

Deliverable Number

Dissemination Level (CO)

2020-0304 INCREAS



*Co-funded by the European Commission – Directorate-General
for Education, Youth, Sport and Culture*

Project Title:

**INCREAS -
Innovation and Creative Solutions for Cultural Heritage
Hungary National Study Report**

INCREAS

Grant Agreement No: 2020-0304

Collaborative Project

Act. 1 Enhance profile of heritage professions and CCIs in ESCO

Activity	Act.1 Enhance profile of heritage professions and CCIs in ESCO
Lead beneficiary	Burghauptmannschaft Österreich
Authors	MRA (Hungarian Renaissance Foundation)
Delivery date	31.10.2020
Status	Pending
File Name	INCREAS_National Report_Hungary_201031

Dissemination level

PU	Public, fully open, e.g. web	X
CO	Confidential, restricted under conditions set out in Model Grant Agreement	
CI	Classified, information as referred to in Commission Decision 2001/844/EC.	

Deliverable administration			
No & name	D. Number		
Author(s)	Barbara Fogarasi, Alexandra Botz, Graham Bell		
V	Date	Authors	Description
0.1	2020-09-18	HP	First Draft
0.2	2020-10-31	BF,AB,GB	Hungarian Draft

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1. PUBLISHABLE EXECUTIVE SUMMARY

This National Study report of Hungary has considered the overall education context for lifelong learning and within that, the provision and distribution of formal, non-formal and informal learning – terms that are not universally recognised in Hungary. The team's specialist knowledge of the cultural heritage sector, its strengths and weaknesses in career paths and routes to professional qualification, and the competences of craftworkers, has enabled this overview, but within a European context, the systems and accreditation do not readily correspond with those in other countries, or as a pan-European standard.

INCREAS intends to map and encourage the use of ESCO to enable free movement of professionals and craftworkers possessing internationally recognisable accreditation, but the Study has confirmed that ESCO is very little known in Hungary and therefore is little used, and therefore any promotion of its adoption will not be straightforward.

Conclusions from the National Study include how the research helps inform the Zsolnay Pilot project for a European Competence & Community Centre for Heritage Assets specialising in Secession / Art Nouveau architectural ceramics (eosin, pyro-granite).

The report concludes: 1) ESCO accreditation would definitely be an advantage in attracting foreign students to train in Hungary; 2) there is currently no specialised education dealing with the ceramic ornaments of cultural heritage asset buildings – their construction, conservation and management of European Secession / Art Nouveau architecture and interiors.



2. EU DEFINITIONS OF FORMAL, NON-FORMAL AND INFORMAL EDUCATION

2.1 Formal education

Formal learning is the learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

2.2 Non-Formal education

Non-formal learning is a learning which is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner's point of view.

2.3 Informal education

Informal learning means a learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner's perspective.

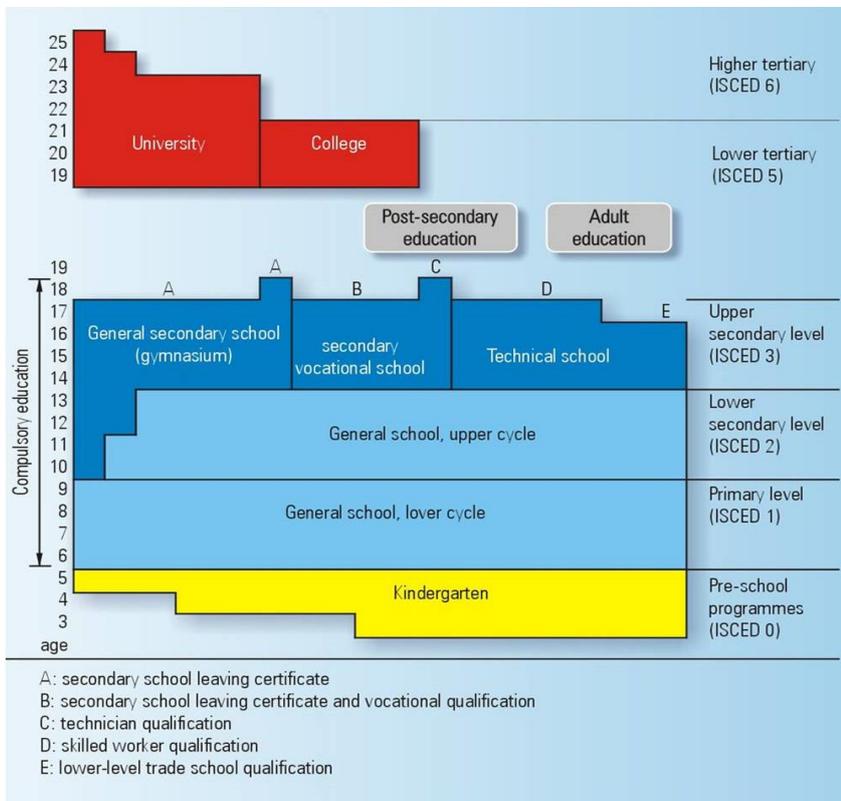
3. EDUCATION SYSTEM IN HUNGARY

3.1 Overview

3.1.1 The Hungarian Education System

Table 1: The Hungarian education system

Education can also be expanded with profession-specific training, further/higher education training, PhD or a second degree.



All children in Hungary are taught in general ('primary') schools from the age of 5 to 13, at which they then have a choice of three principal career paths through secondary education that can complete at school or prepare them for vocational, further and higher education. If they wish to leave school at the earliest opportunity without even the basic Secondary School Leaving Certificate, they can attend a technical school. They are taught only general subjects but from the 11th grade they are prepared for specified practical trades included in the approved List of National Training Possibilities, normally leading to an apprenticeship (D or E in the table above; the shortest route to employment).

Vocational Schools lead towards careers with qualifications for careers in preferred vocational professions, especially diplomas. As with the technical schools, education is general until 11th grade when a combination of theoretical and practical courses begins, working towards the Qualifying Final Examination of Secondary Vocational Education (see B and C above; B is followed by further education in a college, C completes the education without further education at a college).

Education at a general secondary school (gimnázium) is preparation for university and can begin with choices as early as 9th grade. The Gimnázium Certificate of Graduation involves final examinations as part of the pre-qualification entry procedure for universities but can provide a good grounding for colleges and vocational training; education usually includes at least one foreign language. This is the main route to a degree, then on to post-graduate degrees, and doctorates, which are the defining professional qualification in Hungary. In the field of cultural heritage, a doctorate in Liberal Arts is the career aim.

In Budapest there are 12 state-funded universities and 7 church or independently-funded universities. There are 10 universities elsewhere in Hungary of which only one is not state-funded. In contrast, colleges of higher education are mainly privately or church funded: 20 in Budapest and 15 elsewhere and only 2 state-funded in Budapest and 9 elsewhere.

MRA Director Graham Bell is a distinguished research fellow and lecturer at the Institute of Social and European Studies, ISES – a Jean Monnet Centre of Excellence and one of 8 UNESCO Chairs in Hungary, two of which relate to cultural heritage (see section 3).

For professionals working in state organisations, including cultural heritage and asset management, staff must study and pass an exam for a Certificate in Public Administration.

3.1.2 Vocational Education and Training (VET) in Hungary

Europe has set a strategy for smart, sustainable and inclusive growth until 2020. VET is central to this strategy. Its headline targets include EU-level benchmarks for education and training but countries have also been invited to define and implement their own: 'As the skills people acquire in initial education and training and the jobs they have are in general no longer for a life time, learning for adults is becoming more important. The education and training 2020 framework (Council of the European Union, 2009a) sets an EU benchmark of at least 15%. Participation in Hungary is still very low, despite its training levy system and despite the formal and non-formal education and training options.' ('Vocational education and training in Hungary', European Centre for the Development of Vocational Training, 2011.)

In the Hungarian National Reform Programme published in 2014, the government outlined measures to augment formal and non-formal training, especially for those under 25 and over 55, to improve access to the employment market. Tackling youth unemployment is a top priority. Several EU co-financed programmes now target youth employment, including apprentice programmes for gaining experience, as well as measures aiming at strengthening skills and developing career guidance. These national targets align with delivery of the Europe 2020 Strategy.

3.2 Formal Education

3.2.1 Applied Arts Conservator, Silicate Specialization

In Hungary, conservators are trained solely at the Hungarian University of Fine Arts, including applied arts conservators specializing in silicate. The training is undivided for 10 semesters, five years. In the first three years, students enrolled in different specializations study the same subjects. In addition to acquiring theoretical knowledge of natural sciences, art history, archaeology and restoration, they take part in art colony drawing and patterning, manufacturing techniques and excavation exercises. The latter is organized by the university in Hungary or abroad. In the fourth and fifth years, students continue their studies in the specialization chosen at the time of application. In the last semester students prepare their thesis, the conservation of a selected object and writing the related dissertation. In the course of the studies, great emphasis is placed on scientific inspections that can be performed by conservators involving large instruments.

The graduating students present their thesis work at an exhibition entitled "Saved Art Treasures" at the Hungarian National Museum.

Formerly, a prerequisite for admission was previous professional training, or an artifact protection assistant training (HNM), or a museum engagement of at least 3 years, now these are considered an advantage, but not a must.

Silicate specialization training does not start every year. The 5 different specializations are rotated according to the need for interest in the respective majors. Thus, a maximum of 5 professionals graduate from the university every one or two years. For phishing, over-registration is only double.

Currently, the training works in a mail system with blocked classes, but full-time certification is planned. In this case, a reorganization of the education system is planned, and a larger number of international students will be accommodated.

The career orientation of the professionals graduating here is further divided into museum artefacts, private artefacts and monument restoration.

3.2.2 Doctoral training in conservation-restoration

After graduation, there is an opportunity for a doctoral course in Conservation-Restoration, which can be completed at the Hungarian University of Fine Arts.

3.2.3 Monument Conservator Expert

In Hungary only those who possess a Monument Conservator Expert title can conserve or restore a protected cultural property. To become such an expert it is needed to:

- (a) have acquired a legal employment of at least 5 years as a conservator in the field of monument protection, or
- (b) proof of at least 30 points of professional experience - obtained on the basis of the specified calculation method - in a professional activity of at least 5 years following the specialist qualification.

Currently, the list of monumental experts includes four specialist restorers specializing in ceramics. This is very small compared to the number of buildings decorated with building ceramics found in Hungary. Due to this, we experience in several cases that companies and entrepreneurs working in other fields with skilled in building ceramics without sufficient expertise.

3.2.4 Monument Protection Engineer / Monument Protection Consultant



Department of History of Architecture and Monument Preservation
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS

The aim of the training is to transfer special, mostly theoretical knowledge to professionals working in the field of conservation. The goal is not primarily and exclusively to deepen architectural and technical knowledge, but - due to the multidisciplinary nature of the protection of monuments - we also aim to improve the joint work of professionals cooperating in the field. The intention is also reflected in the range of instructors involved: archaeologists, art historians, professionals dealing with the auxiliary sciences of history, cultural heritage researchers as well as practicing conservation architects and other professionals. Applicants may be architects, civil engineers, landscape architects, conservator-restorers, those coming from the humanities and other professionals with a university or college degree (e.g. lawyer, economist) working in the field of monument protection. The condition for admission to the final state exam is the successful completion of the 4 semester-course and the thesis work submitted by the deadline. Those with a bachelor's degree (BSc; BA) or a master's degree (MSc; MA) in architecture or engineering will receive a diploma called "Monument Protection Engineer" while all others will receive a diploma called "Monument Protection Consultant".

3.2.5 Vocational schools, adult education, specialised in ceramics

- Secondary School of Visual Arts, Training School for the Hungarian University of Fine Arts, Address: H-1093 Budapest, Török Pál u. 1.
- Jaschik Álmos Secondary School, Adresse: Budapest, Illatos út 2-4., 1097
- Tóparti Secondary School, Cím: 8000 Székesfehérvár, Fürdő sor 5.
- Nyíregyházi Secondary School of arts, Adresse: 4400 Nyíregyháza, Búza utca 1-3.
- Meggyesi Ferenc Secondary school, Adresse: 4031 Debrecen, Holló László sétány 6.
- Fischer Mór Porcelánipari szakközépiskola, 8440 Herend, Kossuth Lajos u. 146,
- Kecskemét Vocational Training Center Kandó Kálmán Technical School, Address: 6000 Kecskemét, Bethlen krt. 63.
- Zihy Mihály Applied Arts High School, Technical School and College, Kaposvár, 7400 Kaposvár, Szántó u.
- Secondary School of Arts, Address: 7624 Pécs, Address: Radnics utca 9. Hungary,
- Fót Folk Art Vocational School and Gymnasium, Address: Vörösmarty tér 2., Fót

3.2.6 University specialised in ceramics

Silicate conservator

Hungarian University of Fine Arts Conservation Department, Budapest, 1062 Andrássy út 69-71

Ceramic designer

- Moholy-Nagy University of arts
- University of Pécs, Faculty of Arts, H-7622 Pécs, Zsolnay Vilmos u. 16.

Monument Protection Engineer / Monument Protection Consultant

- Budapest University of Technology and Economics, Department of History of Architecture and Monument Preservation

Kommentiert [FB1]: They have specialization in ceramics?

Kommentiert [L2R1]: mistake

Kommentiert [L3R1]:



Cím: H-1111 Budapest, Műegyetem rakpart 3. K. II. 82., email: eptort@eptort.bme.hu

Adult education

- Ceramics park, Address: 1224 Budapest, Bartók Béla út 136
- KözTér18 Community Creative Space, Illyés Art Vocational Training, ceramics artist OKJ training headquarters: Budaörs, 2040, Köz tér 18.
- Hungarian National Museum, Artwork Protection Assistant Training, (OKJ 53 211 01) Adult Education Registration Number: E-001709/2017 / A001)
- Hungarian National Museum, Museum Collection and Warehouse Management Training, (OKJ identification number: 51 211 01) Adult education registration number: E-001709/2017 / A001)
- Soter Line - Artwork Protection Assistant Training (Adult Education Registration Number: E-000201/2014/A126) Location: 1073 Budapest, Erzsébet krt. 7.

3.3 Non-Formal Education

- Art Colonies
- Symposia
- Conferences:
 - International Conference of Hungarian Conservators, co-organized by the Department of Art Conservation and Restoration of the Hungarian National Museum and the National Conservator and Restorer Training Center (annually)
 - Transylvanian Hungarian conservator training conference, organized by the Haáz Rezső Museum in Odorheiu Secuiesc (annually)
 - National Monument Protection Conference, organized by ICOMOS (every 2 years)
 - International Conference on Monument Protection, organized by the Károlyi József Foundation and the University of Pécs (2017, 2018)
 - Saved Art Treasures Diploma Exhibition, Exhibition of the Hungarian National Museum, The exhibition is opened by diploma lectures.

3.4 Informal Education

- Internship with a conservator expert
- Erasmus
- Museum volunteering



3.5 ESCO in Hungary

A desk research on the web was performed in October 2020 to find out if ESCO appears on the website of Hungarian organisations, universities, governmental and other institutions. We found most hits in the area of education, education development and employment appearing in studies, articles, presentations and projects. There was an online consultation in 2015 in which some organizations seem to have participated. No results were found in cultural heritage related areas and ESCO does not seem to have made its way into cultural creative industries either. The closest field to CCI that does mention ESCO is light industry, namely textile industry. An article on ESCO (explaining what it is and how it can be useful) appears in a textile industry periodical called "Hungarian textile techniques" and it was one of the topics discussed on a professional day organised by the "Light Industry Sectoral Dialogue Committee" during which a working group was created to implement ESCO in the textile, clothing and leather industry.

This seems to be the single case where some action has been taken, in all other instances the purpose is to inform about ESCO objectives. Two EU-funded strategic projects (one about the integration of disadvantaged people into the labour market and the other on biofertilizer competency-based training) consider ESCO, intending to introduce new job profiles into the ESCO database or use existing ones from the system.

ORGANISATIONS
<p>National Institute of Vocational and Adult Education – Background institution of the Ministry of Innovation and Technology</p> <p><i>ESCO application for professionals</i> <i>The development of the ESCO system, as part of the Europe 2020 strategy, has been ongoing since 2010. Currently, the European Commission is seeking the opinion of experts in the following 16 occupational areas on ESCO through an online consultation questionnaire. The consultation will be available in English for eight weeks from 14 October 2015.</i> (listed here are relevant sectors for CCI)</p> <ul style="list-style-type: none"> ■ Architecture ■ Manufacture of consumer goods, food, beverages, tobacco, textiles, clothing, leather ■ Scientific and technical activities <p>https://www.nive.hu/index.php?option=com_content&view=article&id=610:esco-felhivas-2015&catid=10&Itemid=166</p>
<p>Education and Training - Tempus Public Foundation Knowledge Management Group</p> <p><i>Online consultation in October 2015</i> <i>A Hungarian summarizing study about ESCO's target system and development process can be found in our publication "The Message in the Bottle" (see citation below)</i></p> <p>http://oktataskepzes.tka.hu/hu/ujabb-lepes-a-keszsegek-kompetenciak-kepesitesek-es-foglalkozasok-europai-osztalyozasa</p> <p>https://tka.hu/docs/palyazatok/atjarhatosag_disszem.pdf – p.15.</p>
<p>Education Development Observatory Center</p> <p><i>The Centre operates at the Corvinus University of Budapest as an atelier for research, information gathering, analysis, development and networking activities for the development of education, especially vocational and adult education.</i> <i>Our mission:</i></p> <ul style="list-style-type: none"> • collection and analysis of domestic and international information on the situation of training and the labour market;

- *formulating evidence-based recommendations for the development of the education and training system;*
- *dissemination of information to the Hungarian public*

<http://www.observatory.org.hu/observatory.org.hu/esco-keszsegek-kompetenciak-kepesitesek-es-foglalkozasok-europai-osztalyozasa/index.html>

Educational Authority

Employers are increasingly interested in what knowledge their employees actually have rather than what formal qualifications they have. At European level, a common language system for work and education has been launched as part of a policy initiative.

<https://www.oktatas.hu/kepesiteseknyito/kepesitesek/esco?printMode=true>

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Derényi, András: „*Six Statements about the Future and Development Opportunities of Professional Training*” (Hat állítás a szakképzés jövőjéről és fejlesztésnek lehetőségeiről) In: Opus et Educatio Vol 5, No 3 (2018)

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Szabóné dr. Berki, Éva: „*Europass and the Common Qualifications Framework*” (Az Europass és az egységes képesítési keretrendszer) In: „*Labour Market and Higher Education*” (Munkaerőpiac és felsőoktatás) Typotex Kiadó, 2013, chapter 3.3

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http://www.bkmkik.hu/attachments/article/2662/2-kompetencia_kezikonyv_v10_20170921.pdf

Hervainé Szabó, Gyöngyvér: „*Success Competencies in Career Orientation Perspectives of Smart Specialization*” (Sikerkompetenciák az intelligens szakosodás pályaaorientációs nézőpontjaiban.) Budapest, 2017.

<http://www.kodolanyi.hu/palyaorientacio/images/tartalom/File/tanulmany/sikerkompetenciak-vegleges.pdf>

Varga, Erika: „*Reassessment of personal competencies from the perspective of human resource management and economic higher education.*” (A személyes kompetenciák ártértékelődése az emberi erőforrás menedzsment és a gazdasági felsőoktatás szemszögéből.) PhD dissertation, Gödöllő, 2014.



https://www.szie.hu/file/tti/archivum/Varga_Erika_ertekezes.pdf

„High-tech Leadership Skills for Europe” Hungarian translation (*Csúcstechnológiai vezetői készségek Európában*) Eds: Werner B. Korte, Tobias Hüsing, Eriona Dashja. Empirica GmbH, 2017.

http://eskills-scale.eu/fileadmin/eskills_scale/country_reports_high-tech_leadership_skills_for_europe_status_may_2017/high-tech-leadership-skills-master_hu.pdf

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<https://www.elib.hu/18700/18700/18700.pdf>

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http://phd.lib.uni-corvinus.hu/994/7/Fizar_Ahmed_thu.pdf

CONFERENCES / WORKSHOPS

„Conference on the European Qualifications Framework – Programme booklet” (*Konferencia az Európai Képesítési Keretrendszerről Programfüzet*) Ed: State Secretariat for Education, International Department of Education, May 25-28 2011, Budapest.

<https://adoc.pub/konferencia-az-europai-kepesitesi-keretrendszerrl-programfze.html>

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Szebeni Kinga, Ministry of Human Resources, Kovács Tibor, Ministry of National Economy
27 November 2017.

http://europass.hu/documents/5.%20m%C5%B1hely_ESCO%20%C3%A9s%20EQF_Szebeni%20Kinga_Kov%C3%A1cs%20Tibor.pdf

In the report of the Light Industry Sectoral Dialogue Committee on "Textiles, Clothing, Leather and Footwear, Textile Cleaning":

On May 16, 2013, the Light Industry Professional Day was organized jointly by the Textile-Clothing Leather Section of the BDSZ and the Light Industry Sectoral Dialogue Committee.

One of the topics discussed is ESCO

http://mksz.org/sites/default/files/kapb_beszamolo_2013.pdf

- also appearing on the website of the Mining, Energy and Industrial Workers' Trade Union www.banyasz.hu

PROJECTS

Galileo Progetti Nonprofit Kft.

Erasmus + - KA2 Strategic Partnerships - "JobCoach +" project (2015-1- BE01-KA202-013226)

JobCoach + European project aims to improve the quality of strategies for integrating disadvantaged people into the labor market

The project also aims to add the Jobcoach professional profile to the ESCO professional database

<http://www.galileoprogetti.hu/projektek.html>

Bio-FIT project

"Strategic Partnership for Biofertilizer Competence-Based Training - Bio-FIT" (Erasmus + program)
biofertilizer promotes curriculum-based training in the field of organic farming. The innovations are based on the results of the learning units, which have been formulated taking into account the ISCO / ESCO (European Classification of Skills, Competences, Qualifications and Occupations) qualification description system.
https://www.bio-fit.eu/upload/Bio-Fit_brochure_HU.pdf



4. EDUCATION FOR MAINTENANCE MANAGER

4.1 Formal education

4.1.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? a. Access to further education b. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



4.2 Non-formal education

4.2.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? c. Access to further education d. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



4.3 Informal education

4.3.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? e. Access to further education f. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



5. EDUCATION FOR CRAFTSPERSONS

5.1 Formal education

5.1.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <ul style="list-style-type: none"> ▪ vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? <ul style="list-style-type: none"> g. Access to further education h. Access to occupations 	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



5.2 Non-formal education

5.2.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? i. Access to further education j. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



5.3 Informal education

5.3.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? k. Access to further education l. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



6. CERTIFICATION FOR CULTURAL HERITAGE MANAGER

6.1 Formal education

6.1.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? m. Access to further education n. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	

6.2 Non-formal education

6.2.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? o. Access to further education p. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



6.3 Informal education

6.3.1 Name of training course (for each course please complete the following template)

Field of education	<input type="checkbox"/> post graduate <input type="checkbox"/> vocational training courses <input type="checkbox"/> adult training courses
Sustaining organisation	
Type of sustaining organisation	<input type="checkbox"/> public <input type="checkbox"/> private
Name of sustaining organisation	
Country of sustaining organisation	
Duration of educational activity	
Legislative basis	
Preconditions (Recognition of educational credentials and prior learning, Admission rules and restrictions, Admission procedure)	
Location (city and country)	
Working language	
Acquired (academic) title, qualification, professional level	
To what entitles this education? q. Access to further education r. Access to occupations	
Curriculum / Content of education (Modules, Elements etc)	
Background of teachers and trainers	



7. CONCLUSION

7.1 Summary of achievements

The Study has considered the overall education context for lifelong learning and within that, the provision and distribution of formal, non-formal and informal learning – terms that are not universally recognised in Hungary. The team's specialist knowledge of the cultural heritage sector, its strengths and weaknesses in career paths and routes to professional qualification, and the competences of craftworkers, has enabled this overview, but within a European context, the systems and accreditation do not readily correspond with those in other countries, or as a pan-European standard.

INCREAS intends to map and encourage the use of ESCO to enable free movement of professionals and craftworkers possessing internationally recognisable accreditation, but the Study has confirmed that ESCO is very little known in Hungary and therefore is little used, and therefore any promotion of its adoption will not be straightforward.

7.2 Other conclusions and lessons learnt

Conclusions from the National Study include how the research helps inform the Zsolnay Pilot project for a European Competence & Community Centre for Heritage Assets specialising in Secession / Art Nouveau architectural ceramics (eosin, pyro-granite). The responses quoted reflect consultations in preparation of the Study report.

7.2.1 Education in Hungary generally

Do you think it is good or bad for Hungarians that the education system requires children to make career decisions so early?

"I don't think it's a problem if someone has a profession early on. After the training, you still have the opportunity to choose or turn in a different direction. In some vocational grammar schools, there is a choice to take a vocational examination or change careers in the 5th year."

How easy is it to change direction of career later in life?

"The first adult education exam is free in Hungary. Thereafter, there are free adult education opportunities set by the state."

"In my personal experience, I have several colleagues who come from a completely different profession, graduated as a biologist, accountant, or confectioner in the past and now work with us as either an assistant or a restorer or student."

There seems to be limited provision for specialist traditional skills training in CCI, especially for conservators; does the level of 'supply' match 'demand', or is there scope to increase the capacity of training?

"It is difficult to find good professionals trained in specialist traditional skills. Those who have the skills and are trustworthy are overloaded with work, some of them leave the country for better paid jobs abroad. On the other hand it is not easy to find stable employment for those specialized in traditional skills, they tend to work on a project-basis."

7.2.2 ESCO

Are you surprised at how little ESCO is used in Hungary?

"It is not very surprising that ESCO is little used in Hungary. It takes time to change the mentality of people who are cultured to believe that paper degrees are much more valuable than actual skills and competences. Let away endorsing a system where "intangible" skills and competences can be classified."

Do you think it is because people are not aware of it, and if they were, it would be used more?

"Awareness may be part of the problem. It is also about understanding the potential advantages that may motivate more Hungarians to use the system."

Do you think many Hungarians who have achieved a level of training and competence, use that to leave Hungary because of the lack of opportunity, or for better paid jobs, or to enjoy travel? Or does the lack of recognition of ESCO suggest most qualified Hungarians stay in Hungary, and international accreditation is irrelevant?

"Skilled Hungarians who can find jobs abroad leave primarily for better payment (on average wages are 5 times higher in Western Europe compared to Hungary). In this regard, international accreditation is very much relevant."

7.2.3 Zsolnay

Do you think ESCO is an important (essential?) consideration in a Zsolnay Pilot project for a European Competence & Community Centre for Heritage Assets?

"It depends on how much ESCO is used in the conservation field in other countries. Those seeking ceramics conservator work would need to have a portfolio more than ESCO accreditation."

If a Zsolnay Centre provided ESCO accreditation, would that help it to serve a European market – either because it would improve Hungarians' career prospects of working across Europe, or of attracting European students to train in Hungary?

"Again, it depends how much ESCO is known and used in cultural heritage and conservation in Europe. Nevertheless ESCO accreditation would definitely be an advantage in attracting foreign students to train in Hungary."

Is there evidence that a Zsolnay Centre would fill a gap in the market, or would it compete with other existing providers?

"There are few experienced experts in the country who deal with building ceramics in Zsolnay at present, in contrast, there are many monumental buildings decorated with Zsolnay ceramics in the country and in areas formerly belonging to Hungary. Unfortunately, in many cases, monuments are renovated by unskilled professionals. This is due to the fact that there is currently no specialised education dealing with the ceramic ornaments of the listed buildings, their construction, conservation and management."

7.3 Contact to the Coordinator's Data Protect Officer

