

Background Report: Hungary

University of Pécs, Faculty of Adult Education and HRD
Regional Lifelong Learning Research Centre - Pécs Learning City-Region Forum

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1. General information on Learning City-Region network

The *Pécs Learning City-Region Forum* was initiated in the Fall of 2009 by the Faculty of Adult Education and HRD of the University of Pécs so as to put quality learning of individuals and groups either in formal, non-formal or in informal environment on the agenda and to support organisational learning so as to promote networking amongst learning providers and stakeholders, and, to generate joint activities, innovative practices in the field. It is a sort of novel enterprise in the local scene where multi-actor, cross-sectoral cooperations are very rare.

Facts and figures describing the network

- The Pécs Learning City-Region Forum is, at its first stage, based on the partnership of 14 institutions and organisations in the area of the City of Pécs and of Baranya County.
- City Council of Pécs, <http://en.pecs.hu/>
- Baranya County Council, http://www.baranya.hu/doksik/content/bmo_katalogus/bmo_katalogus_2009_en.pdf
- Pécs-Baranya Chamber of Commerce and Industry (PBKIK), www.pbkik.hu
- Pécs Regional Labour Development Centre (PRKK), <http://www.prkk.hu/szoveg2.asp?id=13>
- Pécs-Baranya Association for Dissemination of Scientific Knowledge (TIT), <http://www.titpecs.hu/>
- House of Civic Associations/House of Educators, <http://civilhaz-pecs.hu>
- Pécs Cultural Centre (PKK), www.pecsikult.hu
- Baranya County Cultural and Tourism Centre, <http://www.baranyaikultura.hu/>
- Pannon Association for Organising Vocational Training, <http://www.pannon-tiszk.eu/>
- Multidimensional Association for Development of Pécs and Its surrounding Settlements, <http://www.pecsikisterseg.hu/>
- South Transdanubian Regional Employment Centre (DDRMK), <http://www.ddrmk.hu/?lang=en>
- University of Pécs, <http://english.pte.hu/>
- Southtransdanubian Regional Development Agency (DDRFÜ), <http://www.deldunantul.com/en>
- Southtransdanubian Regional Innovation Agency (STRIA), <http://www.ddriu.hu/htmls/mainpage.html>

Any further organisation or institution is free to join the Forum and its activities in South-Transdanubian Region!

2. Characteristics of network and its intervention logic

Working groups of the Learning City-Region Forum aim to promote lifelong learning:

- Working Group on public and general education development for a strong basic knowledge and basic-skills;
- Working Group promoting Labour Market-oriented trainings and skills development for a better employment in VET environment;
- Working Group for cultural activities, civic society development and open public media for flexible social capital and related skills.

The Forum is concretely a result of an influence of the european lifelong learning policy stream and its direction on learning cities and regions. Also, the intervention logic is based upon two former EU-funded projects, LILARA (www.lilaraproject.com) and PENR3L (www.penr3l.feek.pt.hu). The Faculty of Adult Education and HRD of the University of Pécs was a partner in both projects and another influence was the PASCAL Conference that was held at the University of Pécs in the Fall of 2007.

The intervention logic is, therefore, the set-up of a platform of dialogue and action in the fields of education, training and culture, in a broad sense, so as to get together main stakeholders for the promotion of quality learning in the local and regional environment through the co-ordination of a Higher Education Institution! That platform is a vehicle to assist to the exchange of experience, realisation of innovative plans and actions, and co-creation and dissemination of knowledge with the development of lifelong learning skills and competencies channelled into the mission and tasks of the network/forum:

3. Mission and tasks of network; which problems does the network address

Main orientations of the Pécs Learning City Forum initiated by the partners:

- Development of the Systemic Partnership Focusing on the Learning City-Region Initiative and Regional Learning;
- Development of a Complex Research and Development Platform;
- Supporting the co-ordination and quality development of local and regional VET services and actions;
- Quality Development of Education, Training and of Cultural Institutions, Civic Organisations;
- Scrutinizing cross-sectoral issues influencing learning or the ones influenced by new learning means, tools and habits (e.g. environment, health, youth, education/training, culture, skills development, partnership-building, etc.)

4. Planned concrete tasks and duties of the Consortium

- **Organised consultation amongst partners and stakeholders** on issues referring to regional status of adult learning and vocational education and training by involving main regional employers and stakeholders;
- **Development of a web-database** of regional quality educational, training, VET and cultural R+D+I actions, projects of on-going education-training and cultural programmes covering South Transdanubia by indicating form, content, and links to informal learning places' offerings, such as cultural institutions (e.g. libraries, museums, etc.).
- **Organising lectures/fora for dissemination, discussion** of overarching issues learning has impact on, such as employment, health issues, environment, youth affairs, culture, education and training, active ageing, sport, leisure, etc.
- **Analysis of efforts and promotion of initiatives** on local society's participation in the development of active citizenship, local identities and of intercultural dialogue; of the impact of accessible services of local councils and of multiculturalism.
- **Scrutiny of internationally respected learning city-region models and best practices**, publication of research papers by the Lifelong Learning Research Series of Faculty of Adult Education of the University of Pécs.
- **Participating in the EU's accessible E+R+D+I funded programmes** with relevant themes and goals;
- **Organising learning festivals** in co-operation with South-Transdanubian institutions, associations, companies, etc. dealing with and/or promoting education, training, science, culture, media, publishing, youth, sport, environmental protection, health care, etc. by joining the national and European adult learners' week programmes.

5. Role and functioning of network within the wider context of national, regional context

The main role of the Pécs Learning City-Region Forum is helping the realisation of development in local and regional (South-Transdanubian Region) contexts by promoting learning and sharing knowledge, experience through co-operation amongst stakeholders, actors in all fields and places where significant organised learning is taking place!

At the same time, this format is an experimental platform in order to combine partnership in learning and innovation for better servicing education, training and cultural grounds to make individuals or groups use better knowledge, skills in their own lives and in their communities either in economic or social contexts.

However, it one must consider that the Region as a concept is still new and it does NOT function in Hungary in administrative terms, ONLY in planning, development/innovation and statistical terms in order to make! There are seven such regions in Hungary which fits into the European regional and territorial structures of plannig and development. This Forum is to support local and regional co-operation in such dimensions!

The overall regional context of the learning city-region development in the South-Transdanubian Region through the co-ordination of higher education is as follows:

The region is home of one of the the biggest university of Hungary, the University of Pécs, and of the significant Kaposvár University. Both universities operate faculties in other towns - in addition to Pécs and Kaposvár -, also, universities of other regions in Hungary also have higher education institutions in the region of South Transdanubia. The transformation of the education, adjusted to the decreasing number of the young age generations and inspired by a better adaptation to the needs of the labour market, has started in South Transdanubia through a national planning and development of education and training in accordance with the EU's Education and Training 2010 programme referring, for example, to setting up of a competence-based VET system since 2004.

<http://www.ke.hu/index.php?lang=en>

<http://english.pte.hu/>

Please find more on the education and training system in Hungary at:

http://www.okm.gov.hu/letolt/english/education_in_hungary_080805.pdf

Details on Hungarian Strategy on Lifelong Learning at:

http://www.okm.gov.hu/doc/upload/200602/kiadvany_hungarian_strategy.pdf

Please find more on innovation-ed actions in the region at: www.deldunantul.com

<http://www.deldunantul.com/index.php?id=1677>

further reading on support system and regional innovation tender programmes at: riu_v03.pdf

More on Hungarian Research and Development at:

<http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/tudkut/tudkut07.pdf>

More on national system of innovation:

<http://www.nkth.gov.hu/english/national-innovation/the-hungarian-innovation>

Main **data sources** available on the socio-economic, environmental, etc. condition of the region and recent trends:

Main data sources on the Region of South Transdanubia:

- www.deldunantul.com
- Regional Innovation Strategy in the South Transdanubian Region, 2004.

Regional_Innovation_Strategy_of_South_Transdanubia[1].pdf

<http://www.deldunantul.com/index.php?id=1677>

- South Transdanubia Operational Programme 2007-2013

<http://www.deldunantul.com/index.php?id=5224>

- Portrait of South Transdanubia

<http://www.dti.rkk.hu/kiadv/angol/portrait.html>

- Role of the Research Universities in Regional Innovation Networks

Zoltán Gál, PhD, Centre for Regional Studies of the Hungarian Academy of Sciences, Pécs.

Associate Professor, University of Kaposvár, Faculty of Economics

PASCAL 2007 Conference proceedings/CD

- Chamber of Commerce and Industry of Pécs-Baranya

<http://www.pbkik.hu/index.php>

Please find more details at: <http://www.deldunantul.com/index.php?id=5224>

State universities, like Kaposvár and Pécs, are put into in a planned monitoring system according to their education, research-innovation, and third mission activities based on their contracts signed with their Ministry of Education as maintainer of state-funded HE.

These contracts are for the first period of 2007-2010 as a planning phase and planned for 2010-2013 as first direct phase directly linked to the Bologna-process of HE and linked, in the case of each universities, to institutional development plans.

It means that there is a concrete pressure from the side of the Ministry of Education and Culture that HEIs have interest in measuring of quality and outcomes of their roles in regional development and innovation, by considering actual OECD-measures and engagement in scrutinizing the same field.

- More on Hungarian HE:
<http://www.okm.gov.hu/main.php?folderID=2132&articleID=231261&ctag=articlelist&iid=1>

Since 2005, the Hungarian lifelong learning strategy and its higher education component has been firmly attached to the Bologna-process opening up debates over quality tools, methodology, access and partnership-development in accordance with the Lisbon goals referring to Education and Training 2010.

Main existing forms of collaboration between HEIs and the region:

In the case of Kaposvár University and the University of Pécs, some examples of collaboration listed below: (the following development areas imply the collaboration of higher education in the region apart from educational and basic research actions)

- Establishing and expanding strong working relations with participants of the business sector, companies of the livestock industry, education and arts institutions, local councils, enterprises, SMEs, NGOs, etc./Kaposvár University;
- Partnership in agrarian competence centres in the region/ Kaposvár University;
- Partnership with main companies, SMEs and clusters in agrarian and food industry/ Kaposvár University;
- Partnership through the Agrarian and Food Science Knowledge Center of Kaposvár University;
- Partnership through Regional Professional Councelling Centre (RSZK) of Kaposvár University;
- Conceptual planning and professional studies for Pécs 2010 Cultural capital project/University of Pécs;
- Pole development and competitiveness project/Strategy development/ University of Pécs;

- UNESCO World heritage programme – Pécs Sopianae/ Archaeology Tasks;
- Recultivation activities/ research and analysis/University of Pécs;
- Biomass-development/ research and analysis/University of Pécs;
- Health and thermal industry/tourism cluster development/University of Pécs;
- Pécs Health industry Innovation Centre and Incubation House/University of Pécs;
- South Transdanubian Regional Innovation development and promotion/University of Pécs (RIA);
- Science Building project/University of Pécs;
- Innovative Research Teams/University of Pécs;
- Pécs Regional Healthcare System/University of Pécs;
- Regional Knowledge Center – Pécs 2010/University of Pécs;
- Zsolnay Cultural Quarter – Pécs 2010/University of Pécs;
- Winery and viticulture research Centre/ development/University of Pécs.
- Environmental Industry – renewable energies innovation;
- Cultural cluster development - innovation/ University of Pécs
- **Pécs Learning City-Region Forum/ University of Pécs**

Further Collaborations:

- Partnership with local, county-based councils and regional development and innovation agencies;
- Partnership with Entrepreneurs Centres and Innovation Transfer Centres;
- Partnership with main education and training institutions in the region;
- Partnership and collaboration with the Chamber of Commerce and Industry;

- Partnership with large employers, innovation-oriented SMEs in the regions;
- Partnership with the Centre for Regional Research of the Hungarian Academy of Sciences;

Some concrete HE-based partnership in the field of innovation in the region:

Medipolis RET – South Transdanubian Regional University Knowledge Center

<http://medipolisz.pte.hu/>

DDKKK – Innovation Non-governmental Inc. - South-Trans-Danubian Cooperative Research Centre - <http://www.ddkkk.pte.hu/english/>

6. Collaborative patterns

1. *How do the network actors interact?*

Interaction patterns typical to LR:

The members of the network interact mainly in the pattern of a Forum for dialogue for actions to implement common goals!

Means of interaction and communication:

- ICT-supported communication channels, as INTERNET-based e-mail, skype, etc. That sort of interaction is for exchanging information, planning of sessions, meetings, or consultations referring to the main aims of the Forum;
- meetings, sessions, and/or consultations.

2. *Locus of control:*

The locus of control formally lies in the hand of the Presidency and the Secretariat of the Forum, however, the members of the Forum have a rather obvious informal control force through their actions. It means that in case the aims and actions of the Forum are not shared, any member may leave the Forum, as the aim is the real reason of the partnership and NOT the Forum itself. An open network must have such control mechanisms and philosophy behind!

7. Main actors of network

The Pécs Learning City-Region Forum is based on the partnership of the 14 institutions and organisations:

- City Council of Pécs, policy maker/stakeholder
 - Baranya County Council, policy maker, stakeholder
 - Pécs-Baranya Chamber of Commerce and Industry (PBKIK), local VET policy maker, stakeholder
 - Pécs Regional Labour Development Centre (PRKK), stakeholder, educator, training org.
 - Pécs-Baranya Association for Dissemination of Scientific Knowledge (TIT), stakeholder, educator
 - House of Civic Associations/House of Educators, stakeholder, NGO
 - Pécs Cultural Centre (PKK), stakeholder, cultural organisation
 - Baranya County Cultural and Tourism Centre, stakeholder, cultural organisation
 - Pannon Association for Organising Vocational Training, stakeholder, educator/training org.
 - Multidimensional Association for Development of Pécs and Its surrounding Settlements, stakeholder, micro-regional org.
 - South Transdanubian Regional Employment Centre (DDRMK), stakeholder,
 - the University of Pécs – President of Forum, Faculty of Adult Education and HRD (Co-ordinating Secretariat of the Forum), stakeholder, educator
 - Southtransdanubian Regional Development Agency (DDRFÜ), regional policy maker, stakeholder
 - Southtransdanubian Regional Innovation Agency (STRIA), stakeholder
- Any further organisation or institution is free to join the Forum and its activities!

The City Council and the County Council are policy makers at local levels, however, they are involved as partners referring to their primary/secondary education and VET institutions' maintenance and operation. All other partners are stakeholders in education, training or in cultural fields. The rationale of the Forum is the partnership of key stakeholders in and around Pécs in the field of education, training and culture so as to promote dialogue and sharing experience in the development of learning and skills for lifelong learning!

Partners in the network choose which of the networking tasks and duties they participate or can individually initiate new networking themes at the same time!

8. Management of the network

1. *Strategic and operational management*

How is the network managed?

The Forum as a network is *rather new*, however it is managed by the Forum's secretariat from the Faculty of Adult Education and HRD of the University of Pécs and a Presidency Board. The Presidency, comprised by the members of the Forum, is officially represented by the Rector of the University of Pécs.

Which are the most relevant management tasks carried out to steer the network over time (strategic) and deliver tasks (operational)?

The most relevant management task is to plan, achieve and maintain the Forum and balancing interests as a local and regional tool for developing local and regional partnerships in the area of education, training/VET and culture. The Presidency Board is to monitor the annual workplan of the Forum and the operation of the Secretariat and, for this reason, holds session in every 6 months-period to steer and manage actions decided, and, at the same time, it can implement new dimensions of focus the Presidency takes as direction for networking.

Is there any specific management tools in use?

There is no peculiar management tool in use other than regular organisational and control mechanism. The Forum aims to get involved in development partnership in learning regions aspects, such as the R3L+ project!

Is there roles and tasks allocated with regard to the management of quality?

There is only one task right now and that is to follow quality orientation in planning of Forum sessions so as to incorporate practice and work-experience!

9. Quality of Learning Regions

Which are the main challenges and key issues with regard to assuring quality throughout of the network?

We recognise that the main challenge and key issue so as to assure quality in the actions of the Forum is to involve distinguished colleagues and experts from partner organisations/institutions in participating sessions for development, innovation, partnership promoting the goals of the Forum! Also, another challenge is to fulfil the common goals through common decisions and, at the same time, to keep interest of each and all partner continuously!

Main challenge for Learning Regions are time and money and certain political issues as election is coming in the country and the political affiliations do have an impact on partnership building. We need time and more financial support to stabilise the Forum, therefore, the Consortium of the Forum must apply for funds supporting networking and partnership building to strengthen either employability or citizenship-development in local or regional dimensions!

European policies have influenced so far the quality development and actions to improve access and equal opportunities to education/training and culture: One example is the development of NQF in Hungary referring mainly to VET and adult training:

IMPLEMENTATION OF A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The concept of NQF has been elaborated in the course of an extensive professional consultation process. The Government decree on the development of a National Qualifications Framework (NQF) has been issued in 2008. Pursuant to it the NQF must be compatible with the European Qualifications Framework System (EQF), and unitarily introduced from 2013. The related developments are financed and organized in the frames of TÁMOP programme. The technical and professional work related to the elaboration of NQF takes place in the professional workshops of the background institutes of the ministries responsible for public education and VET, such as the Institute for Educational Research and Development (Oktatáskutató és Fejlesztő Intézet (OFI) and National Institute of Vocational and Adult Education (Nemzeti Szakképzési és Felnőttképzési Intézet, NSZFI), respectively.

The proposal with respect to the legal, policy and budget conditions of joining EQF is to be expected in 2010, thus the possible impacts of the NQF on VET will become visible only in the course of the preparatory process. Stakeholders nevertheless consider the development process of NQF as a tool which may enhance the acceleration and harmonization of the internal reforms being implemented within the different areas of education and training.

Please find more at:

http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_HU.pdf

10. Role of EU policies

To what extent is European policies relevant to the mission and activities of the network?

Local and regional partnership development and dialogue in the area of education, training and culture has been a key initiative of the European Commission in the aspect of learning regions and cities. However, this initiative has only occurred as, for example, an attempt through the European *educating cities initiative* only in Budapest, although, the this example could not reach a status of concrete actions in

the local or regional dimension in Hungary. We also consider the *LEADER programme* in the EU as a more sophisticated initiative for local development, which has a lot to learn from in local and regional aspect. This is an example that is worth researching as an alternative of learning city-region format in our region too! Naturally the European Capitals of Culture (2010: Pécs) programme involves a lot of networking in training programs and promoting social learning as well.

How is EU policies reflected in the LR network's programmes?

EU policy on lifelong learning, which mainly refers to education, training, will be debated in line with the programmes of the Forum and with the quality development of local and regional education and VET, for example, which is a clear indication and reflection of european initiatives appearing in local and regional context!

Also, general themes like health, culture, active citizenship, youth, employment, environment issues will reflect the European dimension and former/current initiatives to influence european, national and local/regional debate and actions.

It is important to state, on the other hand, that a very significant role of the university in local and regional context is to promote critical thinking and active citizenship. That is why UNESCO connected lifelong learning and active citizenship to higher education. We believe that the learning city and region model universities participate or even co-ordinate should underline that necessity of that social mission, for apart from the social role of disseminating knowledge for lifelong learners, universities must be open and scrutinize current social needs of learning and to safeguard scientific value wherever and whenever it is endangered. Role of creating public intellectuals shouldn't be missed either. Moreover, the rediscovered geographical limits and divisions are more than important for universities. Chris Duke refers to community service of universities as "third leg", We consider the "fourth leg" might be the co-operative manner in local and regional revival.¹

What are the particular issues at stake?

Particular issues refer to employability, citizenship, access, content, tools and quality of education and training materials referring to structures and CQAF applications, in accordance with raising levels and contents of vocations and relevant lifelong learning skills and competencies.

Another aspect: creating a really well functioning relationship among the partners that increases levels of trust and competence.

¹ Duke, Chris *The morning after the millenium: building the long-haul learning university*. In: International Journal of Lifelong Education. Vol 21./No. 1. Jan.-Feb. 2002. pp. 24-36.

11. How do the network actors consider R3L+ to improve the quality of the network?

Network actors only know right now the overall aims of R3L+ and will need further discussions of the use of R3L+ and its impact on the quality of networking!

Added value and impact:

What is considered the benefit / added value of R3L+ regarding the development of the network and its potential impact on other areas of interest

The added value of R3L+ is thought to be the direct impact on strengthening networking planning, management, decision-making amongst the partners of the Forum with some quality tools referring to CQAF!

12. Transfer strategy

Framing of transfer strategy:

Which enabling factors, constraints and risks do we have to consider to allow for a successful transfer?

Partners in R3L+ must consider that the a main enabling factor for a transfer strategy is that project partners recognise the choice for sharing best practices of currently operating learning regions and not wanting to copy, but enabling partners to learn! However the main constraint is time and reduced chance of planned actions! Also, there is a risk of doing too much instead of achieving concrete transferable goods of the project! Current constraint is the problem of compatibility of regions and their activities. R3L+ must consider in its transfer strategy the impact of different economic, social, cultural, etc. contexts influencing regional partnership building!

On the other hand, good practice example of the application of R3L+ in connection with the Bavarian Learning Regions, for example, ought to be discussed and distributed!

Please indicate the objectives and stages of the transfer strategy with regard to the requirements of the network

It seems a bit early to consider such dimension, however R3L+'s results ought to be applied so as to help the Pécs Learning City-Region Forum develop quality learning in its frames and generating more interest in learning regardless of age of learners.