

# 52ND EUCEN CONFERENCE

## 8-10 JUNE 2022 – BUDAPEST, HUNGARY

**Education and University Lifelong Learning in Hungary**  
**The role, responsibility, potential, and readiness of universities**  
**to support the development of lifelong learning**

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european university  
continuing education network



# OUTLINE

## Areas where universities can best impact on boosting lifelong learning

### Education

- ☺ Traditional and non-traditional students
- ☺ Drop-out students
- ☺ Adult education in universities

### Professionalisation

- ☺ Professional development of adult educators and teachers
- ☺ Teacher training

### Flexible learning pathways

- ☺ Recognition of nonformal and informal learning outcomes
- ☺ Micro-credentials

# GLOBAL MEGATRENDS

“It is not the strongest of the species that survive, nor the most intelligent, but the one more responsive to change.” (Charles Darwin)



# SUSTAINABLE DEVELOPMENT GOALS OF THE UNITED NATIONS

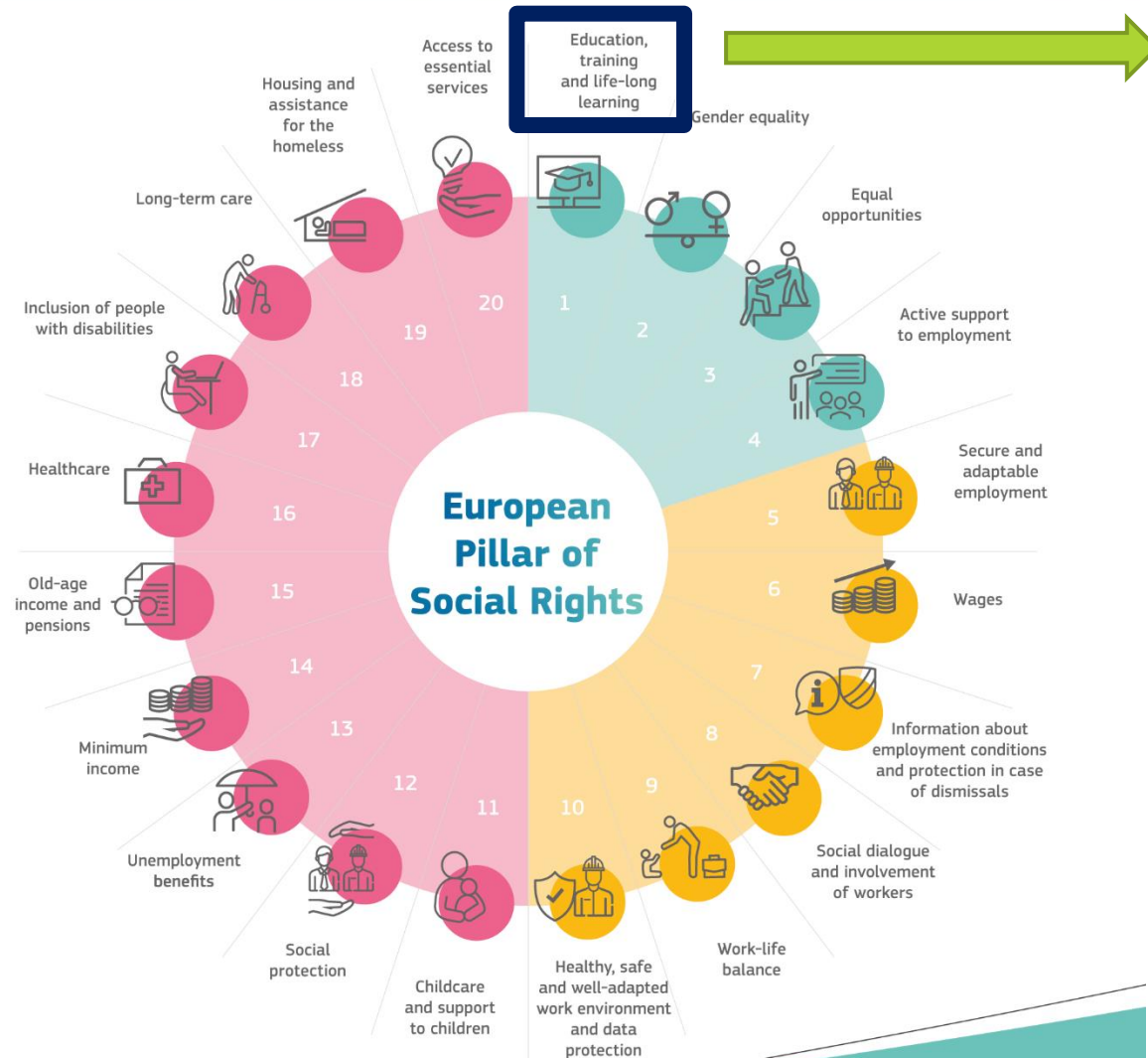


## 4. Quality Education:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



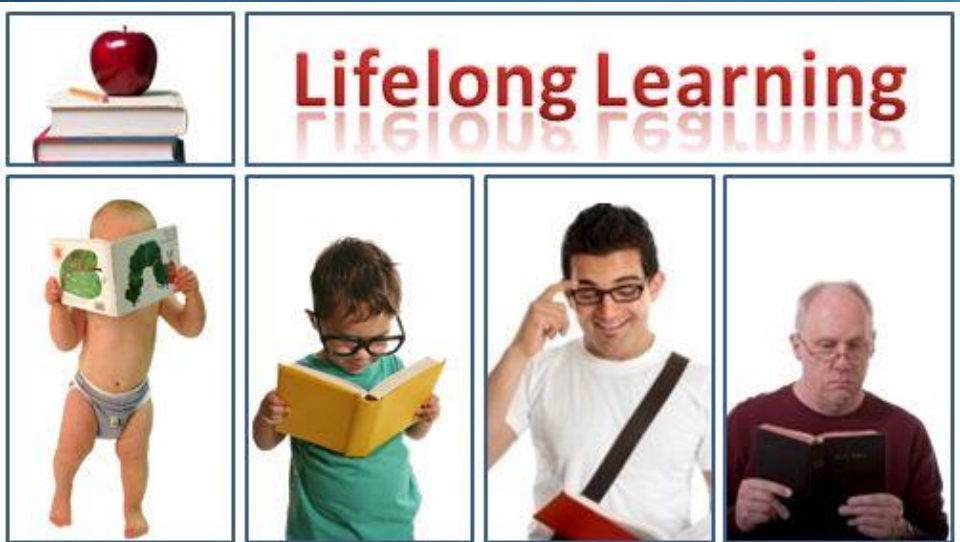
# The 20 principles of the European Pillar of Social Rights



„Everyone has the right to quality and inclusive education, training, and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.”

Principle 1 of the European Pillar of Social Rights

# ROLES AND RESPONSIBILITIES OF UNIVERSITIES

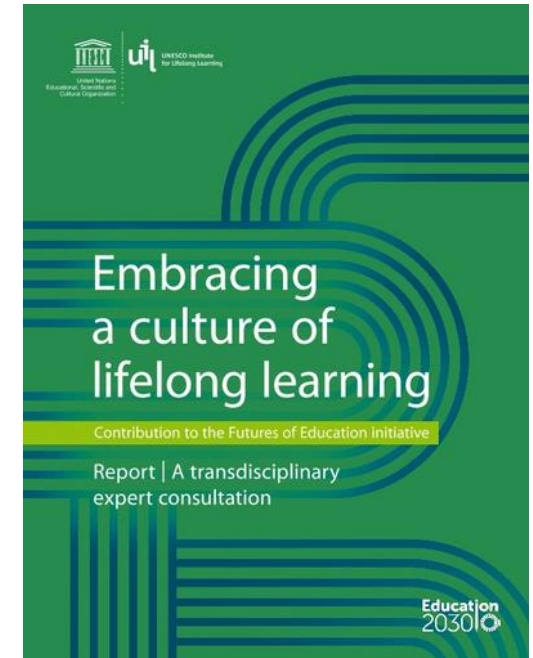


# UNIVERSITY LIFELONG LEARNING IN HUNGARY

There is no comprehensive and strong lifelong learning policy framework in Hungary and the concept of lifelong learning has a narrower interpretation than the basic idea that emphasises the value of all forms of learning in improving the quality of life.

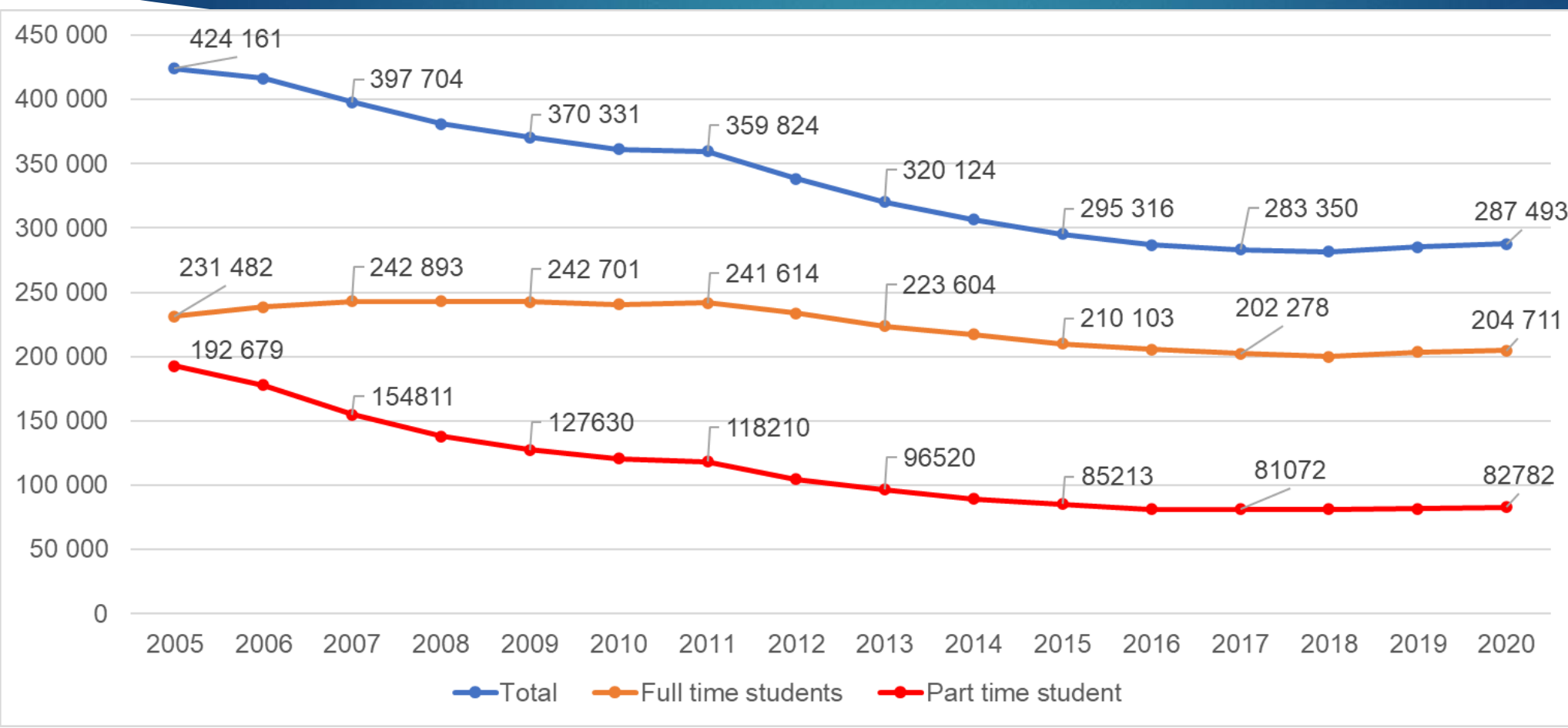
Lifelong learning as a factor influencing strategic approach has not yet become an integral part of the university's organisational culture and an organising principle of its mission.

Lifelong learning must become the governing principle of education policy.



<https://uil.unesco.org/lifelong-learning/embracing-culture-lifelong-learning>

# NUMBER OF STUDENTS IN HIGHER EDUCATION IN HUNGARY



- ▶ Total HEIs: 64
- ▶ University: 29
- ▶ University of applied sciences: 10
- ▶ College: 25
  
- ▶ Average drop-out rate: 35%
- ▶ Proportion of disadvantaged students: 2%



## POPULATION AGED 25-34 WITH TERTIARY EDUCATIONAL ATTAINMENT IN 2020

- ▶ EU average: 40,4%
- ▶ OECD average: 45,6%
- ▶ Hungary: 30,7%
- ▶ EU-level target 2030: 45%

## EMPLOYMENT RATE AGED 25-64 WITH TERTIARY GRADUATES IN 2020

- ▶ EU average: 85%
- ▶ OECD average: 84,5%
- ▶ Hungary: 85,9%

### Population aged 25–34 with tertiary educational attainment (ISCED 5–8), 2020

(% of population aged 25-34)

■ 2020 — EU-level target 2030

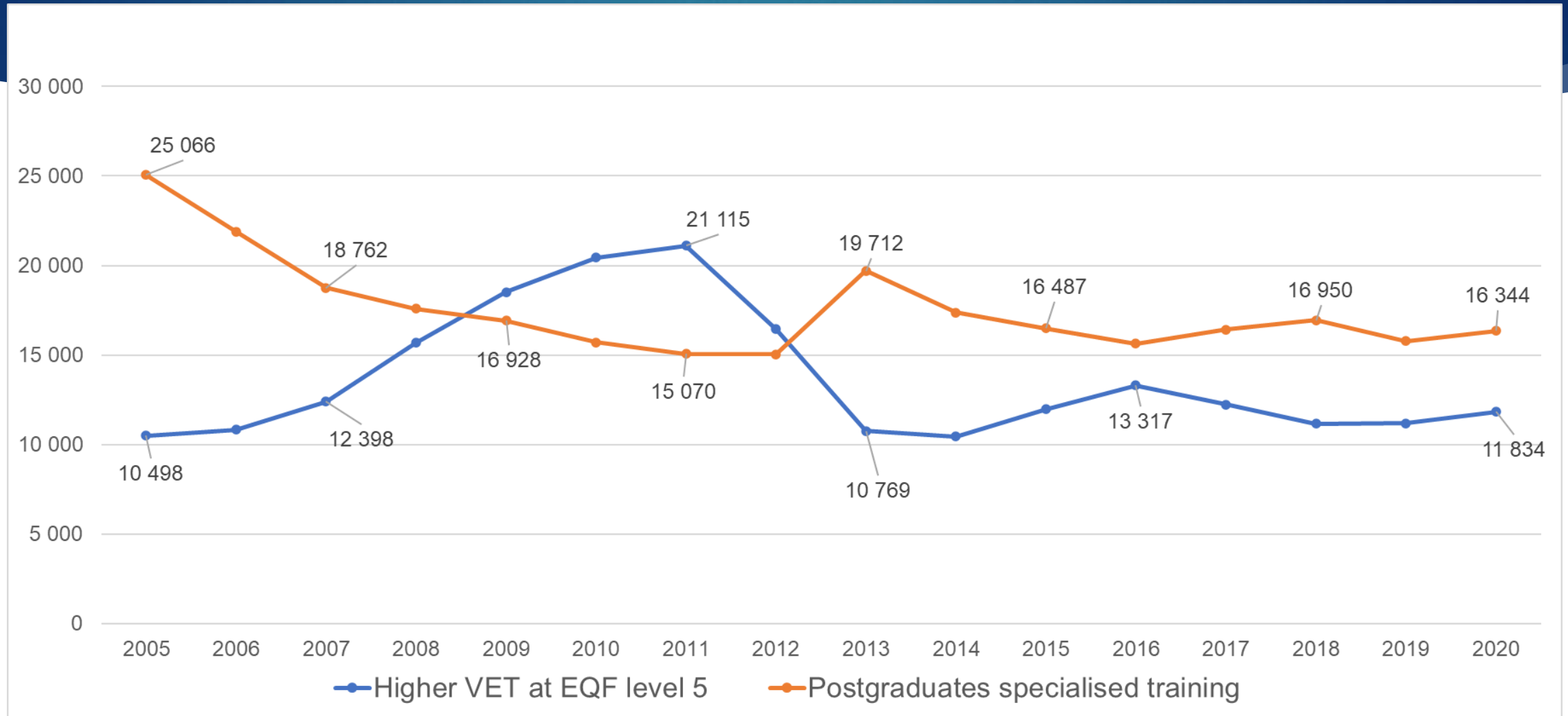


Source: EUROSTAT

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20210625-1>

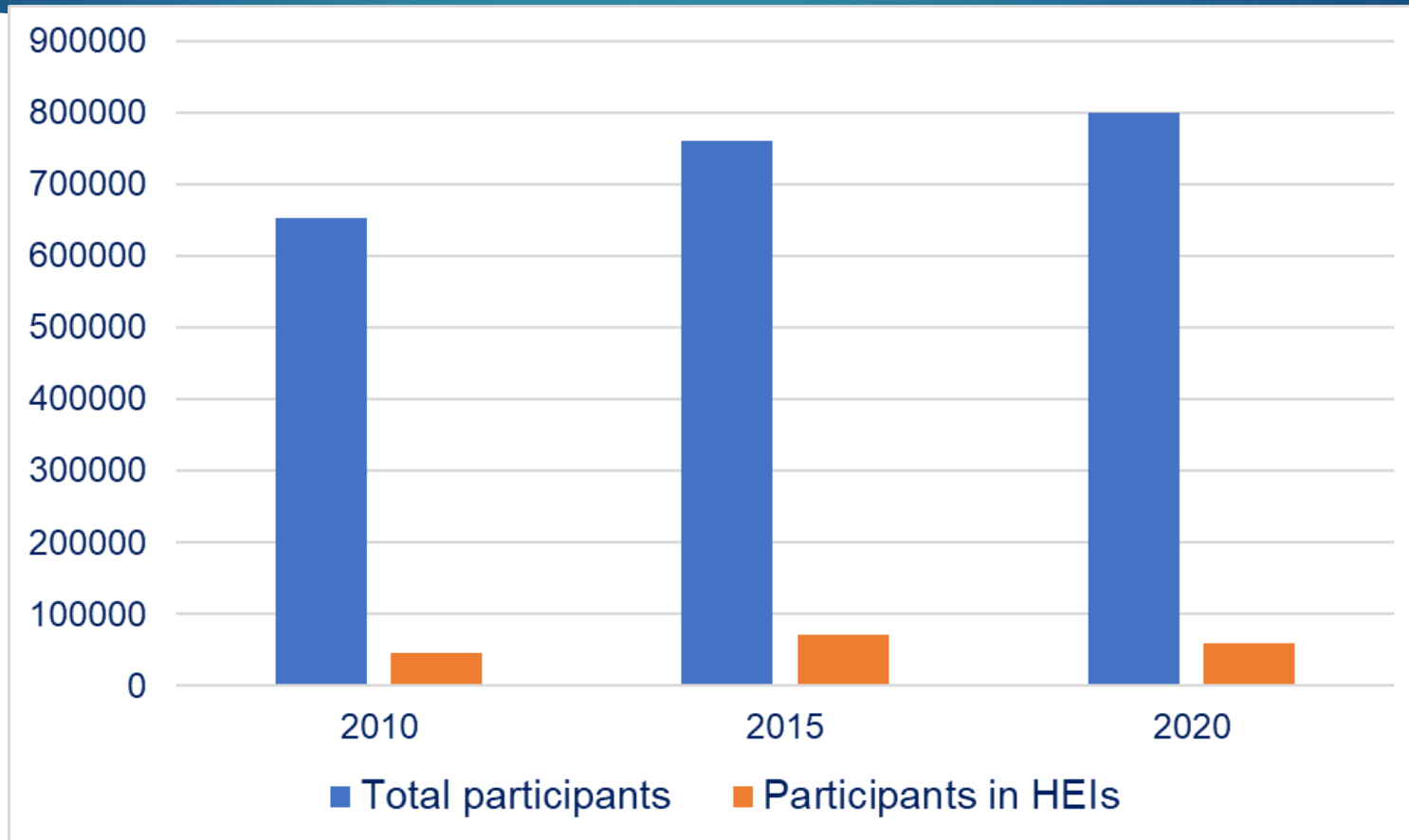
Source: OECD (2021): Education at a glance: [https://www.oecd-ilibrary.org/education/education-at-a-glance-2021\\_b35a14e5-en](https://www.oecd-ilibrary.org/education/education-at-a-glance-2021_b35a14e5-en)

# NUMBER OF STUDENTS IN HIGHER EDUCATION STUDY PROGRAMMES NOT LEADING TO A UNIVERSITY DEGREE



Source: Hungarian Central Statistical Office [https://www.ksh.hu/stadat\\_files/okt/hu/okt0020.html](https://www.ksh.hu/stadat_files/okt/hu/okt0020.html)

# NUMBER OF ADULTS IN ADULT EDUCATION OUTSIDE THE UNIVERSITY TRACK



Source: National Statistical Data Provision Programme: <https://statisztika.mer.gov.hu/>

# PROFESSIONALISATION OF ADULT TEACHERS AND EDUCATORS



- ▶ Professional development of educators and teachers in higher education and adult education
- ▶ Professional recognition - Evaluation and recognition in teaching activity
- ▶ Teacher training – preference of universities

Teachers/educators can be most effective if they become lifelong learners, engaged in teaching innovations, and institutional educational development, and reflect on and evaluate their teaching for improvement.

Adaptivity is crucial in quality lifelong learning which implies the need for professional development, and continuous learning at both individual and community levels, and is very closely linked to the concepts of adult learning, learning support, and a learning-centered approach.

# FLEXIBLE LEARNING PATHWAYS

## MICRO-CREDENTIALS

Micro-credential is a qualification evidencing learning outcome acquired through a short, transparently-assessed course or module:

- ▶ Limited length of learning activities leading to a micro-credential: larger than a single course, but less than a full degree
- ▶ Labour market relevance: the focus is on the delivery of specific knowledge, skills and competences that are useful in the labour market
- ▶ Wider societal impact: the focus is on lifelong learning opportunities that are reasonably priced, short and convenient to access

Source: Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021DC0770>



# FLEXIBLE LEARNING PATHWAYS

## RECOGNITION/VALIDATION OF NONFORMAL AND INFORMAL LEARNING

An effective tool for flexible learning pathways and obtaining at least partial qualification is validation and recognition of learning outcomes acquired in a wide range of non-formal and informal learning environments, providing opportunities also for refugees and migrants to create a more sustainable future.



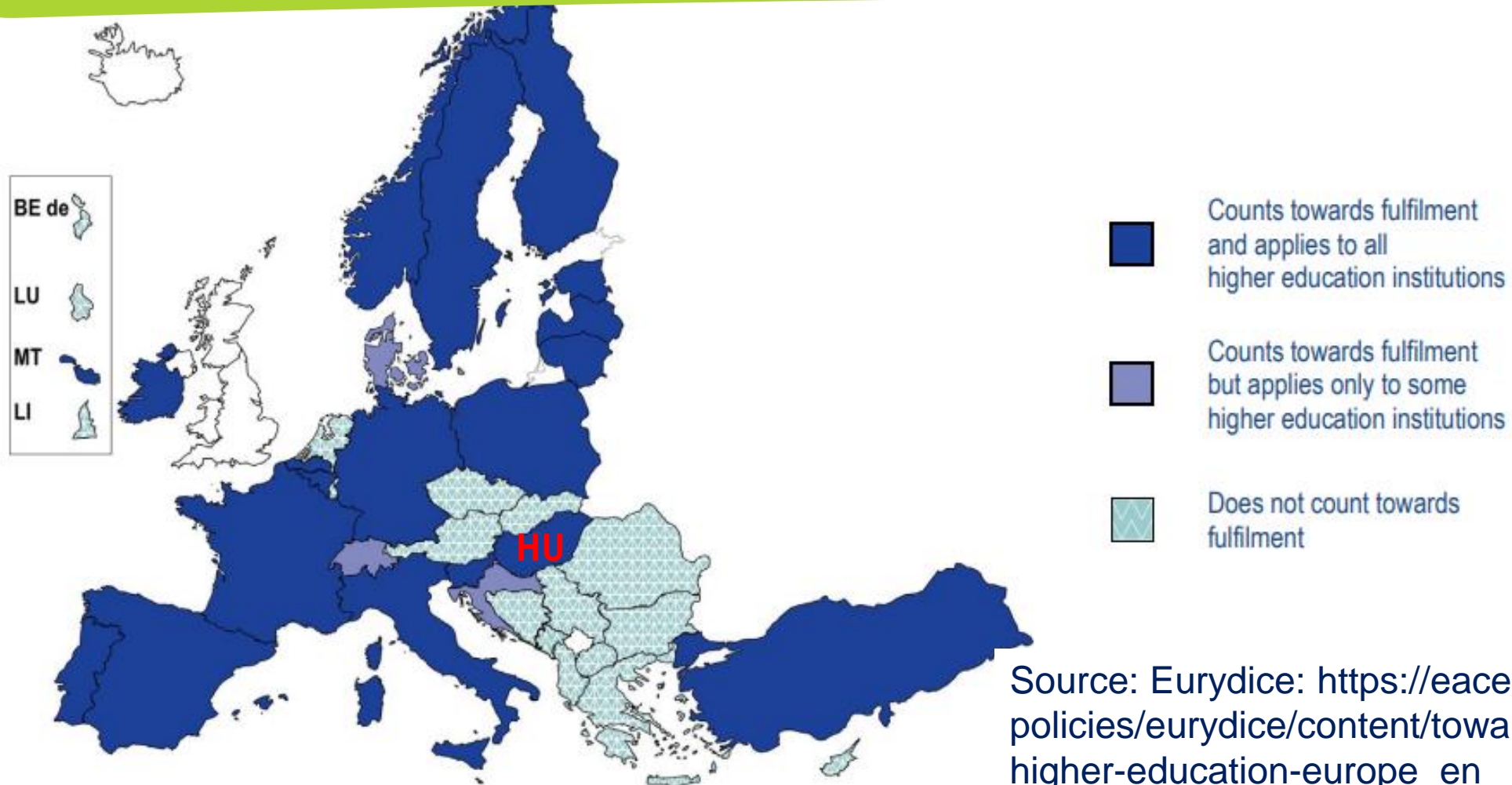
# ACCESSING HIGHER EDUCATION WITH NON-FORMAL AND/OR INFORMAL LEARNING 2020/2021



-  Access is possible and applies to all higher education institutions
-  Access is possible but applies only to some higher education institutions
-  Access is not possible

Source: Eurydice:  
[https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe_en)

# PRIOR NON-FORMAL AND/OR INFORMAL LEARNING COUNTING TOWARDS FULFILMENT OF A HE STUDY PROGRAMME, 2020/2021



Source: Eurydice: [https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe_en)



# VALIDATION IN HIGHER EDUCATION IN HUNGARY



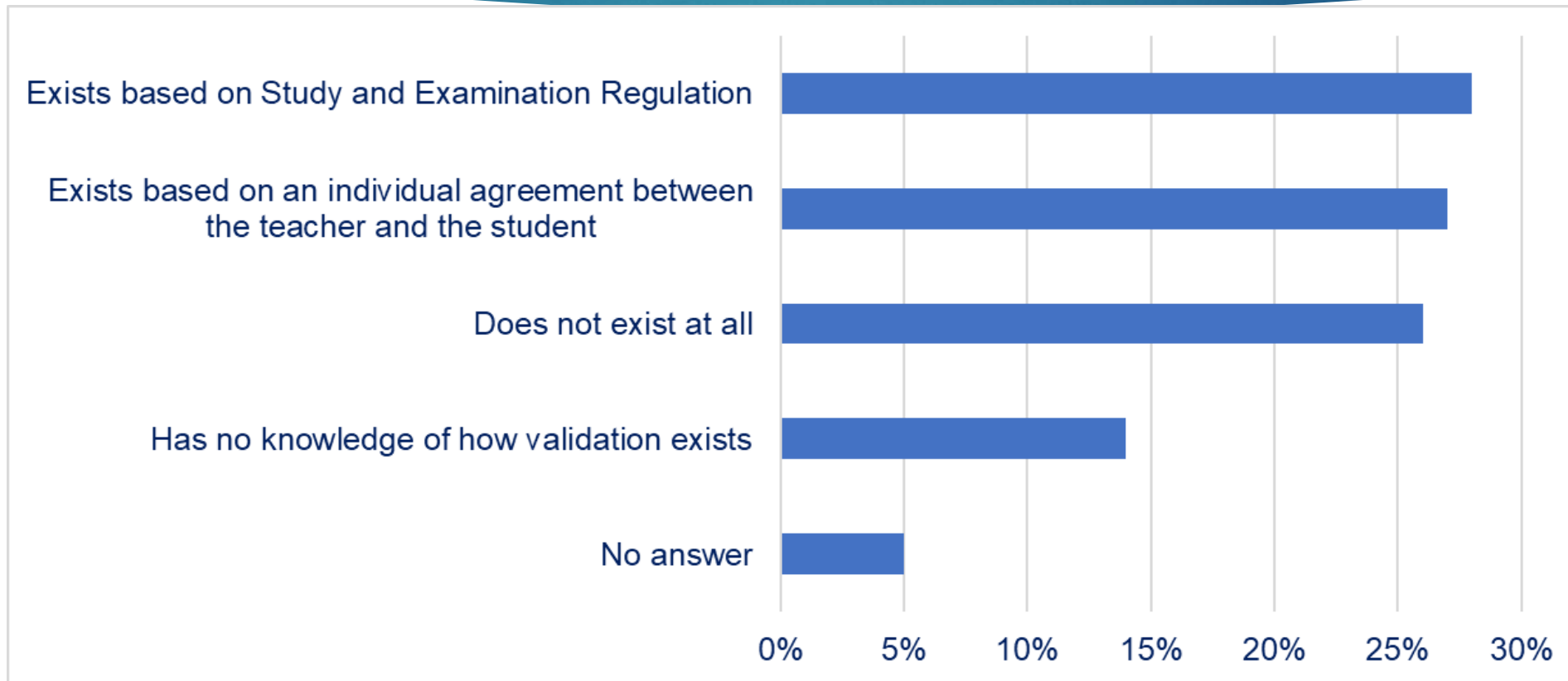
## Legal regulation

The credit transfer committee may recognise prior non-formal and informal learning, as well as work experiences and learning outcomes of state-recognized qualifications, for the purpose of the fulfilment of academic requirements. It shall be regulated in the study and examination rules, with the stipulation that the number of credits required under the study and examination rules for obtaining a final certificate (absolutorium), but at least one-third of the credit value of the programme, shall be collected at the given higher education institution, even where previous studies at the institution or elsewhere or prior learning are recognised as having credit values.

Source: Act on National Higher Education 49. §. <https://net.jogtar.hu/jogszabaly?docid=a1100204.tv>

# VALIDATION IN HIGHER EDUCATION IN HUNGARY

How does the validation work in practice, according to the educators' opinions?



n=1282  
educators

Source: Kovács, A. (2021). The validation of learning outcomes acquired in non-formal learning context in Hungarian Higher Education. PhD Dissertation: <http://doktori.bibl.u-szeged.hu/id/eprint/10794/>

# SUMMARY – MOVING TO ACTION

Reaffirming the human rights-based approach to education

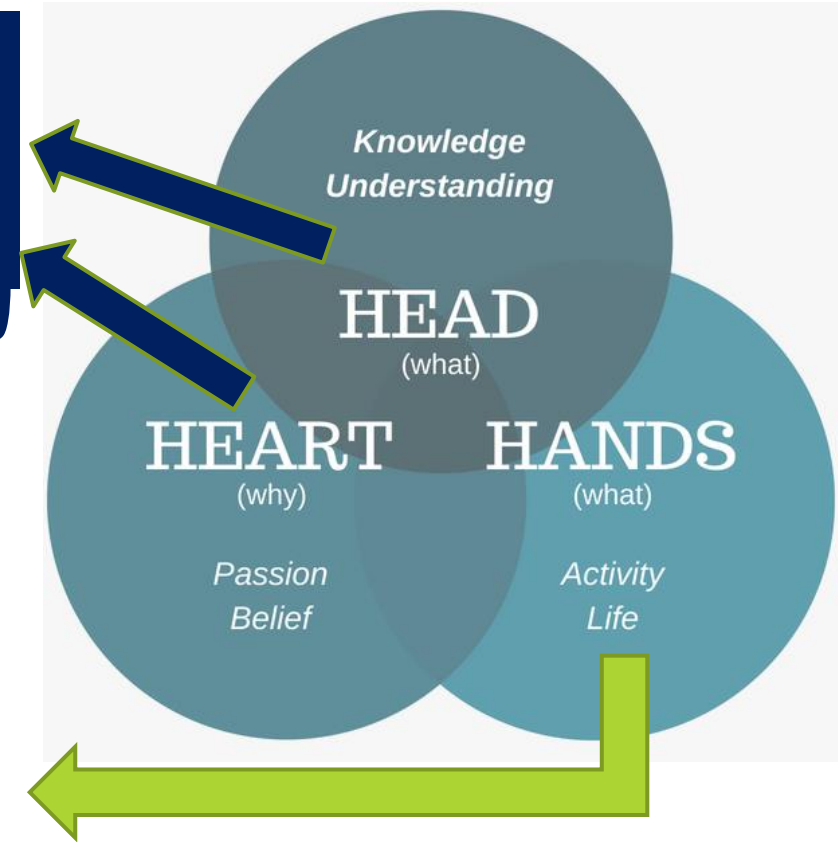
Implementing „sustainability” in strategic plans of HEIs

Making lifelong learning governing principles and an organizational culture

Opening universities for all and offering more SDG-related adult learning to individuals and leaders from politics, businesses, industries, social organizations, education institutions, media, etc.

Future-ready training for higher education teachers and adult educators

Providing more flexible learning pathways (recognition/validation of prior learning, micro-credentials, student and staff mobility, etc.)



Thank You

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