



Cooperation-Network for logistics and nautical education focusing on
Inland Waterway Transport in the Danube corridor
supported by innovative solutions

Supporting EU and National Policies

National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport HUNGARY

(Act. 3.4, Period 4)

Document ID:	NELI_DNAP_Hungary	
Act.:	Act. 3.4	
Author / Project Partner:	Date:	Version:
Vera Hofbauer / VIA	11.12.2009	template
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	23.07.2010	v01
Csaba Hargitai / DAS	01.10.2010	v02

Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS		
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	04.01.2011	v03
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	13.01.2011	v04
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	23.01.2011	v05
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	30.05.2011	v06
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	04.06.2011	v07
Csaba Hargitai / DAS Gergely Mező / RSOE Dániel Hadházi / DAS Győző Simongáti / DAS	08.07.2011	v1 (final)

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1. List of abbreviations

NAP(s)	National Action Plan(s)
NELI	Cooperation-Network for logistics and nautical education focusing on Inland Waterway Transport in the Danube corridor supported by innovative solutions
IWT	Inland Waterway Transport
EKFS	Uniform Transport Development Policy of Hungary
ÚSzT	New Széchenyi Plan (New Hungary Development Plan)
NAIADES	Navigation and Inland Waterway Action and Development in Europe
MAHART	Hungarian Shipping Company
NKH	National Transport Authority of Hungary
STCIN	Standards of Training and Certification in Inland Navigation
STCW	Standards of Training, Certification and Watchkeeping for seafarers
NIVE	National Institution of Vocational and Adult Education of Hungary
OKJ	National Education Register of Hungary
ITC	Information and Training Centre
NGO	Non Governmental Organization
NFÜ	National Development Agency
MAG	Hungarian Economic Development Centre Closed Limited Company
KÖFI	Environmental Development Directorate

2. Forward

The Hungarian National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport is written with the belief that the role of inland navigation will grow in the near future in comparison with other transport modes. This vision is based on the advantages and opportunities of IWT in terms of environment protection and sustainability. The relatively low energy consumption and pollution, the low exploitation and the safety of IWT will enlarge the importance of this transport mode. To use the advantages of IWT is in the interest of the entire society.

The inland navigation cannot fulfil the growing function without highly educated ship crew and logistics experts. The development of IWT has a lot of prerequisites. One of the most important one is to ensure the supply of high quality employees in the field of inland navigation.

This action plan aims to survey the actual situation of IWT related education in Hungary, to define together with the IWT professionals the expected future of inland navigation education and to advise measures for the IWT related educations.

3. Analysis of relevant policies

3.1. IWT education policy in Hungary

The Hungarian transport policy between 2007 and 2020 is defined in the Uniform Transport Development Policy 2007-2020 (EKFS 2007-2020) document and the so called White Book provides the appropriate strategy. The document has integrated the Hungarian approach for the development of transport. It means that every transport mode is handled in a uniform policy system which is based on the political, economical, geographical, environmental position of Hungary and also on its position in other issues (e.g.: energy policy, environmental protection, territory development, etc.)

Inland navigation is paid a special importance in the White Book which stresses that the basic aim is the establishment of the navigability of the Danube by 2013.

Although there is a national policy on the development of transport, the official documents and the national concepts are not specifically concerned with the education of inland navigation and the National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport aims cover this gap.

3.2. Expected future of inland navigation in Hungary

The basic aims of the National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport need to be defined. These aims have to be based on the future of inland navigation in Hungary. According to the present situation of the Hungarian (and European) IWT the following vision of the future navigation could be too optimistic. But the definition of educational goals has to be based on the best expected future.

The share of inland waterway transport is today 1-2% of the whole transport (according to the statistical data of 2010 the IWT share was 5%). This share should be raised to 6-8% for Hungary which has more capability for IWT and allows for the societal opportunities. The New Széchenyi Plan (Hungarian Development Plan) aims to reach 8% and the EU aims at 10% (NAIADES). This can be reached with the economical growth of Hungary and re-routing of the transported goods.

According to experts 3500-4000 employees are working today in the IWT sector in Hungary. If the previous IWT performance target can be achieved in a decade, 10-12 thousand employees may be working in 10 years in the IWT sector. Growth of work places is not linear with the IWT performance because the capacity of the waterway transport is not exploited and the performance can be increased by improving navigation circumstances.

The inland waterway transport companies have to turn into profitable enterprises with high societal prestige for the foreseen future. Earlier the MAHART company had these capabilities but today there are no Hungarian companies with such prestige and profitability. The companies are not able to achieve this aim without assistance. This assistance could be national or

European (e.g.: reduced taxes, real calculation of external transport costs, special bank services, promotion campaigns, etc.).

The change of the navigation technology has to be taken into account for the determination of clear educational goals. The self-propelling navigation became rife on the Danube, however the pushing technology is more profitable. But this technology is available only on the middle and lower Danube sections (waterway parameters) and requires large shipping companies with high number of barges and pushers. The profitable self-propelling navigation can open the market and prestige for the small shipping companies.

Beside freightage the passenger transport is also part of the inland navigation. The public transport, the cruise ship and pleasure craft tourism will be growing in the near future in Hungary. Increase of this market depends on the infrastructure (high quality and modern ships, ports, etc.) and the quality of the services (travel agencies, ship crew, port services, etc.). This dynamic developing part of the inland navigation creates new jobs and the education has to follow the special knowledge demand of this sector.

Increasing of the IWT performance is accompanied by the development of the logistical and technical background. These changes will create knowledge demand for the transport companies and the transport education.

To have a clear vision of the IWT future it has to be emphasized that the Hungarian waterway inland navigation sector cannot fight its way up unaided. The expected future can be realized by a consciously defined national transport policy aligned to similar European Union programmes (NAIADES, Danube Strategy, etc.). The detailed actions have to be worked out together with the national IWT related associations and professional expert groups. The actions have to take into account the protection of the national IWT market and the support of the national companies. If this foreseen future comes true, 5-6 thousand new workplaces can be originated. This is an integral part of the actual Hungarian economy policy.

4. Analysis of Hungarian education and training actual situation in the field of inland waterway transport

The actual situation of the IWT related education has been investigated by the SWOT analysis which is a common decision supporting method. The SWOT analysis is completed by interview reports with some IWT related companies and education institutions. The SWOT analysis and the reports have been estimated against the real goals of the defined actions.

4.1. SWOT analysis of Hungarian education and training situation in the field of inland waterway transport

SWOT analysis is a simple decision supporting method. It determines the strengths (helpful elements to achieving the objective), weaknesses (constraint elements achieving the objective) of the research theme and makes a list of its opportunities (which elements have a positive

influence to achieving the objective) and threats (which elements have a negative influence to achieving the objective).

Strengths	Weaknesses
<p>Culture</p> <ul style="list-style-type: none"> – Serious and live traditions in the IWT education – Historical background <p>Regulation</p> <ul style="list-style-type: none"> – Good accessible and flexible examination system of NKH <p>Education structure</p> <ul style="list-style-type: none"> – Good quality high level education (college) in the past – High quality education materials in the past but the curriculum still actual. – Traditionally strong vocational school education in the past. <p>Didactics and organization</p> <ul style="list-style-type: none"> – Experience oriented education – Demand and tradition for the education – market (companies) cooperation – Effective education because of the low number of students <p>Quality</p> <ul style="list-style-type: none"> – Reputable Hungarian naval architecture and shipbuilding – Reputable crew education quality 	<p>Culture</p> <ul style="list-style-type: none"> – Lack of information, promotion and lobby power in IWT profession <p>Regulation</p> <ul style="list-style-type: none"> – Lack of complex, strategically concepts – Disadvantages of the existing certification system (most certificates have different requirements country by country) – The education level requirement for the certifications is low, conform to the foreign systems. – Governmental disinterest, observable in the low representation in the government and administration. <p>Education structure</p> <ul style="list-style-type: none"> – The structure of inland navigation education is difficult and it is not harmonized with the certification requirements. – The old high level education system is not operable in the current status of the Hungarian inland waterway navigation (because it was based on the support of the MAHART) <p>Didactics and organization</p> <ul style="list-style-type: none"> – The shipping companies financially not interested in the education – It is hard or not possible to reach the educational materials – The inland waterway transport is underrepresented in the logistics education. – No demand for nautical high education – Problematic examination system by the certification (NKH capacity problems) <p>Quality</p> <ul style="list-style-type: none"> – The regulation of the vocational (secondary school) education is not harmonized with the regulation of the naval certifications – To make uniform the education system of different professions and to centralize the locations of the professional education will reduce the education quality and the training hours

<p>Education materials and resources</p> <ul style="list-style-type: none"> – The curricula of transport engineering (university level) include IWT specialization possibility. – A few education institutions own school ship. <p>Human resources</p> <ul style="list-style-type: none"> – Love for profession, rave – Professional solidarity, autodynamic profession (solidarity among students, self organized events) <p>Economic environment</p> <ul style="list-style-type: none"> – The jobs on foreign ships are appreciated with good salary – International will to develop the inland waterway transport. 	<p>Education materials and resources</p> <ul style="list-style-type: none"> – The curricula are not actualized in most education institutions. – The maintenance and financing is difficult for the schools. <p>Human resources</p> <ul style="list-style-type: none"> – Lack of language knowledge – Lack of IT knowledge – Superannuation of IWT experts leads lack of experts. – Lack of IWT professional teachers in the transport and logistics education. – Lack of part time teachers from the inland waterway transport sector, because of the low salaries. <p>Economic environment</p> <ul style="list-style-type: none"> – The Hungarian IWT jobs are not popular because of the low appreciation (main problem: low salary). – Decreasing of the economical power of Hungarian shipping sector.
<div style="display: flex; justify-content: space-between;"> Opportunities Threats </div>	
<p>Culture</p> <ul style="list-style-type: none"> – Reinforce and resurrection the traditions. – Strengthen the culture of pleasure craft tourism and use it to popularize the navigation profession. – Popularize the inland waterway navigation and the IWT jobs. Promotion of attractive IWT career models. <p>Regulations</p> <ul style="list-style-type: none"> – Actualize and resurrect the earlier education structures according to the present needs, extended with the private education institutions. – Modernize the education of naval secondary schools according to the present needs. – Force the modern, training oriented education. – National Waterway Navigation Action Plan <p>Education structure</p> <ul style="list-style-type: none"> – Enlargement of international connections of the education institutions. Join to in- 	<p>Culture</p> <ul style="list-style-type: none"> – Disappearance of inland navigation culture, traditions and prestige. <p>Regulations</p> <ul style="list-style-type: none"> – Contradictions in the education system and the lack of official control lead to low quality and confused education. – Decreasing of IWT representation in the government and administration. <p>Education structure</p> <ul style="list-style-type: none"> – Decreasing the quality of vocational (secon-

<p>ternational projects and associations.</p> <ul style="list-style-type: none"> – Make restitution of rave – Curricula modernization – Extend the role of IWT in the logistics and transport education <p>Didactics and organization</p> <ul style="list-style-type: none"> – Cooperation of education institutions and IWT companies. <p>Quality</p> <ul style="list-style-type: none"> – Strengthen the practical training part of the education. <p>Education materials and resources</p> <ul style="list-style-type: none"> – Developing of education materials (e.g.: e-Learning) and curricula for adult education and distance learning. – Subsidy of maintenance, exploitation and financing of school ships. <p>Human resources</p> <ul style="list-style-type: none"> – Increase the language knowledge in the IWT navigation. – Evolve the lobby power of the inland waterway navigation profession. – News – portal and forum for the inland navigation profession. <p>Economic environment</p> <ul style="list-style-type: none"> – The international inland waterway transport market provides an opportunity for the IWT professionals on the international labour market. – Promotion of the inland waterway navigation (merchant or pleasure) in the general education (primary and secondary schools), and improve the ratio of the IWT lectures in the logistics and transport education (secondary and high level). 	<p>dary school) education.</p> <p>Didactics and organization</p> <ul style="list-style-type: none"> – The labour market and the distance learning possibilities are restricted if the IT knowledge is low among IWT employees. <p>Quality</p> <ul style="list-style-type: none"> – Low quality education produces low quality employees. – Decreasing of education quality of inland navigation education. <p>Education materials and resources</p> <ul style="list-style-type: none"> – Existing education materials become out of age and/or run to waste. – Unexploited school ships are uneconomical and the schools have to sell them off. <p>Human resources</p> <ul style="list-style-type: none"> – Lot of experts and teachers retire in the near future and they are not appreciated (low salary). This leads to lack of teachers and the education will disappear. – Decreasing the number of yearly graduated persons in the inland navigation lead to man-power shortage. <p>Economic environment</p> <ul style="list-style-type: none"> – High quality job opportunities are not available without high quality knowledge. – International jobs are not available without language knowledge.
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Results of the SWOT analysis were analyzed and discussed by the representatives of the Hungarian IWT related (navigational and logistics) education institutions on a workshop.

The participants pointed out strongly that the requirements of the inland nautical education in the EU are directed to a lower quality than the actual Hungarian requirements. That is why the harmonization process could lead to the decreasing of quality in the Hungarian inland navigational education. This process can decrease the safety of the inland waterway navigation and generate the transmigration of potential students to foreign education institutions. Because of this reason the expected requirements of harmonized certifications (e.g. STCIN) should be sterner and the Hungarian interest and approach should be well represented.

According to the workshop it seems that the weakness "The structure of inland navigation education is difficult and it is not harmonized with the certification requirements" is a basic problem. Although some official steps were taken, results have not materialized as yet.

The participants to the workshop agreed that the financial maintenance and financial problems of the school ships endanger the operation of the ships. The education institutions try to find solution individually.

Some education institutions commented during the workshop that the modernization of the over-aged curricula has been already started. Although new materials are officially suggested by the Hungarian Transport Authority, according to the opinion of (some) professionals the accessibility of these materials is dissatisfactory.

4.2. Interviews with IWT related companies and education institutions

Personal interviews were taken with IWT related companies and education institutions for the reliability of this National Action Plan. A private inland and marine crew education institution and the oldest navigation secondary school were interviewed on field of navigation (crew) education. Teachers from several universities were questioned in issues related to logistics education in waterway transport.

During the interviews the following opinions and ideas were highlighted:

The Hungarian crew education system is very difficult. Every interviewed person agreed that the old education system (built on the MAHART and its school ship) was excellent. But the old system would be time and cost consuming for the actual labour market and the restitution is not possible now. The other fact is that there is no such large and strong Hungarian shipping company like the earlier MAHART, which was able to support the practical education.

There is a demand from navigation education side for a harmonized crew education, curricula and certification system along the Danube. Lots of questioned persons stated that the maritime system (STCW) could be a good basis. But the experts also pointed out that to be operational a common education and certification system needs a quality assurance system under international control and uniform documents (certificates, licences, patents, etc.).

The biggest problem of the Hungarian inland navigation education is that the vocational education is regulated by two different governmental bodies without harmonization of the education and certification requirements. The vocational education (secondary school) is controlled by the National Institution of Vocational and Adult Education (NIVE) and the inland navigation certification and qualification is regulated by the National Transport Authority (NKH). In this system a vocational (secondary) school graduate student cannot have any certificate without addi-

tional course(s). The questioned persons expressed the congruent opinion that the inland navigation part of the National Education Register (OKJ) has to be changed, which is the basis of the Hungarian vocational education system.

Other difficulty is the structure of the OKJ based vocational education system because the integration aim of the public vocational education system in the different professions leads to loss of quality by the inland navigation education which needs special training (and education) structure. Responsible teachers, trainers and schools try to reduce this effect with more effective practices but it is hard to stop the declining of education quality. It has to be remarked that the communication has been started and the harmonization process is going.

In case of the internationally harmonized navigation qualification can be achieved, the line knowledge and its strong certification will have a special role and interest. In one hand the quality of practical education has to be increased (school ships, simulators, training workshops, etc.) and in the other hand the manpower management of the shipping and manpower agencies who have to help the line practice by the duty assignment.

The school ships are the basis of the practical education in the inland navigation education but its financing causes problems for the education institutions. In the public vocational education the basic governmental funds of the schools are not enough for the school ships and the private education companies cannot add the cost of the school ship to the training price. The education institutions try to use the tender funds and to involve the shipping companies but the tender funds are limited and the shipping companies have no financial interest in the education. (e.g.: the replacement of a boatman by trainees costs more for the company than the boatman.), therefore financing of school ships needs more assistance.

Most of the questioned persons expressed the opinion that the earlier navigation college offered an excellent education. But the former, high level education system is not operational in the current status of the Hungarian inland waterway navigation because it was based on the support of a strong, large shipping company (MAHART). Beside this it seems that the shipmen do not have the chance to apply in a “dry-land job” with the same standard of living mainly because of the low “dry-land” graduation. On the international labour market the Hungarian inland navigation persons have good professional knowledge. But it is hard for them to apply for a high quality job because of low self-confidence and poor foreign language knowledge.

According to the experience of the logistics teachers the inland waterway transport is under-represented in the logistics and transport education. Students of these professions cannot or can have only specific information about the IWT during the secondary or high level studies. There are a few exceptions where the teachers are engaged in navigation or the institution has traditions in the waterway transport. In these schools the teachers insert the IWT related knowledge into the different subjects but the possible number of lectures is very limited by the official curricula.

Typically the economic schools do not mention the IWT because of the low economical importance or only refer to the seagoing transport. The transport schools teach more about IWT but the curricula are strongly regulated in the public education and they limit the number of the IWT related lectures. The adult education institutions do not deliver courses and curricula about IWT because of lack of teachers with IWT experience. It has to be mentioned that the students of transport and logistics education are not interested in the waterway transport.

(e.g.: the specialization of waterway transport has not been chosen for a long time at the Budapest University of Technology and Economics, Transport Faculty.) This may originate in the fact that the students do not have information about IWT and unfortunately the logistics centres in Hungary are based mainly on road and rail transport and there is limited need on the labour market for port logistics experts.

In connection with the IWT logistics curricula the questioned teachers suggested that the number of IWT related subjects should be enlarged. The education materials (books, notes, documents, etc.) can be based on the school works of former navigation college but these have to be modernized and actualized.

The promotion of waterway transport is possible in the high education institutions by optional or additional subjects. For this new curricula and education materials have to be worked out and teachers with IWT experiences have to be employed (e.g. part time lecturers).

It was not possible to interview all important schools, companies and institutions. That is why every IWT related education institutions and a lot of companies were asked to express an opinion about the National Action Plan. These opinions and suggestions were integrated into the final NAP as much as possible.

5. Development conception for the education and training in the field of IWT

5.1. Development priorities

Three main priorities have been figured out for development of the education and training in the field of Hungarian IWT according to the SWOT analysis and the interviews. Recognition, quality and market are the main axes for the National Action Plan even in the navigation or the logistics education.

Recognition	Quality	Market
<ul style="list-style-type: none"> – Development of societal appreciation by dissemination of the “green transport mode” image. – Strengthen commitment and love for profession among the IWT employees. – Show attractive IWT careers and jobs for the youth. – Heighten graduation level, ensure high level continuative education. – Allowance of Hungarian certifications in whole Europe. – Facilitate the international project participation of IWT education institutions. 	<ul style="list-style-type: none"> – Clear inland waterway navigational education system in Hungary. – Participation in elaboration and introduction of STCIN and its quality management system. – Strengthen the vocational education on the secondary school level. – High quality educational materials and participation of experts in the education from the IWT market. – Modern education technologies. – Strengthen the language 	<ul style="list-style-type: none"> – Special and flexible curricula for the water management, tourism and government sectors. – Strengthen the IWT education in the logistics education. – Support the cooperation between IWT companies and education institutions.

	knowledge and communication skills. – Promotion of school ships	
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5.1.1. Recognition

In comparison with the other transport modes inland waterway transport does not have adequate publicity. The Hungarian society knows little or nothing about shipping and about the jobs on board the vessels and in ports. In this way the public cannot see this sector in its true colour. The pilot, truck or locomotive driver jobs seem to be more available works for the youth than the sailor, helmsman or the river captain.

Cancellation of this societal isolation of IWT is a very important aim. The IWT jobs have to be made visible and the societal prestige of these professions has to be increased. For this the IWT jobs have to be acknowledged by good salaries in Hungary too, like in the Western European countries. The human basis for the higher societal prestige is ready because the shipmen (who know well and love the profession) are open minded, travelled and are foreign language speaking people. The (familiar) traditions are also important for the education of an appreciated and skilled shipman. The (familiar) traditions broadcast professional knowledge, shipping culture and available course of life to the youth.

- *Development of societal recognition by dissemination of the “green transport mode” image.*

The environment conscious life and decisions in the economy are society-development efforts all over Europe. The waterway transport fits to this development progress on field of transport but its publicity and the positive societal appreciation is needed for the development of environment conscious transport. The education institutions play important role in the improvement of environment conscious life (including transport) and they can enlarge the publicity and societal appreciation of IWT.

Schools not connected directly to the navigation – the inland navigation is not the main stream but IWT is a part of the curriculum (e.g.: logistics, transport, tourism, trade, etc.) – can assist the dissemination with the introduction of IWT on the same level like the other transport modes and with the demonstration of the IWT real societal usefulness. The teachers of these institutions do not generally have any IWT experience. Because of this the inland navigation sector has to promote them by IWT basic education materials which help the teachers to work out the tailor-made curriculum and presentations. The basic materials have to contain high quality content free of charge and accessible on the common and new education technology (e.g. eLearning) ways. On the other hand the image of IWT has to be elaborated with a special attention to the advantages on the environment protection (“green image”), safety (safety of life, goods and traffic) and energy consumption (specific energy consumption). The image of IWT has to contain real, exact data and facts.

Schools connected to the navigation – the IWT education is the main stream (navigation, port logistics, naval architecture, etc.) – can assist the dissemination by keeping traditions. The introduction of schools to public events (e.g.: school open days, Night of Sciences, Night of Museums, etc.) could also increase the popularity of IWT professions.

- *Strengthen commitment and love for profession among the IWT employees*

The decreasing of commitment and love for profession is a result of a more than a decade long process. It cannot be hoped that this process is changed by a few projects or short term actions.

It is necessary that the self respect of the next generation IWT workers is formed out during the education because in this way the education institutions contribute to the increasing of the societal appreciation. In one hand the commitment and love for profession can be increased by the IWT schools through the education of the newest navigation techniques (e.g. modern IT based, navigation, RIS, ECDIS equipments, high-tech engines, etc.). On the other hand the schools have to keep the Hungarian IWT traditions, history alive and to establish new waterway navigation based observances.

In this way the IWT education institutions can promote societal recognition to the students and become common IWT centres. The activities (of course) require more financial and human resources. But the IWT companies are interested in education of modern navigation technologies thus some promotion can be hoped. The shipping traditions are part of the Hungarian culture and cultural funds should be reached for the different activities.

- *Show attractive IWT careers and jobs for the youth*

Despite all the sense of vocation and commitment, recognition of IWT careers is based on whether the young people can see a perspective and career opportunities in their profession or not.

The students who are standing in front of a choice or who change profession come in contact with the educational institutions; hence modern technology- and knowledge-based career-model should be shown to young people in addition to the beauty and romance of the IWT profession. All IWT careers need experienced professionals, so development of a nice career is rather slow, compared to the current “best jobs”. For the quality and social appreciation of IWT careers, this process should be accelerated by involving practical training in the education. This “slow” professional advancement should be presented as a value rather than a slow-down factor.

As part of the image of water transport, the well-elaborated career models can promote the shipping for the public.

- *Heighten graduation level, ensure high level long life education*

Ship operators' qualifications require at this time only secondary education. This results in low appreciation of a highly skilled, very experienced IWT professional on the current labour market. This dissuades many young people from the IWT sector. Hence it would be desirable for the sailors to obtain higher education facilities. Concerning the characteristics of an average shipper's daily routine, this can only be imagined as a kind of distance learning, involving many

new training and educational technologies (based on electronic communication), where the tuition and examination can be built up according to the requirements and possibilities of the individual students. With the support of EU education cooperation programmes, and with the good cooperation between the educational institutions it may be possible to establish an international academy for the high level education and training of the IWT professionals. Each country's national educational institutions would teach in their own language, but the examinations should be done in a common official language of the Danube. As a good foreign language knowledge is a basic requirement for the sailors, consultations, listening to lectures in other country's institutions (hence the student exchange) would also be a possibility.

- *Facilitate the international project participation of IWT education institutions.*

The prestige of IWT industry means not only the attitude of the public to water transport, but it also means the international respect within the IWT sector. Although the Hungarian qualifications are widely approved in the Danube basin, it often happens on vessels that sail on the Rhine as well, that these Hungarian licenses are not good enough. The approval of the Hungarian (and other Danube-riparian) certificates is a task for the transport policy and hence it is independent of the educational institutions. However with their advisory activities and some lobby-work these institutions can help a lot to the process.

The various (public or private) education centres can do this by participating in international projects as well, to further enhance the international appreciation of the Hungarian education. The shipping companies and training institutions are however seldom aware of these opportunities. It would be desirable to support them both with more information and - in the initial period - with a central project office. Another problem is that the programmes or applications usually operate as a post-financing system and the institutions do not have the possibility to cover initial costs. Therefore, the participation in international projects should be supported by the government with the advance payment of the costs.

5.1.2. Quality

Another important objective of the training is to ensure high quality standards, although the labour market trends point towards the need for rapid training. Education however should not follow this trend by abandoning or weakening the quality standards as this is important for both preserving former appreciation and ensuring the safety of navigation.

- *Clear inland waterway navigation education system in Hungary.*

The ship operators' national training system is complex, and this is not beneficial either to students or the IWT companies, or the training institutions. The various official and other regulations are very complex, nearly unclear. But the biggest problem is that the training and the qualification of the sailors are determined by two government agencies (one is responsible for the education, and the other is for the transport) and the two fields are not harmonized. To resolve the problem, the regulations of the National Education Register (OKJ) should be changed, and in the meantime, it is worth to revise the qualification and the role of the controlling authorities.

- *Participation in elaboration and introduction of STCIN and its quality management system.*

The need for the establishment of international training standards for the inland navigation education (similar to the marine STCW) has been raised by the educational institutions. This would require the international standardization of all inland navigation-related qualifications. The association called EDINNA (Education in Inland Navigation - European network of inland navigation schools, supported by the EU) has already begun to work this out. However, current concepts target a lower level of education, compared to our domestic training system, and so there is a risk that in the European harmonization process, the national education quality is deteriorating. This leads to deterioration in the safety of navigation on the Danube, to our students' migration to foreign schools, and hence it causes a competitive disadvantage to the domestic education institutions. It is therefore desirable to enforce stricter requirements for the single European (the Danube) harmonized certification system or at least the adequate representation of this approach in the international harmonization process (e.g. STCIN).

The STCIN system is nothing without its associated educational quality assurance system and the national educational institutions can play an important serious role in the development and operation of same.

- *Strengthen the vocational education on the secondary school level.*

In the national public education, in the field of the qualified trainings a unification process has been started. As a result of this, the IWT training has gone beyond the framework of the vocational school used so far to a new unified training centre. Thus the training has lost not only its laboratory and technological tools specially designed for the practical education but also its teachers with decades of experience. The new training centre has to provide the technical equipment and the instructors almost from scratch, which - having regard to the financial possibilities for public education – results in a lower education level.

An additional problem to all this is that in the unified vocational training system there is less time allocated for practice. Shipping is highly based on experience, and getting the various qualifications takes more practical training time. In the previous secondary school education, the students acquired their practical experience (on which their profession is based on), in a 4+3 year education and summer practice (4 years of vocational secondary education and plus three years in technician courses which were later reduced to two and finally to one year). In the unified training system the students have only one summer practice (except for the interim exercises) to gain the required experience. Fortunately, an increasing number of shipping companies support the practical training.

IWT education is still however going through a quality loss period, which makes it possible for the young people to consider it is not worth to obtain their final examination, because they have no opportunity to learn about shipping during their secondary education. And those who are leaving the secondary school lose their interest in attending shipping technician courses as they cannot get the qualifications they need for better jobs or they are required to attend additional courses. And if they do wish to attend same, they can acquire the desired qualifications in private or foreign education institutions in a much less time. Maintenance of shipping public

education related requires adaptation of training with the qualifications and, if possible, separate treatment of the vocational training from the unified system.

- *High quality educational materials and participation of experts in IWT market education.*

In both the public or private national vocational education it is necessary to develop up to date curricula which follow the modern inland navigational technology. This process is already partially underway, but the different training institutions have reached different levels of preparedness.

In the logistics training in particular it is required to involve personnel who are experienced in inland waterway transport. Given the current curriculum structures this can be initially arranged only by inviting guest speakers and instructors. At this moment the main obstacle is lack of financial support.

- *Modern education technologies.*

From the technological point of view, the educational institutions could introduce new teaching techniques by use of IT technologies and further exploitation of opportunities offered. These – if correctly applied and integrated into traditional teaching techniques – can enhance educational quality. Beside the already used simulators new training structures can be developed by the application of the information technologies (e.g. elearning by electronic communications).

Although the investment costs of different computing devices are decreasing, some schools are often not able to afford them. Therefore, it is necessary to help the IT modernization of educational institutions with any kind of support.

- *Strengthen the language knowledge and communication skills.*

Regarding the IWT professional education special attention should be paid to strengthening of the language knowledge. Although the officers' qualifications already require good knowledge of language, on passenger ships proficiency in German and/or in English is expected of all members of the crew. It is understandable, that without language skills the labour market opportunities are narrowing for the Hungarian sailors, and in spite of their good professional skills only the poorly paid jobs will be available for them. To this end, the educational institutions should give special attention to students' language training, and shipping companies should also support their employees in postgraduate training.

- *Promotion of school ships*

Shipping is based on experience, and hence a prerequisite of its education is the high quality practical training, so school ships should not be neglected. For the effectiveness of the education, the didactic role of a training vessel and also the technical parameters these vessels should meet must be defined. To this end, the school ships could be classified as well.

Currently, usage and maintenance of the vessels raise a serious problem to the educational institutions. In this field they should be supported e.g. by tenders, by the possibility of carrying out business activities, by the involvement of investors, or by giving discounts (eg. in port charges, etc) to them.

5.1.3. Market

Vocational education entirely depends on the market and this is obviously true for the IWT sector as well. However, this dependence has two sides, since not only the market has an effect on the education, but also guiding of the new generation to specific professions could reversely affect the labour market. The IWT related educational institutions have to study market demands and at the same time improve the role of IWT in education.

- *Special and flexible curricula for the water management, tourism and government sectors.*

Currently, in the waterway transport sector, an increased large passenger vessel traffic and tourism activity can be observed. In the field of water management and public administration and water-police signs of labour shortages can be seen which makes it worthwhile for the IWT training institutions to extend their activities to develop special materials and training courses according to the needs of the tourism, water management and governmental organizations. Thus, they would not only prepare themselves for the replacement of skilled labour force shortages, but would help increase public awareness of shipping possibilities. On the other hand, they would also call on the student's attention to shipping-related activities of these areas of expertise and to work opportunities in this field.

- *Strengthen the IWT education in the logistics education.*

The primarily goal in the logistics training is to show the importance and advantages of waterway transport. Experience shows that where there is interest in shipping on the teaching part, there is a lack of good teaching materials that can introduce shipping from the perspective of the logistics. Hence there is a need for creating such materials.

In Hungary the logistics is characterized by a lack of professionals, so in addition to the development of new materials the involvement of IWT experts is also necessary.

- *Support the cooperation between IWT companies and education institutions.*

If educational institutions can establish close contact between the private sector and the education, they can contribute to increasing the role of shipping in freight transport. (The school can hire its school ships, can research, can work for the industry, can organize professional excursions, schools can be an economical-cultural centre, can provide on board practice, can establish educational funds, etc.).

Some cooperation initiatives have been already started, however, further help is needed for strengthening links between education and the private sector.

5.2. Measures for the education and training in the field of IWT

5.2.1. Measures addressing IWT education in general

Promotion of ITCs to popularize IWT	
Status quo	Currently the activities of waterway navigation related information centres are limited by the financial possibilities and the exhibitions or events have reduced popularization effects.
Proposed Measure	More publicity for the information centres. Exhibitions, demonstrations and other events for well defined target groups, where the waterway navigation is promoted and attractive courses of life are displayed.
Expected impact	Improving publicity and societal appreciation of inland waterway transport. Popularize the profession of inland navigation. Strengthen the self appreciation and love for profession of the people in the IWT sector (especially the youth).
Responsibility and stakeholders	Mainly the existing information centres (museums, associations, etc.)
Priority	Medium
Financing	New Hungary Development Plan (USzT) – Green Economy Development programme, Sustainable style of living and campaigns for promotion of connected behaviours. National Civil Fund Program – Promotion of preparation and issue of printed or electronic press materials. EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region, etc.)

Involve IWT related education institutions into the international progress	
Status quo	Currently, the representation of Hungarian IWT sector is low in the different international associations and commissions so the Hungarian interest is not adequately represented. The project participation of Hungarian navigation (education) institutions is also small and small are being used.
Proposed Measure	Inspire active membership of Hungarian IWT education institutions in international associations (e.g. EDINNA, PIANC, logistics associations, etc.), projects and EU programmes (e.g. Regional Danube Strategy). By calling tenders the participation can be inspired by easier administration and pre financing.
Expected impact	The education institutions can better maintain the Hungarian IWT interest at international level and they can utilize more EU funds.
Responsibility and stakeholders	Hungarian IWT education institutions and associations
Priority	High
Financing	National Civil Fund Program – Promotion of international cooperation and active participation. EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region, etc.)

Support cooperation between IWT companies and education institutions

Status quo	Although IWT education institutions keep informal connections with the IWT companies through their graduate students, there is little educational or economical cooperation between them. The IWT companies do not have a real (e.g. economical) interest in the education. (e.g. application of student-boatmen, maintenance of school ships, etc.)
Proposed Measure	<p>Special subjects/curricula have to be worked out for the education of transport engineering and logistics with the help of IWT experts.</p> <p>Cooperation possibilities of IWT companies have to be investigated in the practical education. The specifics of financial, legal and education-quality assurance have to be worked out.</p> <p>The supporters of the education institutions have to provide the feasible maintenance of school ships.</p> <p>Research and development cooperation has to be encouraged between IWT companies and education institutions.</p> <p>The student/teacher exchange and the professional excursions have to be inspired for developing the “cultural centre” role of the IWT schools.</p>
Expected impact	<p>The practical IWT education becomes better organized and better fits the needs of the companies. The education can be updated continuously according to the needs.</p> <p>Better financial circumstances for the school ships (and for the whole IWT education).</p> <p>Through the research and development activities the companies can develop the technology and the knowledge of employees.</p>
Responsibility and stakeholders	IWT education institutions (vocational, secondary and university level), IWT companies, logistics centres, ports, authorities, governmental offices, etc.
Priority	High
Financing	<p>Education development programmes, tenders and projects of the different ministries.</p> <p>EU programmes about education development, lifelong learning and cooperation</p>

Develop IWT related curricula for water management, tourism and public administration sectors.

Status quo	<p>Currently, in the waterway transport sector, an increased traffic of large passenger vessels and tourism activity can be observed.</p> <p>On the field of water management and public administration and water-police the beginning signs of skilled labour force shortages can be seen.</p>
Proposed Measure	<p>Firstly it is necessary to accurately estimate the demand of IWT labour market.</p> <p>According to this demand subjects and curricula have to be worked out on the field of tourism, water management and public administration. The education materials have to be integrated into the existing vocational (or higher professional) education and have to be able to provide retraining and distance learning.</p> <p>The specialisation possibilities have to be popularized in the fields of tourism, water management and public administration. Attention of the students in these professions has to be called to the activities and job opportunities (e.g. professional open days of schools and different event of the mentioned professions).</p>
Expected impact	<p>Improving IWT knowledge and interest in the tourism, water management and public administration.</p> <p>Better education service for the labour market and decrease manpower shortage.</p> <p>Increase the role of inland navigation in the tourism. Originate high quality inland navigation tourism.</p>

Responsibility and stakeholders	IWT education institutions (vocational, secondary and university level), IWT companies, logistics centres, ports, authorities, public administration, water police, governmental offices, etc.
Priority	High
Financing	Hungarian education development projects and programmes EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region , etc.)

5.2.2. Measures addressing nautical personnel

Education system of nautical personnel	
Status quo	<p>The ship operators' national training system is complex, and this is not beneficial either to students or the IWT companies, or the training institutions themselves. The training and the qualification of boatmen are determined by two government agencies and the two fields are not harmonized.</p> <p>Because the unification process in vocational training system leads to less time for the practice, the education quality can decrease.</p> <p>The need for the establishment of international training standards for the inland navigation education (similar to the maritime STCW) has been raised by the educational institutions. This would require the international standardization of all inland navigation-related qualifications and the quality assurance of the education.</p>
Proposed Measure	<p>Harmonization and change of IWT related training and qualification system on national and on international level.</p> <p>Recognition of Hungarian qualifications in all European waterways through building up a European uniform qualification system (e.g. STCIN). To keep the existing quality of the Hungarian navigation education the Hungarian IWT sector has to participate in the elaboration process of the uniform European navigation qualification system by making suggestions on national (NKH, NIVE) and international (EU, EDINNA, NAIADES, etc.) level.</p> <p>The elaboration of a quality management (assurance) system is also required for the sustainable quality and operation of the qualification system.</p>
Expected impact	<p>Application for a certificate or a qualification becomes easier because of the new qualification system. If the Hungarian qualifications are accepted in the whole Europe, it is worth to study at home (means: in Hungary) for the inland navigation students.</p> <p>The Hungarian education institutions will be able to join the international education programmes after a successful participation and introduction of an European inland navigation education standard.</p> <p>A well-worked-out Hungarian inland navigation qualification quality management system can be an example for Europe and the education institutions can play a bigger role in the European inland navigation.</p>
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, student associations, IWT companies, IWT education related public administration, the Danube Commission, EDINNA and other international organizations
Priority	High
Financing	EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region , NAIADES, etc.)

Preparation of education materials

Status quo	In both public and private national education system it is necessary to develop up to date curricula that integrate modern inland navigational technology. This process is already partially underway, but the different training institutions have reached different levels of preparedness.
Proposed Measure	Strengthening of the inland navigation professional literature is necessary by curricula development projects. Education materials have to be worked out according to modern education technologies and the education structure. The national and international participation of IWT companies is needed for the development of curricula.
Expected impact	Increasing quality of the Hungarian navigation education. Increasing recognition of Hungarian navigation education on national and international level.
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, student associations, IWT companies, IWT education related public administration
Priority	High
Financing	Hungarian education development projects and programmes EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region, etc.)

Development of education technology

Status quo	Shipping is based on experience, and hence a prerequisite of its education is the high quality practical training, so school ships should not be neglected. Currently, usage and maintenance of the vessels raise a serious problem to the educational institutions. The development and maintenance of laboratories, simulators and other (e.g. information technology) equipments is limited for the education institutions because of financial difficulties.
Proposed Measure	Elaboration of classification and promotion system of school ships (strengthen the cooperation between IWT companies and education institutions). Promotion for procurement, operation and didactical implementation of new education technologies (e.g. laboratory and IT equipments, simulators, etc.).
Expected impact	Increasing quality of the Hungarian navigation education. Increasing appreciation of Hungarian navigation education on national and international level.
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, IWT companies, IWT education related public administration
Priority	High
Financing	Hungarian education development projects and programmes EU Programme applications and projects (education and regional programmes, EU Strategy for the Danube Region , etc.)

Strengthen language knowledge and communication skills of nautical personnel

Status quo	In spite of the good professional skills, the labour market opportunities are narrowing for those Hungarian boatmen who are without language and communication skills. Only the poorly paid jobs will be available for these people.
Proposed Measure	Promote the educational institutions to give special attention to students' language training, and shipping companies to support their employees in post-graduate training Support the language and self management learning of the nautical personnel by special scholarships. Promote international student exchange programmes.
Expected impact	Increasing the language and communication skills of Hungarian nautical personnel and more high quality job become open for them.
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, IWT companies, IWT education related public administration
Priority	Medium
Financing	Hungarian education development projects and programmes for language learning. EU Programme applications and projects for language learning and student exchange.

5.2.3. Measures addressing IWT logistics personnel

Enlarge the IWT knowledge in the logistics education	
Status quo	Currently the waterway transport is underrepresented in the logistics education. One reason is that students cannot reach enough information about this transport mode.
Proposed Measure	Continuative education trainings, promotion forums for logistics centres and logistics education institutions. Research and development activity of IWT education institutions by enlargement of centre services. Attention of the students in the logistics professions has to be called to the activities and job opportunities of IWT (e.g. professional open days and different events for the logistics professions) Dissemination of green image of IWT.
Expected impact	Increasing awareness of IWT among logistics professionals. Increasing of the number of IWT logistics students. Developing the quality and number of logistics centre services. Developing intermodal transport and the safety + quality of water
Responsibility and stakeholders	Logistics centres, logistics education institutions.
Priority	High
Financing	New Hungary Development Plan (USzT) – Transport Development Programme EU Programme applications and projects (transpiration, education and regional programmes, EU Strategy for the Danube Region, etc.)

Status quo	tion materials for the logistics education timeframe to introduce IWT to the students.
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Proposed Measure	<p>Long term activity: Elaboration of a feasible strategy to integrate IWT into the logistics education on the same level as the other transport modes. Carry out this strategy.</p> <p>Short term activities: The inland navigation sector has to promote the logistics education institutions by basic IWT related education materials which help the teachers to work out tailor-made curricula and presentations. The basic materials have to contain high quality content free of charge and accessible on the common and new education technology (e.g. eLearning) ways. For the higher education curricula of optional subjects have to be worked out and train the teachers for lecturing them.</p>
Expected impact	<p>Increasing of popularity and appreciation of IWT.</p> <p>Developing the weight of IWT among the other transport modes.</p>
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, IWT companies, logistics education institutions (secondary and vocational schools)
Priority	High
Financing	Education development programmes, teacher and student exchange programmes.

Involve IWT experts into the logistics education

Status quo	Currently the waterway transport is underrepresented in the logistics education but the low information providing to the students, the limited timeframe and the lack of IWT curricula are not the only reasons. Generally speaking expertise of logistics teachers is not connected to the waterway transport hence they do not feel impetus and need to teach more about IWT than they have to.
Proposed Measure	<p>Teacher exchange with IWT related education institutions.</p> <p>Invitation of part time lecturers or guest lecturers from the IWT sector.</p> <p>Training courses about IWT for the logistics teachers by IWT experts (from IWT related education institutions and from the IWT sector).</p>
Expected impact	<p>Increasing the interest in IWT of students, teachers and education institutions.</p> <p>The students of logistics education are able to learn up to date and interesting information from the real transport market.</p>
Responsibility and stakeholders	IWT education institutions, Hungarian IWT associations, IWT companies, logistics education institutions (secondary, vocational schools and universities)
Priority	High
Financing	Education development programmes, teacher and student exchange programmes.

6. Identification of national or regional funding possibilities for Education and Training Measures in Hungary

6.1. Existing National Funding Programmes

New Széchenyi Plan (ÚSZT-New Hungary Development Plan) – Transport Development Program Connection development between different transport modes, development of intermodality and transport infrastructure of economy centres–Preparation	
Actions able to be supported	The aim is to promote the development of accessibility of industrial parks and economy centres. Development of infrastructure for easier change between transport modes and for better accessibility of workplaces.
Eligible beneficiaries	NIF Zrt., MÁV Zrt., public authorities, bodies governed by public law
Funding rate or budget	2 604 000 000 HUF
Further information	Nemzeti Fejlesztési Ügynökség Address: 1077 Budapest, Wesselényi u. 20-22 KIKSZ Közlekedésfejlesztési Zrt Address: 1012 Budapest, Vérmező út 4.
Link	http://ujszechenyiterv.gov.hu/doc/2644

New Széchenyi Plan (ÚSZT-New Hungary Development Plan) – Transport Development Program Development of logistics centres and its services	
Actions able to be supported	The aim is to develop the logistics centres and services, asset purchases, infrastructure and property investment and information technology. Eligible: purchase of production licenses and know-how; market access; human resource development; consultancy assistance; management systems for quality, environment and governance; authentication systems, introduction of standards and certifications.
Eligible beneficiaries	Companies and associations. Not eligible: the developments in the Central Hungarian region
Funding rate or budget	9 000 000 000 HUF
Further information	Nemzeti Fejlesztési Minisztérium Address: 1054 Budapest, Akadémia utca 3 MAG - Magyar Gazdaságfejlesztési Központ Zrt. Address: 1139 Budapest, Váci út 83.
Link	http://ujszechenyiterv.gov.hu/doc/2644

New Széchenyi Plan (ÚSZT-New Hungary Development Plan) – Green Economy Development Program Sustainable style of living and campaigns for promotion of connected behaviours.	
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Actions able to be supported	The aim is to promote national media campaign planning and implementation in topic "Environment protection"
Eligible beneficiaries	Companies and associations. Not eligible: the developments in the Central Hungarian region
Funding rate or budget	1 200 000 000 HUF
Further information	Nemzeti Fejlesztési Ügynökség Address: 1077 Budapest, Wesselényi u. 20-22 Környezetvédelmi Fejlesztési Igazgatóság (KÖFI) Address: 1134 Budapest, Váci út 45.
Link	http://ujszeczenyiterv.gov.hu/doc/2637

National Civil Fund Program – Democracy and Partnership Development College

Promotion of small local communities and professional collaborations by strengthening civil participation.

Actions able to be supported	The aim is the promotion of regional and technical cooperation and promoting common actions of NGOs.
Eligible beneficiaries	Non-profit public or social organizations, foundations
Funding rate or budget	60 134 400 HUF
Further information	Közigazgatási és Igazságügyi Minisztérium – Wekerle Sándor Alapkezelő Address: 1055 Budapest, Bihari János u. 5
Link	www.wekerle.gov.hu

National Civil Fund Program – Democracy and Partnership Development College

Promotion of civil partnerships aimed interest representation and strengthening civil control.

Actions able to be supported	The aim is to promote the sectoral, or general civil collaborations, which express monitoring and control actions on given activities of the state or business sector. The interest representation cooperation between NGOs (e.g. forums, meetings, trainings, round table discussions) is also promoted between the NGOs.
Eligible beneficiaries	Non-profit public or social organizations, foundations
Funding rate or budget	40 089 600 HUF
Further information	Közigazgatási és Igazságügyi Minisztérium – Wekerle Sándor Alapkezelő Address: 1055 Budapest, Bihari János u. 5

Link	www.wekerle.gov.hu
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National Civil Fund Program – International Civil Relations and European Integration College

NGO involvement in international co-operation.

Actions able to be supported	The aim is to assist the Hungarian NGOs to cooperate, exchange experience with international organizations and to phase in international best practices.
Eligible beneficiaries	Non-profit public or social organizations, foundations
Funding rate or budget	290 000 000 HUF
Further information	Közigazgatási és Igazságügyi Minisztérium – Wekerle Sándor Alapkezelő Address: 1055 Budapest, Bihari János u. 5
Link	www.wekerle.gov.hu

National Civil Fund Program – Development and Information College

Preparation and issue of printed or electronic publications or newspapers.

Actions able to be supported	The aim is to support the dissemination and communication of activities and programmes of the NGOs: <ul style="list-style-type: none"> – by promotion of printed press products or publications – by promotion of electronic press products or publications
Eligible beneficiaries	Non-profit public or social organizations, foundations
Funding rate or budget	76 000 000 HUF
Further information	Közigazgatási és Igazságügyi Minisztérium – Wekerle Sándor Alapkezelő Address: 1055 Budapest, Bihari János u. 5
Link	www.wekerle.gov.hu

6.2. Existing National Funding Institutions

National Development Agency (NFÜ)

The National Development Agency was established by the Hungarian Government to facilitate the effective use of EU funding by a more efficient and transparent institution. The national development programmes and the use of EU funding are coordinated by the NFÜ.

Address	1077 Budapest, Wesselényi u. 20-22. Postal address: 1393 Budapest, Pf. 332.
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Link	www.nfu.hu
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Hungarian Economic Development Centre CLC. (MAG)

MAG is the contributing organization for the Economy Development Operational Program and the Central Hungary Operational Programme of the New Hungary Development Plan (ÚSZT).

Address	1139, Budapest, Váci út 83., Center Point 2. irodaház.
Link	http://magzrt.hu

ESZA Public Service Nonprofit Ltd.

ESZA is the contributing and project manager organization in several national and international programmes. They invite projects on fields of employment, social, adult education, vocational training, equal opportunity, drug prevention, and civil sector development

Address	1134 Budapest, Váci út 45. „C” épület
Link	www.esza.hu

Environmental Development Directorate (KÖFI)

The Development Directorate operates as a legal person with its own budget under the authority of the Ministry for Environment and Water. It is a budgetary institution with full competence over its appropriations that contribute to controlling the use of European funds for promoting environmental development.

As a contributing organization of the Structural and the Cohesion Funds, the Directorate provides assistance for preparing grant proposals and in actions initiated by the Environment Protection and Infrastructure Operational Programme. It participates in selecting the successful applications. Other tasks of the Directorate are to mediate and co-ordinate between the applicants, the successful applicants and the Managing Authority by supplying professional criteria. In the programming period starting from 2007, the Directorate also operates as Contributing Organization in the frame of the Environment and Energy Operational Programme.

The directorate manages and co-ordinates the environmental Phare Funds and Transition Facilities and also co-ordinates Hungarian LIFE grant proposals related to environment protection and nature conservation.

Address	1134 Budapest, Váci út 45
Link	www.kofi.gov.hu

Ministry of Public Administration and Justice – Wekerle Sándor Fund Management Directorate

The Wekerle Sándor Management Directorate is responsible for the management of religious, ethnic, civil and societal fall into line projects which are ordered to the Ministry of Public Administration and Justice and financed by national funds.

They are also managing several public education and higher education related projects.

Address	1055 Budapest, Bihari János u. 5.
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Beside the main national funding institutions every region of Hungary has a Regional Development Agency Non-Profit Ltd. The main role of these companies is to ensure the work of the Regional Development Council and support the different regional (national or international) projects. The contact of these agencies can be reached through the National Development Agency (NFÜ).

7. Conclusions

According to the experience of preparation of NAP and the feedback received from stakeholders it was observed that the completed action plan fills a gap and offers guidance for the future, because the governmental development strategies are dealing only tangentially with the inland navigation (and its education). The main priority axes of National Action Plan focusing on the development of IWT education shall have a paramount importance for the future of inland navigation and implementation of its foreseen measures may lead to the prosperity of this sector and entire area.

Recognition:

In the absence of social assistance the future of any profession (and the related training) is faced with serious difficulties. From the beginning of '90s the public became disinterested (and sometimes inimical) in inland navigation. That is why an important task is to regain societal recognition, a task where education institutions can have significant roles to play.

Quality:

As regards inland navigational education current training and courses are good, but it is necessary to solve school ship maintenance (and financing) issues and to develop the education technology and curricula (to be up to date). The most important task in this field is the reform of the training / certification system, which has to be initiated by the inland navigation sector. Fortunately, the international development processes in this direction may provide assistance, but the quality and positive properties of the existing education must be kept during the international harmonization, with adequate representation of the Hungarian interests.

As regards logistics and transport education the same problem can be noticed in the whole Danube region: the low IWT representation in education. Fortunately, IWT experts with professional knowledge and vocation for inland navigation can be still found in Hungary. Based on these people the role of water transport can be enlarged on a short term perspective by direct educational support which suits the existing education systems and curricula. Depending on the increase and needs of inland waterway transport market, high-quality waterway transport education can be reached on a long term perspective by changing the logistics and transport education systems or structures.

Market:

The general education policy efforts should involve the market players in the vocational education. This is particularly appropriate for the field of inland waterway transport, as consistent state aid cannot be expected. Terms of cooperation need to be elaborated and cooperation actions beneficial for all participants should be developed.

It became however increasingly clear that the inland navigation education should not only focus on good transport but should extend to the fields of tourism, water management, public administration, etc. as well. Through this expansion the recognition and popularity of IWT might be also increased.

Some of the major tasks of the action plan can be performed at national level:

- Support cooperation between IWT companies and education institutions
- Develop IWT related curricula for water management, tourism and public administration sectors
- Strengthen language knowledge and communication skills of nautical personnel
- Enlarge the IWT knowledge in the logistics education
- Involve IWT experts into the logistics education

Yet the inland waterway navigation is an international activity, so most tasks of the action plan have to be performed at international and at national level:

- Involve IWT related education institutions into the international progress
- Education system of nautical personnel
- IWT related education materials for the logistics education
- Preparation of education materials for navigation
- Development of education technology
- Promotion of ITCs to popularize IWT

The final and general conclusions can be established according to the experience of the whole NAP preparation and validation process:

The Hungarian National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport and its suggested measures can and should only be performed if the weight of inland waterway navigation sector is also developed.

8. Validation of Hungarian National Action Plan

The validation of Hungarian National Action Plan for Education and Training Issues in the Field of Inland Waterway Transport is carried out in line with planned activities. The SWOT analysis was first laid down with the help of the Hungarian IWT representatives. This was discussed during a national workshop where all IWT education institutions were invited. Drafting of NAP required performance of several personal interviews with various representatives of the IWT sector. The draft version was carried out in Hungarian language and sent to every relevant information centre, education institution, market member and other stakeholders. According to feedback and comments received the final-draft version was prepared and sent to governmental level authorities. Their suggestions were integrated into the final NAP. That way it was ensured that the whole sector sees the NAP as a common strategy and as such the validation of the entire IWT sector was ensured.

Participants in the validation process included:

- Ministry of National Development, Maritime and Inland Navigation Section



- National Association of Hungarian Shipping
- Masters Ltd.; inland navigation training centre
- HMS Human Power Agency
- G.S. Poseidon Maritime Training Centre Ltd.
- Hungarian Shipping Secondary and Vocational School
- South Lake Balaton Secondary School
- River captains