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DIGITAL EDUCATION

STRATEGY OF HUNGARY

in the frame of adult learning

Main goals of the Strategy:

- the digital transformation of the education system will have started and brought tangible results regarding the infrastructure, the availability of devices, digital teaching materials, the digital competences of teachers/instructors, and school administration;
- all teachers and instructors will have an opportunity to (further) develop their digital competences so as to be able to use digital teaching tools and techniques in the subjects they teach in class;
- all Hungarian citizens will have an opportunity to take part in basic digital training for free at the place where they live (or no more than 30 kilometres from there);
- the owners and/or executive officers of all Hungarian small and medium-sized enterprises will have an opportunity to take part in free digital training.



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Main problems in Adult Education and in Life Long Learning:

- millions of our compatriots do not even have the basic **digital competences** necessary for everyday life;
- relatively few adults reach **higher levels of digital literacy**;
- few apply for and successfully complete **ICT vocational training courses**;
- in the area of adult learning the **utilisation** of ICT and **digital learning potential** is rather low; 30 June 2016
- few take part in **adult learning** in general;
- those most in need of digital competence development **do not have the necessary tools** or internet access **at home**;

Main problems in Adult Education and in Life Long Learning:

- **adults lack motivation** for learning;
- **small and medium-sized enterprises** do not find it important to develop their employees' competences;
- adults lack the digital competences that would enable them to join digital learning;
- it is difficult to find one's way, particularly among IT training courses; **there is no clear and uniform definition of digital competences**;
- the supply of and access to IT training are not adequate;

The vision for adult learning is to make every Hungarian citizen a member of the digital community; to significantly reduce the digital divide and the number of those who have no digital competences or who do not or rarely use such competences, while enabling people to first reach and later exceed the EU average in terms of their general digital competences.



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The adult learning pillar contains the following groups of tools:

- ***Reducing the digital divide***

Organizing a nationwide campaign to promote (digital) learning as well as promotions and additional local community campaigns and voluntary activities.

- ***Development of digital competences throughout the entire adult life path where necessary***

Establishing a system that supports the recognition of competences acquired through non-formal and informal education.

- ***Promoting participation in vocational IT training courses***

Launching programmes that go beyond traditional forms of training and reduce – already in the short run – the shortage of labour, which jeopardises the development of ICT companies and the digital economy.

Strengths

- Internet connection is widely accessible (households, training establishments)
- Most adult own "smart" devices
- There are available digital learning materials
- A lot of people attended ECDL training courses earlier
- There are good practices relating to digital competence development available in Hungary
- The eMop, NYITOK network and the institutions of community culture provide national coverage
- The HuQF (Hungarian Qualification Framework) supports programme development on the basis of learning outcome
- The revised IKER supports the development of digital competences and the involvement of people with weak learning skills
- Large companies increasingly tend to prefer digital learning

Opportunities

- The Government's commitment towards reducing the digital divide
- The further spread of mobile devices can raise people's demand for the development of digital competences ("Bring your own devices.")
- Digital learning is available to the public at a more favourable price
- National campaigns to promote learning, make it more attractive, and to disseminate new forms of learning
- The training offer is more flexible and responds better to labour market needs
- Digital learning creates opportunities for the involvement of people with a low level of education

- Those most in need of digital competence development do not have the necessary tools or internet access at home
- Adults lack motivation for learning
- Small and medium-sized enterprises do not find it important to develop their employees' competences
- Adults lack the digital competences that would enable them to join digital learning
- It is difficult to find one's way, particularly among IT training courses; there is no clear and uniform definition of digital competences
- The supply of and access to IT training are not adequate
- The misconceptions and bad experience developed in connection with digital learning hinder its dissemination

- The digital divide will grow unless disadvantaged people and those with a low level of education are effectively involved
- Unless the culture of digital learning is developed, a major part of Hungarian adults will be unable to renew their competences to meet social-economic requirements, thus causing our country to lag even more behind the more developed states of the world
- Key stakeholders should regard the development of digital competences and the dissemination of digital learning equally important

Weaknesses

Threats

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