

## Adult Education and Labour Market

HRCM17-104

### Purpose of course

#### Goals of the subject

Students will

- be familiar with concepts and tools related to domestic and international adult education and vocational training policies;
- know the intervention functions of adult training in the labor market;
- know the characteristics of domestic and European adult education;
- know and be able to identify the stakeholders and institutions of adult education;
- get acquainted with domestic and European documents, laws, and institutions that specify adult education;
- elaborate the basic literature on adult education;
- acquire the theoretical background of the designability of adult education,
- gain insight into the latest trends in adult education;
- learn to consciously process the responses of adult education to the problems of the labor market;
- consciously develop their source-exploration style in their field.

#### Learning outcomes and competences

Knowledge:

- they have a broad vision of adult education and the labor market,
- they learn the tools of the employment policy of the area and the specificities of their application,
- know the stakeholders and the opportunities of adult training.

Attitude:

- propensity of independent literature processing
- openness to understanding trends and new systemic organization of knowledge
- openness to exchange thoughts and ideas and to experimentation and reflection

Skills:

- to be able to analyze the changes affecting adult education and the labor market and to interpret their consequences
- creativity, associative ability
- to be able to analyze adult training trends and processes
- to be able to integrate personal experiences into scientific frameworks
- to be able to process, interpret and understandable explain the statistical results of adult education
- to be able to reflect on the relationship between the stakeholders of adult training and labor market

- to be able to analyze the advantages and disadvantages of adult training and vocational training policy
- to have ability to conceptual thinking
- to be able to be up-to-date of the professional literature that helps their work
- to have ability to integrate others' experiences, opinions and attitudes

## **Content of the subject**

### **Main content and thematic units**

- Introduction to the study of adult education systems, the types of adult training systems, and their classifying possibilities
- Domestic adult training sectors (Adult education, vocational training – retraining, free time)
- Transformation of institutional management in adult education and its institutional reforms
- The actors of the Hungarian adult education institution system, the possible models of typification of the institution types
- The place and function of corporate training in domestic vocational training
- Changes in the professional structure and its adequacy: examining profiles of selected professional groups
- Typology of vocational training by headcount; clusters of small-numbered and endangered training.
- The Competence-based National Qualifications Register; the DACUM method
- EU vocational and adult training programs (Grundtvig, Leonardo, Erasmus +) and good practice of project-based developments
- Developments in adult education: the relationship between research and law reforms
- Analyzing the linkages and relationships of adult training with the labor market
- Hungarian and European adult education and employment policy documents

### **Planned learning activities and teaching methods**

Frontal, small group and individual work for processing theoretical knowledge.

## **Exam and evaluation system**

### **Requirements, methods and aspects of assessment:**

Requirements:

- Active participation in classes at least 80%.
- Final exam and seminar test

Topic: The final exam is for checking the knowledge received during the semester. The topic of the seminar paper is to examine the labor market performance of a free-chosen adult training project, based on the literature.

Method of evaluation: five grade

Aspects of evaluation:

- the appropriateness, professionalism and accuracy of knowledge
- current knowledge of the subject
- interpretation of interrelations, deduction of conclusions
- applying persuasion and writing stylistic tools
- reasoning skills, structure of the papers

## Literature

### Compulsory literature:

- VÁMOSI Tamás (2015): Tanoncból mesterember. Pécs, Szerzői kiadás. ISBN 978-963-12-4090-0
- HENCZI Lajos (2014): Felnőttképzési és intézményi menedzsment, NTK, Budapest.