



Case Study, Hungary

Validation of Non-formal and Informal Learning in Vocational Training Case Study of the Assessment Procedure in the Pécs Regional Training Centre

<p><u>The context</u></p> <p>In which sector is it taking place?</p> <p>In which organisation is it taking place?</p>	<p>Vocational training, commerce</p> <p>In the early 1990s a network of 9 regional training centres was set up in Hungary, with funding from Canada, Ireland and France. These institutions are part of the Hungarian VET system. The regional training centres – which target their activities at adults and enrol 25-35,000 participants a year – played an important role as a platform to coordinate the activities with local authorities, to keep in close contact with the employers, to provide appropriate training to the trainees and to inform the regional employment centres about the programme’s processes. The nine regional training centres in Hungary offer programmes in a wide range of fields and the variety of programmes provided by each centre complies with the economic structure of the region. This allows the training centres to meet both individual and labour market needs. As a new type of adult education institution, the centres brought in numerous new educational methods and training was linked to adult education services (e.g. advice, training for job</p>
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	<p>seeking). Some Hungarian experts became familiar with PLA methodology, the first pilot programs were started but with no real results on institutional levels. The centres used PLA as a way of improving the use of resources, by shortening training programmes. In recent years the acronym PLAR (Prior Learning Assessment and Recognition) has been used.</p> <p>The Pécs Regional Training Centre has worked out the process in several training modules, trained the instructors and has the documentational system as well.</p>
<p><u>The VNFL-IFL candidate</u></p> <p>Who is he?</p> <p>What is his story?</p>	<p>The candidate is a 50 year-old man, János K.</p> <p>János is an electrician, with general secondary school graduation. He was head of department at an electrical engineering enterprise for ten years. The company shut down and János would like to study and enrol for a course to be trained as a sales manager but the prerequisite is to have the qualification of a salesman. János has no such qualification but he has 10 years of experience. He wants to launch his own enterprise after finishing the school.</p>

The process

János enrolls for the PLAR process in the Pécs Regional Training Centre in 2008. He asks for VNFL-IFL in those 6 modules that make up the salesman course curriculum to be able to join the sales manager course.

The five instructors compile the list of competences for these six modules. (The training centre has drawn up the competence lists of 150 modules. In this case five modules' lists were in this database).

The instructors have conversations and interviews with János for 3 days. If he is not fully competent in certain areas, the instructors help him to improve his skills (e. g. using cash register). Then he takes his written exams of each module covered. He is then awarded the certificates for the modules.

In the summer of 2008 he starts the sales manager course in the training centre.

Analytical comments

The SWOT analysis of the PLAR process

Strengths	Weaknesses
<p>Utilizable prior learning.</p> <p>Economic process.</p> <p>May improve learning motivation.</p> <p>Ideal for module systemed learning.</p>	<p>Employers think that programmes shortened by taking prior learning into account are less valuable than original, longer training programmes.</p> <p>The process is not widely accepted in Hungary. Although the Hungarian adult educational law affirms the right for VNF-IFL, its culture is not yet established in the country.</p> <p>The process is expensive.</p> <p>Vocational training is not organized for individuals but rather for groups in Hungary.</p> <p>For the registered unemployed is not financially worthwhile to shorten learning processes.</p>
Opportunities	Threats
<p>By accepting the VNF-IFL process adult learning can be cheaper, faster and more successful.</p> <p>The process can really evaluate NF-IFL .</p> <p>In Hungary the vocational training system is transforming into a module based structure.</p>	<p>The process will not be popular because it is expensive.</p> <p>The trainers are uninterested in the process because of financial reasons (shortened programmes).</p> <p>Adult learners have no information of VNF-IFL so they do not ask for it.</p>

The flow chart of the process

