

Hungary

Good Practice: HU GP3

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"IT training and Self-development Programmes"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Basic skills	Non-profit	Education and social sectors	Local level	Maximum 1 year	Occasional	State funding, and EU

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The complex purpose of the program, ie. the involvement of non-working, non-learners of injured young people in IT training and self-development programs in Cs. C., was a complex aim of the fight against the isolation of young people with disabilities and their employment through adequate preparation and solidarity.

2. For whom – Target group(s)

The target group of the project is well defined: people with disabilities in their moving, with at least secondary education (school leaving exam in Hungary), within the economically active age range, and living in Cs. People with other disabilities are not excluded (who have mental problems, or partially sighted people and not only disabled in moving). There was a complex recruiting process, which required a lot of work from the leaders and caused anxiety and fear from candidates.

3. Requirements and access

"The selection process of the students belonged to me as well. Creating three-member recruitment committees through issues of joint work by the professional staff, the psychologist and the medical staff. Consideration should be given to the candidate's life situation, ambition and abilities, monotony tolerance, learning abilities and competences." (Former Leader of the GP)

4. Elements of good practice

The GP educational process contained three emphatic points:

- (1) courses (Local Development Studies, Operator, Marketing, Application Writer, Application Financial Recipient, Personal Assistant, Public Procurement Rector (OKJ), Sorcery Counselor, English Language Course)
- (2) training (learning techniques personality development and self-knowledge, conflict management)
- (3) personal mentor programme (mentors and qualified members of the association: With the project participants, the mentors held daily contact (5 groups, 101 people) Mostly the origin leaders of the a. organized the programme; they developed and design the entire process such as syllabuses and schedules. The concrete courses and training were held by professional teachers and trainers.

Flexibility and adaptability were stronger than in an average course: all the tasks, homework, presentations and games had to be enjoyable and feasible for all participants (with wheelchairs, mental problems, or with other disabilities).

5. Perceived challenges

The project has made it possible for A. to reach its target group more and to support their participation in high quality training. The project's dominant role is the convergence and community development function of adult education. The result of the project was that the participants had the opportunity to move from the former



inactive lifestyle to the active while they were in contact and formally involved in forming their own destiny and development. As a result of this project and supporting environment of the A., many or more people were able to work directly or indirectly.

6. Testimonials

"I think that as a teacher/tutor, it was very important to be able to flexibly handle the problems. My creativity was needed to ensure, for example, the diversity of practical tasks in view of the challenges, focusing on the specific problems of group members. I had to deal effectively with conflicts and stressful situations. I had to adapt to the demands I had, for example, there were group members who attended distance learning, which I do not support, but I should solve the difficulties that arise. (Tutor of the GP)

"Since I've always been an active citizen, training has only strengthened me that it is worth living in an active way. For me, active citizenship means the realization of your desire for action. It is not only the active citizen who produces, but who cares about his associates, either voluntarily, and does not lock himself in between the four walls. " (Former participant)

"I could become an active citizen. Millions of thanks went to the project, educators, mentors, and everyone who participated in it or did it (integration)." (Former participant)

"It means to be a useful member of the country. I can work, train myself. It has helped me to do my job honestly with heart. He gave a chance. " (Former participant)

7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)