

## Summary

### *EduMAP - Seminar*

*(15 October 2016, Szeged, University of Szeged Faculty of Law and Political Sciences)*

1. Judit Tóth (Local Coordinator) welcomed the participants, who represented the researchers, civil sector, government offices, and offices providing legal aid/protection and training centers. The main aim of this seminar was to widen the discussion between these partners.

2. In her opening speech, Judit Tóth summarized the EduMAP project's main goals and the role of the present partners. As starting point, she introduced four research results in order to reveal the context of the project. These results showed that only 60% of the total population of Hungary tend to participate in any training or adult education even for doubled salary. A representative analysis among the youth (age of 15-30) in 18 countries concluded that the Hungarian participants are aware of the importance of such trainings and education, but they do not trust in the institutions or the politicians. Therefore, they intend to leave the country, and to use their knowledge outside of Hungary. Hungary is far from reaching the goals of Europe2020 and the average training/education rates remain below the EU and OECD average. The National Strategy of Lifelong Learning (LLL) did not define financial guarantees, which would increase the expenditure into the adult education. In the examined region, Slovenia and Croatia are the most advanced regarding this issue.

3. According to the statistics, Renáta Bozsó highlighted in her presentation that higher percentage of young adults are becoming members of the vulnerable group. The youth between the age of 15-29 represent 18% of the total population, and approximately 12% of this youth does not finish the trainings. These uneducated young adults will be excluded from the society. The numbers of vulnerable groups are increasing: low or uneducated, Roma, seasonal workers and disabled persons.

4. Erika Farkas introduced the current situation concerning the Hungarian adult education, but statistical data were missing due to institutional reasons. Hungary was in the average class in 2015, but even this result was 3.6% below EU average. Adult education has a narrowed statutory definition, which includes only the out-of-school (non-formal) system trainings, for persons over 16 years old, which are authorized by the public administration. In consequence, the whole higher education and the non-state financed adult education trainings or civil sector organized trainings are out of the scope of the law. On the other hand, the financing is marginal because the state budget covers only 1% of the total amount and employers have to pay 78% of the costs by direct or indirect (tax regulations) ways. Furthermore, a new statistical and monitoring system and a unified governing system are required.

5. Dóra Hangya concluded her own experiences in her professional and civil life regarding the situation of disabled people in the field of training, employment and income earning. Most of the disabled people have only primary school or vocational training. She emphasized that only integrated school training system could help these people to get more education, but, unfortunately, teachers are not ready for such integrated education. Nevertheless, some projects (VEKOP, EFOP) intends to provide equal possibilities (obstacle-free buildings, scanners, special educators) for the disabled people, but the training centers are not aware, how to cooperate with the disabled applicants.

6. Recommendations that were outlined by the participants after the roundtable discussion:

a. Conducting researches why the low or uneducated people have no motivation to participate in adult education.

b. Conducting researches why the applicants or students of such adult education trainings are quit or discontinuing the education.

c. Promoting the inter-sectoral cooperation between the governing institutions and training centers.

d. Establishing financial benefits, tax allowances by the State in order to promote the education of the vulnerable groups.

7. All of the participants found the seminar important and fruitful, and they requested further seminars in the EduMAP project.

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