other not-for-profit activities. (LAW ON NCPB § 12)

The members of the College and the members of the Council were elected through the civil candidate nominating system as the representative of the given region.

The organisational units of the National Civil Basic Programme were established predominantly on a regional basis, so – according to the principle of subsidiarity –, the civil organisations working the closest to the problems, on the local level could provide financial support.

## **4.2. National Cooperation Fund**

In 2011 a new law (ACT CLXXV OF 2011) was created on the right to free association, the legal status of public interest and the operation and support of civil organisations, in which the basis of the operation of the National Cooperation Fund (hereinafter: NCF) replacing the National Civil Basic Programme were laid down. Under the framework defined in the law the minister determines the exact details of NCF in the form of a regulation.

The NCF was established to support the strengthening of the civil organisations' operation and professional activities, their national cohesiveness, and to help their role in establishing public good.

(CIVIL ORG. LAW § 55) The sources were defined in the general government just like in the case of NCPB.

The law also defines what goals can be supported by NCF:

- supplement going with the donations gathered and electronically reported by the civil organisations;
- operational support for civil organisations;
- supporting anniversaries, festivals, events within Hungary and abroad in connection with civil organisations;
- securing the presence of Hungarian civil organisations in the international relationships, supporting their participation in domestic and transborder events, festivals, providing support for paying international membership fees, supporting programmes fostering European integration;
- supporting scientific research, monitoring activities and record keeping tasks concerning the civil sector;
- supporting institutions whose activities are service providing, counselling, educating, developing, helping and promoting equal opportunities and accessibility;
- supporting publications, electronic and printed professional press presenting the civil sector;
- providing own funds for tendering;
- benefits for granting organisations according to the decisions made along unified principles of the Council of the National Cooperation Fund (hereinafter: Council) and the Colleges on providing automatic resources;
- supporting civil representative activities;
- covering operational costs in connection with the Fund.

It turns out very clearly from this list that NCPB and NCF finance very much the same goals, It is an important difference however that the latter emphasises the support of equal opportunities and accessibility. This reflects the European trends of decreasing and eliminating discrimination. Another novelty compared to NCBP is that the civil organisations receive supplement after the reported gathered donations.

The beneficiaries of the support of the Fund can be associations and foundations according to Act CLXXV of 2011<sup>6</sup>. However the beneficiaries of calls for proposals can be either associations, foundations or unions.

Just like in the case of NCBP for realising the goals and coordinating the operation, a nine-member body, a Council was established (§ 60). One third of the members are elected directly by electors who represent the organisations registered through the civil candidate nominating system. The following six members of the Council are nominated by the Parliament and asked upon by the Minister. Beside the Council nine-member Colleges are organised to assess proposals, and to professionally monitor the realisation of the supported goals. Their operation is not regional but is according to fields of activity<sup>7</sup>. (§ 61) Three members of the colleges are also elected through the civil candidate nominating system, six following members are delegated and asked upon by the Ministry after communicating with the civil organisations. The Colleges are subordinate to the Council as the Council's decisions are obligatory for the Colleges. (§ 61 PARAGRAPH 9)

Through the civil candidate nominating system<sup>8</sup> three members of both the Council and the Colleges can be elected. Thanks to the system the civil sector can be represented in the Colleges dealing with decision-making about the proposals, and also in the Council which is responsible for the conceptual, controlling and coordinating decisions on realising goals. Since the Colleges operate according to topics, the civil organisations choose which College to apply to according to this point of view, too (in line with their operation and goals). The right of electing members belong to civil organisations having national or at least regional responsibility. The organisations that applied for participating in the candidate nominating system can send one elector each into the civil candidate nominating system. These electors elect the members of the Council and the Colleges by voting on the basis of individual lists.

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<sup>6</sup> Excluding trade unions and political parties.

<sup>7</sup> The defining and naming of these fields of activity are up to the Minister's regulation based upon the Act CLXXV of 2011 § 56.

<sup>8</sup> Regulated by Act CLXXV §§ 71-72.



## **5. BEST PRACTICES**

In the next chapter the work of civil organisations from Csongrád County will be shown. Our aim is to provide ideas and clues for other similar organisations in adult education through these well operating programmes.

We wish to show what courses, best practices are realised from time to time in nine different fields. This list is only given as indicative examples and not exhaustive. There are numerous good organisations and programmes in Csongrád County, in the country or in the European Union. Knowing about them may expand the possibilities and programmes of an organisation, so all together they will be more useful, more successful in providing services for the society.

We have to add, though, we did not intend to introduce an organisation fully, but to give an insight in their adult education practice. Thus we do not include organisational structures, fund-raising methods and possibilities here.

### **5.1. Crime prevention, public security**

#### **The city guard of Szeged**

The City Guard of the Local Government of the Municipality of Szeged works as a non profit making organisation. Its aim is to strengthen public order and public security, and to reach this it has crime and accident preventive, child and youth care, disaster recovery and charity activities. The most important cooperating

partners are: the Police, the Border Guard, the local self-government of Szeged, and the self-government around Szeged.

The task of the adult education programmes of the City Guard is to vocationally prepare and further train the city guards working voluntarily, and to inform and back up the inhabitants and the educational institutions.

Applying **experimental pedagogy** is one of the most successful crime prevention methods according to the majority of experts. The programme coordinated by the City Guard of the Local Government of the Municipality of Szeged claims that vocational information dissemination is not sufficient among teachers, social workers and civil experts. The information disseminating events do not reach their goal of deterrence among adolescents and young adults.

The examinations show that the young who feel good in their own environment, who are self-confident, successful will smoke less, drink less alcohol and use less drugs, thus they will become victims or criminals less often.



**Picture 1.:** "Blind snake"

Using experimental pedagogy methods to prevent crimes

The aim of the experimental pedagogy programme is to teach the young how to "feel good". They have to solve unusual situations, so they can better understand themselves and the others; they learn to be team players. The experience they share will strengthen solidarity and social cohesion, experiencing common success is very important. The experimental pedagogy method can strengthen communications skills, cooperation, open-mindedness and tolerance. Strengthening positive outlook on life helps the young adults resist 'temptation'. Team building games help them making responsible decisions, weighing up consequences. They will try harder to solve conflicts without violence.

The **Prevention Media Store** (with the support of the Ministry of Interior Affairs and the National Crime Prevention Committee) was established under Modern Prevention Programme (in Hungarian Korszerű Megelőzési Program, aka KOMP) as a store for crime prevention mini films and spots. The mini films help prevent avoidable but frequent crimes. The films about public security, traffic accidents, safeguarding serve disseminating information among the citizens by depicting emergency situations that can be avoided by law-abiding behaviour which tempers the harmful outcomes of perpetration.

The films help the teachers' work in numerous fields: **as a primary aim they intend to lessen the risk that the young become victims and perpetrators**, but beyond this they touch upon cooperation with policemen, give a methodological approach to lessons on crime prevention and give an insight on **possibilities and ways of avoiding crimes**. The film makers pay special attention to juvenile delinquency and infringements where the suffering party is a young person, and the most frequent crimes: preventing bullying, stealing at schools, pickpocketing, tricky nicking, robbery, acting as one's own judge, preventing breaking into cars. A few episodes focus on drug use, drug addiction, and drug selling, too. Showing the activities of impostors, presenting the crimes against elderly people, or detailing the dangers while doing the shopping or going on holiday provide preventive support for students, parents and families, too.

A teacher's book was made for the Preventive Media Store with lesson plans, background information, which provides both professional

and methodological help for users. This methodological booklet contains the competences to be developed, the questions to be discussed, the detailed lesson plans, and the thematic scheme of the topic. It has recommendations for processing the film connected to the topic.

The lesson following the film called "Stealing a bicycle" analyses a very common situation based on the questions below:

- Where and what kind of dangers is your bicycle exposed to?
- What bicycle locks are safe?
- Where and how to lock your bike to make it hard to steal?
- Are the bicycles safe in the shared rooms of an apartment house?
- What lock is it worth locking the shared rooms with?

The film called "Just for the hell of it?!" serves the prevention of school bullying. It looks at the problem from the class's, the teachers' and the parents' point of view, how violence develops at schools, and through group work it makes both the young people and the adults more sensitive to individual and social responsibility, which is a pretty important question of our age. One especially important goal of crime prevention is to teach that behaviour that promotes people to help people in need generously, what to do for our fellow people, and how to share values with our behaviour.

"Crime prevention at school", made by the Self-government City Guard of Szeged, is a 30-lesson accredited teacher further training programme, which helps the work of institutions of public education. It promotes the use of the mini films of the Prevention Media Store. The first 14-hour module of the further training programme provides mainly theoretical knowledge: introduction to law and criminology, crimes young people involved in, violence in the family. The lectures are combined with crime prevention group tasks and situation games. The knowledge on medium pedagogy shows the effective use of the mini films of the media store. The second 16-hour module is the practical part: cooperative methods, group leader techniques, lesson planning practice. The condition of meeting the requirements of the successful further training is making a lesson plan based on a crime prevention mini film.

## **5.2. Drugprevention, healthy lifestyle Teenage Phone Mental Health Assistance Association**

In the following the best practices of a civil organisation from Szeged will be presented, which works in another very important, socially emphasised field. In Hungary public education and vocational training institutions have to deal with drug use, harmful effects of drugs, and addictions. Their work can effectively be backed up by experts working for civil organisations that realise activities in this field.

The goal of the Teenage Phone Mental Health Assistance Association: playing active role in addressing, preventing and solving problems young people have. Their approach is basically mental hygiene, and with this they put emphasis on their preventive activities. They believe that young people who are mentally healthy and mature in person, capable of handling conflicts, are less endangered than their peers who are not so well prepared for life, so as a result of the broad-sense mental health assistance they can become useful members of the society by finding and realising their own goals in life.

They have worked in this form of association since 1997. They have provided personal improvement for many young people who participated in their programmes.

Between 1989 and 2012 the Association operated the Teenage Phone Mental Health Assistance, and in the meantime the prepared to install online services. At the moment the webpage as a new possibility to discuss problems is being established ([WWW.TIZENTUL.HU](http://WWW.TIZENTUL.HU)). The activity is done by volunteers whose work is controlled by experts at meetings on a regular basis. In favour of the continuous operation they prepare the peer helpers in basic and further trainings. The volunteers are chosen from among qualified teenagers and young adults.

The Teenage Phone Mental Health Assistance Association from Szeged joined the drug prevention activities in Szeged and in the region. They help the youth with information dissemination and trainings (self-knowledge, developing helping skills, developing health motivation, community building activities). They offer consultation

possibilities for the educating institutions taking part in the programme. They realise these activities in Csongrád, Bács-Kiskun and Békés Counties, and also in Romania, in Timisoara, Tirgu Mures and Cluj-Napoca. This means that cross-border cooperation, exchange of experience and handing over useable experience are also realised.

Between 2003 and 2010 they regularly took part at the event called "Youth Days of Szeged", and their volunteers did personal helping activities during the event, helping young people with their problems. This kind of activity has been done occasionally since then.

In 2005 they started building relationships with Hungarian communities in Romania, and started exchanging experiences, trainings in cross-border programmes, and did mutual helping activities in festivals. They took part in the Peninsula Festival in Tirgu Mures, and in the Summer Open University and Student Camp in Tusványos (lectures, professional helping, helping helpers, supervising). They also built relationships with the Forum of Drug-related Affairs of Szeged.

The Association together with other civil organisations joins programmes in the city, in the towns of the region where health education, drug prevention and community building goals are present. They cooperate with the Youth Counselling Office of Szeged, Ágota Foundation, and the Play School of Algyó in preparing and realising mutual projects and programmes. They took part in the Town Day of Kelebia with drug prevention programmes, in several of the programmes of the Association of Families with Many Children, and they cooperate with KIÚT Foundation, too.

They keep health education and family education programmes for primary and secondary school students in special lessons with the form master.

As a follow-up of a training of theirs in 2005 the Play School in Algyó was opened. Parents operate the play school and the Association helped their activities by sharing experience and organising mutual programmes. The volunteers helped the parents operating the play school with holding programmes.

In 2010 and 2011 they had a programme whose goal was to strengthen the cohesion of families and the town community in Pusztamérgecs.



**Picture 2.:** Training peer helpers in Szeged



**Picture 3.:** Young people from Transylvania taking part in the Festival Mission Group "Narrow Road" of the Summer Open University and Student Camp in Tusványos

In 2012 and 2013 the organised drug prevention programmes in Algyó, Makó and Kelebia where personal improvement, decreasing parent-child conflicts, better family communication play central roles. They are happy to join the work of civil organisations (in Hungary and out of the country) that have the same activities of realising youth helping.

The training and adult training programmes of the Teenage Phone Mental Health Assistance Association from Szeged belong to the categories 'informal' and 'non-formal' trainings.

One of them is called Peer helper training: it is a 30 or 50-lesson residential course with outdoor elements for 16–29-year-old people. If need be this training can be supplemented by a 20-lesson special mental health assistance volunteer training.

**Training mental helpers at youth festivals (30 lessons),  
School drug prevention programme (5-10 lessons, for school classes).**



**Picture 4.:** Meeting of peer helpers: Szeged-Transylvania-Timisoara

## **School drug prevention programmes**

**Drug prevention programme for experts dealing with young people** (Health development part: 30 lessons, information about drugs, identifying drug users, legal background: 30 lessons), knowledge dissemination and small group workshops

**Self-helping, personality improving lessons** (weekend residential programme on Friday, Saturday and Sunday) for 16–29-year-old people divided into age groups (16–18, 18–24, 24–29).

The Association has devised out (based on experiences from Hungary and Romania) the so-called Training for the teachers coordinating the drug prevention programme as part of the school health education programme. The topics are the following:

- group building;
- viewpoints of health development;
- the recent directives of the European Union;
- the recent national directives;
- school adaption of the five action areas of the Ottawa Charter;
- prevention methods and the effectiveness of prevention programmes;
- health development and health education in schools, school programme types;
- drug problems in schools;
- the viewpoints of establishing school health development and drug strategy, the viewpoints of evaluation, evaluation;
- methodology of preparing action plans;
- program organisation and project preparation;
- national and EU systems of calls for proposals and possibilities;
- tender programmes, planning, indicators, financial planning and reporting;
- institutions of benefits, relevancies;
- competences of the teachers coordinating school drug prevention programmes;
- evaluation of the training programme.

The expected outcome of the teacher further training is that the participants' attitude will focus on the health education centred drug prevention, the teachers will become able to plan and to organise the health education and drug prevention work in their own institutions, and will realise the threats of the expansion of drug abuse, and that the methods of effective drug prevention activity will be spread widely.

## **5.3. Sustainable development, environmentalism**

### **CSEMETE Nature and Environment Protecting Association**

The Association realises professional programmes of extreme importance, four main fields of activity has to be stressed:

- active nature protecting activities, basically protecting remaining natural areas, and assessing protected natural values;
- action programmes in environment protection, focusing on recent environmental problems and their solutions in our everyday life;
- a series of environmental education programmes, partly in the school education, partly in the (accredited) adult training;
- monitoring civil representation and regional development programmes.

The Association was established in 1987 in Szeged, but today they have national responsibility. They have local and regional programmes, but they continuously participate in cross-border cooperation, too. The number of individual members is four hundred, and their groups working in the education institutions reach out to about six hundred students. The members do their professional work in fifteen sections: waste management, bat protection, environment hygiene, animal protection, search for environmental values, photo-propaganda, touring, life style, organic farming, biological, malacology, youth, environment sociology, amphibian and reptile, energy effectiveness sections. They run approximately fifty

programmes a year. They have to education centres, one of them is Bugac Education Centre, the other is Kömpöc Education Centre and Meteorological Station. They organise site visits, class excursions, professional camps, children's programmes and civil meetings, trainings and university field trips.

The Association's headquarters are in Szeged, where they operate an environmental counselling office for the city dwellers, which is connected to a network of similar civil offices in Hungary. The projects are coordinated in the office, too. They have a Green Library with 4 200 thematic books and magazines, information dissemination and education materials, CDs, DVDs that can be borrowed. Besides counselling they act independently in environmental affairs, having the rights of a customer.

CSEMETE organises a 30-hour accredited teacher training whose title is: **Waste management and the consumer society: education tasks and practical problems and possibilities** (This further training programme was accredited by Waste Labour Alliance, and CSEMETE as a member organisation realises it.). The teachers participating in this further training learn about the basics of waste management, the connection and consequences of advertisement – consumption – waste, and the relationship between the road **from consumption society to sustainable society** and waste management from the average person's point of view. The training places a lot of stress on forming the pedagogical viewpoint that is necessary for the education tasks of the topic, and on providing methodological knowledge (e.g. role play, multimedia, playing in groups) that help the passing of the topic to the children.

The ever growing quantity of waste and the increasing its harmfulness is a more and more depressing problem of our age, which seems to block development. Seeing this initiated the legislators' action in the European Union and Hungary through which they encouraged the introduction of knowledge on waste in every single education institution. The most stressed chapters of the training are the topics concerning the prevention of waste production: global environmental problems, advertisement – consumption – waste, modern waste management, reusing, and waste disposal. During



Picture 5-6.: Environmental trainings and professional meetings  
Source: [WWW.CSEMETE.COM](http://WWW.CSEMETE.COM)

the programme the participants deal with forming the children's critical attitude towards advertisements (as special education task), with environmentally aware shopping, environmentally friendly school supplies, selling recommended products in the school buffet, selective waste collecting methods, and they also make a waste management plan for the education institution.

## **5.4. Child and youth protection**

### **ÁGOTA Foundation**

#### **About ÁGOTA® Foundation**

ÁGOTA® Foundation is a foundation for those children and young adults who live in state children's homes and are endangered. The Foundation is a not-for-profit organisation; its activity is highly common interest. The headquarters are in Szeged, but the foundation's responsibility is national. Its founder is János Kothencz, a pedagogue, theologian, social therapy role play group therapist, who himself was raised in a state children's home.

It is led by seven-member board, and it has 230 contracted volunteer helpers to carry out its mission. For a long time its main grantor was Renovabist, the aid organisation of the German Catholic Episcopacy. Today the biggest donators are the Hungarian Food Association, Printker Office Land Stationary Chain Store, MOL, New Europe Foundation, Ramirent Ltd Co. and many other private and business donators. Beside the donations the Foundation maintains its operation from applications for grants. The best success however could have only been reached by the personal sacrifices of the staff.

#### **Fields of activity of ÁGOTA® Foundation:**

The Foundation of national responsibility helps the children living in state children's homes and being endangered the following ways: financial, material and moral support of the children living in state children's homes and being endangered, and provides the professional training of those experts, helpers and others who work for the realisation of the goals.

- **Endangered children:** Between 2000 and 2013 ÁGOTA® Play House operated for the endangered children in Szeged, in the middle of the Tarján quarter which was replaced by the ÁGOTA® Mobile Play House programme. The children who are exposed to the risk of getting lost and their disadvantaged families are helped with alternative leisure time activities, professional support, child rearing counselling, self-helping groups, drug prevention, family helping services, coaching, and crisis intervention. There are twenty volunteers to help the work of the Play House, which can house 300-350 visitors a year (on a daily basis it means 20-120 visitors) on 250-270 days a year.
- **Children removed from the family:** For them the Foundation offers community and buzz programmes, individual help, aftercare, crisis intervention, help within institution, professional programme package to help their walk of life and integration in the society. The Foundation supports 98 children's homes and other flats in the country, so on a yearly basis several hundred children are supported.
- **Adult training:** The Foundation does not only help children, but the further training of the helpers and the experts who look after the children is another very important task. The professional development of the standard of child care and child protection is facilitated by the training of foster parents, preparing volunteers, professional further training of those working for child protecting institutions, methodology development and professional counselling.

### **KÁSZPEM® Method**

KÁSZPEM® (Kothencz's ÁGOTA® Sensitive Pedagogico-therapeutic Method) is a group method and pedagogic system, which was created by János Kothencz, and published by ÁGOTA® Foundation with the aim to make the helper (based on his or her sensitivity) be able to help the children in need with an attitude of the pedagogue. The method is basically pedagogic, but it has therapy elements, too.

As in Hungary there was not a unified pedagogic system to rear a child that was removed from the family, János Kothencz's

method creating goal was to establish a unified system that can be used effectively in everyday life and in special situations and that makes the rearing of the children removed from the family more productive, and their social integration more successful.

The theoretical basis of KÁSZPEM® System derives from the following resources:

- the results of ÁGOTA® Research: it was a two-year research in which the Foundation made a series of thorough examination about the situation of Hungarian dependent children on a national level using five methods (questionnaire, diagnostic test group, focus group, structured interview – carrier path analysis, sociometry);
- Hungarian pedagogic, psychological, sociologic, and child protection literature (textbooks, thematic magazines)
- international pedagogic, psychological, sociologic, and child protection literature;
- Hungarian methodology leaflets, pedagogical programmes;
- social-therapy role play group method;
- personality improving and therapy methodological literature.

The practical grounding of KÁSZPEM® System was as follows:

- the twelve-year experience of ÁGOTA® Foundation colleagues and volunteers was involved in the programme that they gathered from looking after children removed from the families;
- the 25-year-old own experience as dependent child and the 16-year-old experience as expert of the Founder of the System was involved;
- pilot work sessions were held for endangered children living in families, residential children's homes and flats;
- the system was fine-tuned in children's homes in Bács-Kiskun, Jász-Nagykun-Szolnok, Veszprém, Hajdú-Bihar, Baranya, Csongrád Counties and in Budapest;
- the expertise of the pedagogues, psychologists, child psychologists, social workers, remedial teachers, social pedagogues, adult and child therapists, supervisors, adult training experts and international advisors supported the elaboration and the realisation.

## Adult training services of ÁGOTA® Foundation

Activities of ÁGOTA® Adult Training Institution

**DANKE Programme:** Decision-making and foster parents Course in the KÁSZPEM® system

ÁGOTA® Foundation has had the right to train foster parents since 2013, and this is a task they are pleased to do. The training organised by the Adult Training Institution consists of two parts:

### Decision-making programme

The course has a new approach through the KÁSZPEM® system; it supports the knowledge acquiring of future foster parents about children who are not brought up in their own families, about the roles of a foster parent, and it also helps to find out if the future foster parent is eligible for the job.

The aim of the decision-making programme is to hand over basic information about the children who are not brought up in their own families and about foster parents, and to decide of the applicant is eligible for being a foster parent. During the training the participants acquire the basic knowledge about the work of a substitute parent and the foster parent, they learn about the situation of the children that cannot be brought up in their own families, about the typical problems and typical solutions substitute parents and foster parents have. After the training – with the trainer together – the applicants can make a grounded decision if they are eligible for being recipient parents, substitute parents or they should take a course in foster parenting.

The decision-making programme consist of a 28-hour group workshops, and after the 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> workshop there is a family assessing discussion each taking an hour and a half. The minimum length of the decision-making programme is seven weeks – with the family assessing discussions twelve weeks.

### Foster parent course in the KÁSZPEM® system

Those can take part in in this course that have completed the decision-making programme, and the trainer there and the participant both recommend the participant to complete the foster parent course.

The course has a new approach through the KÁSZPEM® system; it supports the knowledge acquiring of the future foster parents about the different stages of child removal from the family, temporarily, transitory or permanent, the young adults receiving aftercare in their own household and their complete care.

The aim of the foster parent course is to prepare the participants to be able to provide complete care for the child being in the different stages of child removal from the family, temporarily, transitory or permanent, the young adults receiving aftercare in their own household.

A further aim of the course is that the participants consciously prepare for the foster parent tasks, and learn the knowledge through which they can provide the child the conditions of care and education, the family socialisation scene necessary for the development of the child – adjusted to its abilities; learn those skills through which they can prepare the child for the independent life, for taking and keeping family and social norms, and that they become sensitive enough to help the child's keeping in touch with its original family in favour the child's interest, or its return there, or its integration into the adopting family, and learn the general professional rules (professional ethics, children's rights, etc.).

The pacing of the training: the foster parent course lasts 32 hours which includes the two-hour long training closing, summarising, evaluating discussion.

## **Child protection and social further trainings**

### **Complex professional viewpoint and competence developing training with the KÁSZPEM® method for experts dealing with children removed from the family**

The Complex professional viewpoint and competence developing training with the KÁSZPEM® method was devised out for experts dealing with children removed from the family. This is a professional personality developing training for experts working in child protection who regularly have contacts in their jobs with children and young people removed from the family. For example the children's temporary

home, the network of foster parents, children's homes and the colleagues of the child protection services. Competences to be acquired during the training:

- self-knowledge based on own experience;
- self-reflexion ability;
- professional enhancement of the personality, confidence and self-effectiveness;
- sympathising with the child that was removed from the family, sensitivity;
- complex knowledge and adaptive point of view of the status of the children and young people that were removed from the family.

The training supports the professional enhancement of the colleagues' personality, improving their confidence and self-effectiveness, and helps to understand the problems of the children removed from the family more deeply, to create an adaptive point of view and to treat the educational tasks concerning the children more successfully. The training is built on the KÁSZPEM® method. The goal of the training is to train experts who deal directly with children removed from the family on a regular basis, who are able to understand and solve problems in their specialised field through their good self-knowledge, effective personality, sensitive-adaptive point of view, and complex understanding of the children's status.

### **Burnout prevention training with the KÁSZPEM® method**

The burnout prevention training with KÁSZPEM® method is also a personality improving training which was developed for experts working in social and child prevention. For example for colleagues working in family helping, child care service, substitute parent network, temporary children's home, foster parent network, children's home, regional child protection service, looking after elderly people, homeless care and other social fields. Competencies to be acquired during the training:

- self-knowledge based on own experience;
- professional awareness and target awareness;
- enhancement, self-protection;
- ability to monitor and use resources.



**Picture 7.:** Burnout prevention training with KÁSZPEM® method in Szekszárd



**Picture 8.:** Burnout prevention training with KÁSZPEM® method in Békés

After building a confidential relationship, they look at the motivation of choosing this particular career, the self-rewarding elements of the job, the personal and the professional resources, the self-protecting methods (the protective factors against burnout) and future planning in the form of own experience training. The aim of the training is to keep and strengthening the experts working in social and child protection in their jobs, and to help them live their jobs as the self-realisation and fulfilment of their personality.

### **Foster parent complex personality improving training with the KÁSZPEM® method**

The Foster parent complex personality improving training with the KÁSZPEM® method is a professional personality improving training which is for the practising registered foster parents or the foster parents waiting for a child. Competencies to be acquired during the training:

- professional enhancement of the personality, confidence and self-effectiveness,
- professional awareness,
- sympathising with the child that was removed from the family, sensitivity;
- complex knowledge and adaptive point of view of the status of the children and young people that were removed from the family.

The course has a new approach in supporting the professional enhancement of the foster parents' personality, improving their confidence and self-effectiveness, developing of their professional awareness, and helping to understand the problems of the children removed from the family more deeply, to create an adaptive point of view and to treat the educational tasks concerning the children more successfully. The training is built on the KÁSZPEM® method, which offers effective solutions for experts dealing with children removed from the family, for their special difficulties. The goal of the training is to train experts who deal directly with children removed from the family on a regular basis, who are able to understand and solve problems in their specialised field through their good self-knowledge, effective personality, sensitive-adaptive point of view, and complex understanding of the children's status.



**Picture 9.:** Foster parent complex training with KÁSZPEM® method in Cegléd

### **Preventive aftercare**

Preventive aftercare with KÁSZPEM® method is a personality improving training which was developed for experts working in child protection. Competencies to be acquired during the training:

- understanding the aftercare system (brush-up),
- anomalies of classical aftercare,
- the definition and methods of preventive aftercare,
- applying the methods of preventive aftercare as a skill.

The training provides help for child protection experts to be more sensitive to aftercare, viewpoint improvement and learning the specific skills. The knowledge learnt during the training will help improve the independent life starting and life leading abilities of the young adults that leave foster parent system. The training is built on the KÁSZPEM® method.

The aim of the training is to hand down the knowledge and approach of the preventive aftercare to experts who deal and work with children living in children's homes or with foster parents and young adults who are in the aftercare system, improving the independent life starting and life leading abilities of the young adults.

Methods of the training: personality and attitude improving group practices, professional reflexions, topic processing discussions, skills developing practices

### **Training volunteers**

The topics of volunteer training usually cover the following areas:

- mental, educational and sociological features of endangered children removed from their families;
- useful practicalities, educational methods;
- burnout prevention;
- helping syndrome filtering;
- gathering own experiences;
- practical teaching among children;
- group leading and programme organisational skills;
- cooperation, communication, problem solving.

Colleague trainings are usually preceded by a Colleague Meeting, where the participants meet one another and are introduced to the news about the foundation.

### **Peer helper training**

The work of ÁGOTA® Foundation is supported by many young adults who once were brought up in children's homes. Their credibility and personal example taking is of essential importance in helping

their fellow sufferers, so the training of these young people is another significant task for our institution. The following topics can be found in the Peer helper training:

- mental, educational and sociological features of endangered children removed from their families;
- learning how to handle own experience;
- ability to handle personal experience correctly;
- useful practicalities, educational methods;
- burnout prevention;
- helping syndrome filtering;
- taking responsibility, credibility, taking an example;
- group leading and programme organisational skills.

ÁGOTA® Adult Training Institution offers the following adult training services free of charge for the customers entering into adult training contract:

- **Preliminary knowledge assessment:** The aim of the service is to find out which competences the future participants of our training programmes have based on their preliminary studies and their experience from work.



**Picture 10.:** Leading trainers

- **Counselling on occupational orientation and changes in occupational orientation:** Within this service according to the interests, previous knowledge and competences of the participants there are possibilities for counselling about vocational guidance, changes in occupational orientation in the interest of successful future employment and self-improvement.
- **Job seeking counselling:** The aim of this service is to give the participants information about the labour market according to their interests, competences and labour market demands
- **Job seeking techniques:** We can give the participants that kind of job seeking techniques that makes them more successful in the labour market.

## 5.5. Public education, school education

### South Great Plain Pedagogical Modernisation Foundation

The aim of the foundation: to support regional cooperation that improves the effectiveness of public education, to disseminate modern pedagogic methods, to improve education for interculturalism and healthy living, to renew teacher training, to support disadvantaged, particularly talented students with special education needs, to foster equal opportunities.

#### Emphasised areas

- creating and spreading demand for environmental culture and healthy living;
- organising programmes in health education, environmentalism, and sports;
- helping become active citizens;
- fostering the dissemination of the methods of competence based education and modern pedagogy in public education;

- improving intercultural education, supporting the integration of ethnic and migrant students and adults;
- renewing pedagogue training, further training and re-training experts working in education;
- disseminating programmes that support and develop particularly talented students;
- fighting segregation against disadvantaged students mainly that of gypsy origin, fostering the possibilities of their integrated education, supporting their personality improvement, and widening their opportunities of getting on;
- supporting the integration of disadvantaged students, their personality improvement, widening their opportunities of getting on in studying;
- building career, choosing vocation, helping vocational orientation activities in order to get better positions in the labour market.

The foundation has already implemented several complex project containing adult training activities: in teacher further training competence based education (seven areas), transition between kindergarten and school, non-formal education, language and speech developing, comprehensive reading, cooperation based on cooperative methods, effective learning organisation, project method, differentiation in the lesson. Mentor counselling, supporting study competitions, administering complex expert and process advisor and public education expert activities need to be emphasised.

The foundation made a horizontal and equal opportunity plan in the project called "Establishing and operating Calderoni electronic framework system". This teaching material is for distance education of experts which is website ready-made for e-learning. Another project called "Devising out and realising an electronic sample taking framework system for examining the connections between training for democratic citizenship and socio-economic vocational training" was made to elaborate a developing programme, trainers' training and target group training, testing for a summarising study. The inter-cultural pilot programme called "School education and teaching of children and student with foreign citizenship" was a success, too.

The South Great Plain Pedagogical Modernisation Foundation launched "For talent friendly vocational training in the South Great Plain" programme in 2011. Their ambition is to spread modern pedagogical methods, and to support the cooperation of pedagogues, students and parents who are involved in vocational trainings. The Foundation as a registered talent point began – as a follow-up of previous professional experience – to elaborate a project whose focus is on vocational training, practical training, and to help manual workers and their integration in the labour market. The programme is built on the theory that multiple strengthening will result in better achievements. Furthermore the knowledge that comes from the personal experience in civil life, from the practical-professional-pedagogical work, from concrete life situations is useful and is worth knowing it. The talent friendly pedagogic culture can be made more popular and scientific events can form and alter it.

The lack of cooperation among the different institutions such as vocational training schools, maintainers, research facilities, educational institutions, places of practice, industrial chambers, representatives of the labour market and other operators very often hinders cooperation, multiple strengthening, and high standard vocational task realisation. During the programme the experts of the foundation and adult training experts map out the social and parental environment, develop the motivation supporting system, sense of achievement, forming labour attitudes and citizenship training, they find and help students who missed their vocation or they perform below standard, although they are gifted.

The South Great Plain Pedagogical Modernisation Foundation is founder of the South Great Plain Vocational Round Table, which was established in 2011. The adult training experiences of the foundation are used in the work of the Round Table, too, in the following areas:

- discovering and disseminating the utilization of talent in vocational training,
- developing students successful and talented for acquiring a vocation,

- forming the walk of life of talented young people in vocational training,
- tracking the changes of work values, forming work attitudes, work satisfaction,
- safety and health as values at work; creating an attitude that the circumstances of work influence work achievement (introduction to work safety),
- business-like thinking, forming creativity and training to be a businessman,
- active citizenship and careers of talents.

## **5.6. Developing labour market competencies**

### **Labour Foundation**

As a – not expected – result of the political and economic change of regime, twenty years ago mass unemployment appeared which was as unknown phenomenon for the Hungarian society. Before 1990 if somebody did not have a job, they were considered committing 'penal idleness', and not a long time later hundreds of thousands of workers lost their job, which called for a lot of strong measures. With a little bit of exaggeration one can say that the mass unemployment of the 1990s was 'the golden age' of adult training institutions, because the state (the job centres and their branches) financed the training of the unemployed basically without any quality and effectiveness expectations. At the same time there was demand for labour market services which beside vocational knowledge supported the acquiring labour market mobility, and the successful job seeking techniques. The Foundation for Work was established in Szeged in 1990. Its aim was to help people handle unemployment, put up with losing their job and so on.

It has been a foundation of high public interest since 1998, and its mission is to cooperate in solving the problems of employment policy and to prevent unemployment. To realise these tasks the civil organisation implements adult training programmes, clearing

of vacancies, job and vocation counselling and other activities connected to unemployment affairs. The foundation covers – beside adult training – social areas, family helping, scientific activities, research, skills development, information dissemination, supporting equal opportunities of disadvantaged social groups of the society. To realise these goal the experts of the Foundation for Work for the past two decades have been

- keeping mental and labour market trainings on behalf of job centres and self-government welfare offices, family helping centres;
- operating free counselling services: individual job advising and job seeking advising in Szeged and Hódmezővásárhely for permanently recorded job-seekers;
- helping the unemployed not only to find a job or training possibilities, but to examine their family and living conditions in a complex way;
- giving the unemployed customers employment and labour market information (in Szeged, Hódmezővásárhely, Szentes, Csongrád, Kistelek, Makó, Mórahalom), further training the colleagues, providing the conditions for information sharing;
- implementing several EU and national programmes and have closed them successfully, whose aim in every case was the reintegration of disadvantaged unemployed by target groups.

The Foundation for Work has implemented several adult training programmes in the past few years in connection with tenders in Szeged and Csongrád County. From them a few will be shown here as examples of best practices.

After the Water tower and square rehabilitation in Szt. István Square in Szeged a recreation park and a lawn was created. To look after and maintain this piece of land specialists were trained, members of a target group of disadvantageous unskilled unemployed young people. Through this training the labour market integration of twelve, 18–25-year-old young unemployed people with combined disadvantages was realised. The activities realised in the project were selecting registered unskilled and unemployed young adults,

keeping motivation training for them, keeping an NRQ Park maintainer vocational training with theoretical and practical lessons (9 months theoretical and 3 months practical training), psycho-social improvement, training in job seeking techniques, and employing them.

The result of the programme: twelve people took part in the **NRQ Park maintainer vocational training**, and eleven of the received the vocational certificate. The Foundation for Work offered jobs for ten people, and seven people were actually employed, two people stabilised their social standing other ways (child care leave), and two people wen abroad. The aftercare activities of the foundation were club meetings five times, and keeping in touch regularly.

The Foundation for Work took part in preparing colleagues dealing with information dissemination on the labour market and employment in the cities of Szeged, Hódmezővásárhely, Szentes, Csongrád, Kistelek, Makó, and Mórahalom.

The topics of that further training were preparing the colleagues, providing conditions for information dissemination, having monthly work discussions, fulfilling administrative and reporting tasks. As a result of the training eleven people received a certificate in 'Employment expert' NRQ training, and acquired knowledge in vocational studies, introduction to legal studies, and there were discussions in communication and customer service analysing case studies. The importance of this training is verified by that fact that these experts had 900–1 200 customers each a month just in one year, and provided information for 121 359 customers all together. Most of their customers asked for help in connection with office routine, the benefits the unemployed are entitled to receive, their rights and obligations, the possible financial supports, the consequences of failing to fulfil cooperation obligation, and generally understanding the legal background.

The Foundation for Work also cooperated in another special adult training activity, namely in the further training of the staff of the South Great Plain network of **Labour Information Points** (LIP) and partnership building.

These Labour Information Points were established in the tele-houses, libraries, self-governments and civil organisations of small towns and villages with the aim of giving them information using their IT background. The goal of the project was to better the conditions of employment of the unemployed living in villages and small towns, and to support of **preparation of the civil organisations** for a high quality information providing by giving the employers the necessary information. This also meant the improvement of adaptability and development of the organisations by helping them in articulating their interests and building new partnerships.

As a result of the project the professional standard and ability of cooperation of the organisations maintaining the Labour Information Points was improved.

## **5.7. Information dissemination in adult education centres**

### **Wesselényi Adult Education Centre In Zsombó**

When presenting the best practices of civil organisations it is worth examining how those communities adapted to the changing social and economic conditions that have been operating for a long time, and the goals they set decades ago how much up-to-date. Wesselényi Adult Education Centre has numerous good examples to offer.

This institution is located near Szeged, in Zsombó. Choosing the location has a symbolic importance since Zsombó's Klebelsberg school took in the civil organisation, which was going to follow the traditions of the late minister of culture, Kunó Klebelsberg. The original and unchanged mission of the 30 years old Adult Education Centre of Zsombó can be summarized in just three points: expanding knowledge, motivating for acquiring knowledge, strengthening the local community.

The lecture series in the Adult Education Centre started in 1982, when Mihály Sípos, the leader of the local Green Fingers Club (est. 1972), met a journalist, Dezső Horváth, who made research on the life of the people living in the farms around the City of Szeged.

From 1<sup>st</sup> November to the end of February the students of the Adult Education Centre come together on every Monday, occasionally on Fridays. Although this kind of common learning of mainly agricultural knowledge has had a decades-long tradition in Zsombó, Mihály Sípos, the 'rector' was not in an easy situation, because the students were expecting 'scientists' in Zsombó, so that they talk about useful, interesting topics: the professors – in a clear and comprehensible manner. Certainly, they could not have celebrated their 30<sup>th</sup> birthday if the professors of the forefront of science had not been able to meet these standards of being comprehensible. Kudoz to them. According to the 'rector's' evaluation thanks to the Adult Education Centre of Zsombó, not only can the students feel richer, but more successful, too, thanks to the lecturers, the organisers and the financial support of the self-government of Zsombó.

The Adult Education Centre is humorously called Scientific Academy of Zsombó by the locals. This name is not very far from reality. With a little bit of good luck and more sense of purpose the best scientists of the different study fields were invited to give lectures in Zsombó from the very beginning. The first one was Zoltán Barabás, an Academician, wheat breeder, who gave living proof for the peach producing citizens of Zsombó that 'a different kind of bread' comes from the oven because of his research. Thanks to the purposeful organising beside the people of Zsombó, the inhabitants of many other close villages visited the lectures at the Adult Education Centre to listen to the highbrow professors.

It is a misbelief that the students of the Adult Education Centre of Zsombó are only interested in agricultural topics. It is enough to have a look at the timetable of the 2011–2012 school year to see the abundance: the noted mathematician and university lecturer talked about the Galilei and his work, while medical professors gave lectures on cardiology and urology. There were other lectures on tumors, ophthalmological problems, and juvenile muscle diseases. Of course, these topics were the interest of the audience. It might be surprising but the Arab world, the Japanese power plants, the medieval monasteries, the Nobel Prize, current constitutional questions, the poetry of Mihály Simai or the paintings of van Gogh attracted

attentive audience. Making the programme of the Adult Education Centre of Zsombó has been quite a challenge, but according to the most important wisdom of Zsombó 'thinking is not harmful to your health', so it was not very risky to invite excellent lecturers of sciences (linguistics, atomic physics) that are a little far from the everyday life of the small town people.

The lectures and lecturers of the 2012–2013 school year continued the 'variegated' tradition, and realised a really abundant programme.

### **November 2012:**

26<sup>th</sup> Abou-Abdul Brothers and János Takács: Active and passive houses

30<sup>th</sup> Dr Miklós Szónoky: "Roaming" in Bukovina, in Moldvan Csángóland, Szeklerland and Saxons' Land (Transylvania)

### **December:**

3<sup>rd</sup> Dr László Blazovich: The battle of Nándorfehérvár (From the departure of the armies to the plague)

7<sup>th</sup> Dr Zoltán Galbács: New power plants in Szeged

10<sup>th</sup> Dr Mrs Mihály Novák Dr Éva Hajdu: Radiations of this world: radar, atomic cemetery

14<sup>th</sup> Dr Sándor Sonkodi: About cholesterol again

17<sup>th</sup> Gábor Kelemen: Facebook. Smart phones. Tablets

28<sup>th</sup> Dr János Szabad: Human cells

Zoltán Laukó: Photographs about the last journey of Gábor Szabó

### **January 2013:**

3<sup>rd</sup> Dr Ildikó Süveges: Myopia

Dr Mihály Bodosi: Concussion

7<sup>th</sup> Dr György Marosi: First Aid II.

11<sup>th</sup> Dr Katalin Papp: Let's play physics

Dr György Papp: Did everything start with the Big Bang?

14<sup>th</sup> Dr Erika Varga Dr Gyula Varga: Interaction of our medicinal products

- 18<sup>th</sup> Dr Edit Bereg: Neurological problems of babyhood  
 Dr Tamás Mészáros: Recent questions in Prosthetics  
 Dr András Mészáros: About free radicals  
 Mrs László Thékes: A little physical exercise
- 21<sup>st</sup> Dr László Gallé: Biological variety  
 Dr Gyula Farkas: Publicans of science
- 25<sup>th</sup> Dr Rita Borbély Dr Katalin Apró Dr Ágnes Szabó: For the health  
 of Zsombó
- 28<sup>th</sup> Dr Klára Schneider: About inflation

### **February 2013:**

- 1<sup>st</sup> Dr Katalin Vályi: My great-grandfather the army of the monarchy  
 Dr Ferenc Horváth: History from the bird's eye view 3.  
 István Patik's narrative
- 4<sup>th</sup> Dr István Papp: Taxation in the agriculture
- 8<sup>th</sup> Ferenc Kálmán: Zsombó in the Árpád age
- 11<sup>th</sup> István Pancza: Art of Vásárhely – A short story
- 15<sup>th</sup> Dr Imre Ungi: What can we do together to fight the dreadful  
 heart attack?
- 18<sup>th</sup> Dr László Erdei: The plants of drought
- 25<sup>th</sup> Dr Károly Tóth: Recent constitutional questions

The side effect of the Adult Education Centre must be mentioned, which is the subtitle of the book published for the 30<sup>th</sup> birthday of the Adult Education Centre: 'A thirty-year-old friendship transfusion at the Adult Education Centre in Zsombó'. The people living in and around Zsombó learnt a lot of things from the nights at the Adult Education Centre, but they were not merely passive recipients: they learnt a lot from the professors, from one another, and they very often could tell the professors novelties.

It was a high challenge for the lecturers, too, that after the academic audience of the university they had to keep comprehensive lectures of high standard for the wise and interested citizens of Zsombó. When the scientist professors spoke the language of Zsombó, they also learnt something: the language of clarity.



**Picture 11.:** Year closing at the Adult Education Centre



**Picture 12.:** Magistrates of the Adult Education Centre in Zsombó  
Mihály Sípos rector, Dezső Horváth journalist,  
Zsolt Gyuris mayor of Zsombó

In the 30<sup>th</sup> anniversary book of the Adult Education Centre in Zsombó there are 168 names of lecturers, often worldwide known master, professors of their study field, noted experts, academicians. Most of them return guests in Zsombó, their fee is just symbolic as it is so with the civil organisations, usually it does not even cover travel costs. Obviously, it is not coincidence they go to Zsombó year after year. The never flagging desires for knowledge of the students of the Adult Education Centre in Zsombó, the evening discussions touch and enrich every lecturer. Based on this and the sincere, friendly atmosphere the organisers of the Adult Education Centre in Zsombó look into the next 30 years with hope.

Their adult training programmes are real Hungarian specialities, because the common, indirect need for acquiring knowledge remains the same in the age of Internet and myriads of TV channels. Strengthening the local community will be a noble mission of the Adult Education Centre in Zsombó in the following decades, too.

## 5.8. About volunteering

### Talentum Foundation for Supporting Volunteering

The mission of Talentum Foundation is training, professional improving and unifying staff and volunteers, representation and dissemination of the Hungarian volunteering culture, predominantly in Csongrád County, but also in the South Great Plain Region and in cross-border cooperation.

Their aim is to establish a basis, which provides help and support for the staff and volunteers of NGOs and institutions so that they can carry out their activities effectively and be value-oriented on the long run.



What is the quality of a 'Talentum training'? It focuses on practices; there is a lot of pair work, situation, brainstorming, and individual or small group work. It is not only handing over information, but there is time and place for sharing individual experience: it turns the participants into a team. It builds on experimental learning, the already existing knowledge of the participants, their personality and competences. The arising professional questions do not remain unanswered; the acquired knowledge can be used instantly in practice.

Talentum Foundation has been operating as an accredited adult training institution since 2010.

### **Accredited trainings of the foundation**

- Talentum Volunteer Training: (General knowledge on Volunteering, Multiplier skills, Complementary volunteering, Special knowledge on voluntary help of the disabled, neighbourhood volunteering);
- Quality in the life of the civil organisation – effective management techniques;
- Training youth service staff.

### **Non-accredited trainings**

- Community service in the school;
- Talentum training – increasing effectiveness in the not-for-profit sector;
- Volunteering in the not-for-profit sector;
- Effective volunteer management for Christian civilians;
- Project management for volunteers;
- Preparing civil organisations for working with volunteers;
- Talentum Study Days;
- Talentum Intensive Study Week – Project management in Christian spirit;
- Life Management Days Training;
- Management for civilians training;
- Talentum – Christian not-for-profit management training.



**Picture 13.:** Playful adult training



**Picture 14.:** Staff

The staff and volunteers of Talentum Foundation pay a lot of attention to put the recipient of services, the customer, the participant of the trainings in the focus of their activities. In the life of their organisation cooperation based on partnership is of high importance; they realise training, research, advocacy and vocational projects in several national networks cooperating with other civil organisations.

## **Trainings in connection with volunteering**

### **General knowledge about volunteering**

The aim of the training is to popularise volunteering, to motivate for volunteering, handing over knowledge about volunteering. It contains all the knowledge that makes the volunteer more confident and aware of the volunteering activity at the recipient organisations. It consists of self-knowledge and communication modules, and contains blocks of knowledge about volunteering. The training is a 16-hour long course (twice 8 hours), the foundation developed it. Interactive, situation and pair exercises help process the topic.

### **Training hospital volunteers**

The task of hospital volunteers is to improve the patients' physical and mental well-being, to help the work of the professional nurses by giving their competences respect and keeping the rules of the institution. The preparation consists of three occasions where they learn patients' rights, the psychology of diseases and patients, possibilities of aid giving, by practice oriented, experimental learning. After the preparation they take part in a field trip escorted by a volunteer coordinator. After completing the training the participants visit the different departments of the Albert Szent-Györgyi Medical Centre on a regular basis. The hospital volunteers are continuously escorted during their individual activities, they are assisted, mentored, and there are meetings to supervise their voluntary work.



**Picture 15.:** Interactive situation exercises



**Picture 16.:** Training hospital volunteers

## Multiplier training

Our multipliers are volunteers who popularise volunteering in public education, in the institutions of the secondary and academic education. The necessary knowledge and competencies are taught in the 9-hour training. The most important part is to learn and to try out the methods of non-formal education, with which the methodological auxiliary material to popularise volunteering elaborated by Talentum Foundation helps them. The participants having completed the training will be able to motivate for volunteering with interactive methods in the conventional lessons.

## Competences of voluntary helping the disabled

Helping the disabled requires special knowledge and competences from the volunteers. The most important goal of the training is the attitude forming: the show the participants the world and life of the disabled. In this training developed independently by the foundation there are two 8-hour modules. The volunteers listen to the invited disabled people, and they can try out how they can help usefully, causing happiness.



**Picture 17.:** Voluntary helping disabled people training

# Non-for-profit management trainings

## Management training for civilians

Management for civilians is an independently developed, seven-module, 70-hour long management training series. It hands over practical information in a practice-oriented form to staff members and volunteers of civil organisations in the following topics: project planning, marketing communication, proposal writing, fund raising, electronic administration and volunteer management. Its speciality is the electronic administration module, where electronic filing, preparing mail merge, practical budget making, and use of electronic tendering systems are taught.

## Volunteer management training

To have and to employ volunteers in an organisation or not-for-profit institution takes a lot of purposefulness, planning and expertise. The Volunteer management training has two 8-hour modules, and helps the civil organisations, the leaders and staff of not-for-profit institutions to meet those demands above. Later they can hand over



**Picture 18.:** Volunteer management training

the knowledge or build in their own organisations, and so they can effectively employ volunteers. During the first module the participants think over the static elements - go through the structure and activities of their organisation, examine the so far gathered experience. During the second module the meet the elements of the volunteer management: recruiting, selecting, training, contracting, integrating, mentoring coordinating, rewarding, documenting. Talentum Foundation is a volunteer recipient organisation, too: it has its own experience in this topic; this is how it can be authentic and practice-oriented.

### **Quality in the life of the civil organisation**

The civil organisations make the operation of the institutions complete, and as a result they contribute to the development of the society, the improvement of the individuals and provide physical and spiritual well-being for them through their anthropocentric, community unifying activities. It is important that they carry out their tasks at a high professional level, which will increase their state and social recognition. The aim of the training is just that,



**Picture 19.:** Quality in the life of the civil organisation

i.e. to teach the staff effective, quality management elements in four topics (quality assurance, project planning, marketing communication, electronic administration), which can guarantee the demanding, high standard operation.

## Other services

### Teambuilding for organisations, communities

When ordered, Talentum Foundation undertakes teambuilding for groups, communities, and organisations. When asked, the foundation maps out the demands and possibilities tailored to the needs of the organisation, and according to the this the foundation will keep informal, intimate team building trainings in a natural environment, but of course there are possibilities to keep team dynamics trainings eligible for creating deeper connection networks, too. Among the participants of the team building training the personal relationships will strengthen, the tolerance level will increase in the community; the mutual problem solving will be more successful, the common activity will be more effective.



**Picture 20.:** Team building

## Organisation development

Organisation development is a long term effort to improve the problem solving and rejuvenation processes of the organisation. Usually this can be done by diagnosing and analysing the momentary condition of the organisation and according to the result making a strategic plan. The point is to revive the organisation, to fill it up with energy, renew it by using technical and human resources. A group of trainers at Talentum Foundation based on the customer organisation's preliminary assessment keeps several integrated organisation development trainings in strict confidence to solve acute organisational problems, but also to provide long term organisational monitoring.



**Picture 21.:** Organisation development

## The trainings of Talentum Foundation

The trainings of Talentum Foundation are kept by trainers who themselves have a lot of experience with the lives of civil organisations, vicarages, and clerical institutions, and other fields of the not-for-profit sector. Based on this the trainers can approach the trainings from the practical side, giving ready-made examples, patterns, other supplementary materials which can be used directly by the

participants in their everyday work. Among the trainers there are pedagogues, sociologists, social workers, health developing mental hygiene experts. The chosen methods (methods of non-formal learning, topic procession in small groups, practice-oriented learning, role and situation games, lectures, discussions) of the trainings are in favour of easier learning, meet the group's demands. The trainer's freedom makes it possible to handle problems arising during the training, and to discuss questions straightaway. The team of trainers takes part in inner further trainings every year, where the goal is to set the methodological background, and to acquire the skills necessary for adult training. The team has trainers' meetings a monthly basis, so information dissemination is continuous about the vocational questions.

## **"Civil artifice"**

### **Not-for-profit management training for staff and volunteers of youth civil organisations**

Talentum Foundation – Volunteer Centre of Csongrád County publishes a management training for the staff, volunteers and helpers of youth civil organisations in Csongrád county.

The participants acquiring the management skills will be able to do their organisational jobs more effectively and purposefully. They will learn not-for-profit techniques that will make them able to think, act and assess in managerial manner, and through this to strengthen the standards of the youth civil organisations.

The training has three modules, it will end with a final examination, and after the successful examination the participants will receive a certificate. The length of the training is 23 hours.

### **Quality in the life of the civil organisation – effective management techniques**

The training 'Quality in the life of the civil organisation – effective management techniques' is an 80-hour, 4-module training. The training contains useful and practical information for the leaders, staff, volunteers of civil organisation in the following fields: quality assurance in the

civil organisation, project planning, marketing communication, and electronic administration.

Talentum Foundation works in favour of the effective, purposeful not-for-profit organisational activities. Within the frame of training services the foundation offers not-for-profit management and knowledge about community life in a practice-oriented way.

**They offer the following trainings in management:**

- community building,
- organisation forming,
- strategic planning,
- yearly planning,
- project planning,
- problem solving,
- proposal writing,
- fund raising,
- human resources management,
- team building,
- volunteer organisation,
- cooperation,
- inner organisational communication,
- outer organisational communication,
- campaign organisation,
- negotiation techniques,
- personal time management,
- organisation time management.

A six times two-day training series have been put together containing the most important topics from the above list, which gives a thorough insight on different parts of the effective organisational and individual work.

Keeping trainings tailored to the needs of the given organisation is also possible in the above mentioned topics, and the participants get help with preparing the strategic plans, too.

## **5.9. Touristic civil organisational further trainings**

### **South Great Plain Association of Tourist Guides and Country Touring Travellers**

In the economic life of Szeged tourism has an outstanding part. It has a special importance how the touristic businesses beside the marketing and representative activities of the industrial chamber can support the competitiveness of the touristic civil organisations. It is widely known that the impression the visitors have of the touristic attractions is influenced by the work of the tourist guides, beside whose compulsory provincialism being well-informed, professional knowledge, language knowledge and hospitality are added values that can ignite pleasant or just unpleasant memories in the visitors. A group of the tourist guides in Szeged established an association, which pays a lot of attention to training and further training its members in the form of adult training.

The GUIDE-INFORM HUNGARY CLUB – South Great Plain Association of Tourist Guides and Tourists was established in February 2000. During the 14 years of operation all together 60 members joined the association.

#### **The goals and tasks of the Association:**

- The goals of the Association: providing professional organisation for the tourist guides, continuous development of their vocational standards, organising forums for exchanging experiences and information.
- Providing and organising special trainings in the most important areas of the tourist industry, arranging methodology and sample tours, guided tours, exhibition visits, vocational study trips.
- Watching tourist targets, attractions, any changes and developments in Hungary, but mainly in Bács-Kiskun, Békés, Csongrád counties, and in Kecskemét, Szeged, Békéscsaba and their vicinities.

- Supporting and assuring the regular participation of the members in national and local travel exhibitions and fairs, and giving the necessary help for the successful realisation of such events.
- Recognition of the rank of the tourist guide occupation.
- Keeping in touch with other regional, county or city associations working in Hungary.
- Organising and operating tourist guide and provincialist camps and clubs.
- Helping the activities of clubs operating in primary and secondary schools.
- Popularising local touristic and cultural values within Hungary and over the borders using programme packages.
- Getting and keeping in touch with Hungarian cultural organisations and member institutions over the borders, popularising, presenting our country and our own region, the touristic values both with pedagogues and students.
- Supporting the touring movement. Studying the natural values, the environment changed by man, the so-called geographical environment. Making the youth and the older classes aware of environment protection and love of nature. Walking along the national tour paths and popularising them.

**Association life** is realised in a club. According to the needs of the tourist guide occupation the club meetings are between the end of October and the beginning of April every other week.

The club meetings are usually further trainings and experience exchanges, too: they start with a lecture or travel reports every time. The colleagues working in the different sectors of the tourist industry return at the end of the season full of experience. They share these adventures, professional 'experience' with the rest of the members. The tourist guides' activity is very complex:

- Some of them work in Greek, Italian, French, Croatian and Spanish holiday resorts as delegated tourist guides. What is this job like? How many tasks do they have from the tourists' arrival to their departure? What kind of facultative programmes do they organise? The practice is different in every country.

- Some of the guide European tours. Where do they go, what routes do they follow? What attracts the tourists' attention?
- Summer language learning in England. Several tourist guides from Szeged participate in these programmes: in the dormitories in London, Oxford, Cambridge native teachers keep language trainings. During the programmes the students go sightseeing, visit museums and exhibitions, and go to trips to have a look at attraction in the vicinity.
- The programme 'Without borders' helps the last two years of the primary school students and the first three years of the secondary school students to understand more about the life of the Hungarians over the borders (the programme is financially supported by the Hungarian state). The members of the tourist guide club take the groups mainly to Serbia (Vojvodina) and to Romania (Partium and Transylvania) (5-6 people).

The high common interest tasks mean the important elements of the life of the association, self-improvement, and the continuous learning, too. It is a tradition at the South Great Plain Association of the Tourist Guides that on 12th March every year, on the very day of the Big Szeged Flood of 1879, the members of the association organise a 'Revival Walk' for the inhabitants, students and the tourists of the city. The publishing of this event is done by the president. He holds an "unusual press conference" by evoking the memories of one of the noted persons of the Big Szeged Flood. This practise came into being under pressure from the media, because the appearance of that noted person is a sensation in the city, and the press will write voluntarily and happily about him and the event connected to him. The evoked persons were:

- in 2013 **Lajos Lechner**, the architect of Szeged after it was crumbled into dust by the flood;
- in 2012 **Ferenc Varga**, vicar of the old St. Demeter church (today's Cathedral, the Votive church was built in its place), who did his best in his life to save his beloved, historical church, which survived all the disasters of history;

- in 2011 **Franz Josef**, king of Hungary, who arrived on the 5<sup>th</sup> day of the tragedy by a special train and made that famous statement that became a slogan: "Szeged will be more beautiful than before!";
- in 2010 **Kálmán Mikszáth**, who was a journalist in Szeged at that time, and he reported about the events as an eyewitness. The night of the inundation was reported by him in the newspapers as "The terrible night";
- in 2009 **count Lajos Tisza**, who arrived in the city of Szeged as 'royal commissioner' nominated by Franz Josef and coordinated the wide-scale emergency activities.

The 'Revival Walk' is always organised in connection with the person, whose memory is evoked. This requires very serious preparing from the person, who dresses like the noted historical person and draws the people's attention to the planned walk, and the guide, who volunteers to guide the walk, also have to make significant efforts. After thorough examination of the papers, documents, the researched texts and many other sources of that time can one only get down to the Walk. The participants are led by the tourist guide, who interprets the events with eye of that prominent person. The walk is very popular: a lot of school classes signed up at the given time. the number of the audience is between 500 and 600, who are guided by the members of the association on this unique, unusual and beautiful walk.

Another initiation of the South Great Plain Association of the Tourist Guides is that on the Day of Poetry the members of the association invite the inhabitants of Szeged, the students and the visiting tourists for the **Szeged Literature Walk**.

In 2012 there was an **Attila József Anniversary**, one of the greatest Hungarian poets. The participants visited the places where he lived and stayed and studied.

2013 was **the year of Gyula Juhász**. The participants learnt about the life and work of the poet, visited the place where his parental house once stood, his flat, sculpture, and quoted the autobiographical data.

At the end of 2013 finished the tender programme of the touristic organisations of the sister city of Szeged, Subotica, whose title was



**Picture 22.:** Further training of the tourist guides in the Association in Szeged: values of secession



**Picture 23.:** 'Revival Walk'  
The programmes also help the further training of the tourist guides (President of the Association, Illés Mihály in the role of Lajos Lechner)

'Tourism developing initiative based on common heritage'. In the IPA Cross Border Cooperation Programme they realised activities which help both cities and support the region in making efforts to break out of the status of 'one day touristic destination' by increasing the guest nights and the time the visitors spend in the region. They made new information maps, touch screen terminals, they displayed small sculptures for the blind to help orient them, issued publications together.

As a very important part of the programme proposal – with the help of Szeged and its vicinity Touristic Not-for-profit Ltd. Co. – a **touristic adult training programme** was realised, whose focus was **secession**, taking into consideration that after the city restoration of the 1879 flood the palaces of Szeged were built in secession style. In the 25-hour long adult training programme the experts of the Association realised the further training of 16 tourist guides from Szeged, introducing them to representatives and works of art of the national and the European secession architecture, painting, and glass painting. The participants' knowledge intensification was a 'secession sightseeing walk', where they had a closer look at the architecture of Szeged (and Subotica).

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