



On the way to experience-based learning

Overview of the system of further
training in public service



Ludovika University of Public Service
Institute for Further Training in Public Administration
2024

FOREWORD

The Ludovika University of Public Service has been operating the system of further training in public service since 2012. The last decade has been characterised by continuous development: during this period, we developed and shaped the pillars of our extremely broad training portfolio to meet the ever-changing learning needs.



At the same time, this has required a complex approach, as we have had to adapt to the socio-economic environment, digital solutions and the challenges posed by the new generation entering the civil service.

The renewal in terms of content, methodology and technology, together with the intention to preserve the permanent values of civil service, have given us the objectives and benchmarks with the help of which we can serve the development of the staff of the national civil service through innovative, quality further training based on digital forms of training, which encourages self-development and leads to the satisfaction of officials.

In revising priorities, we have always sought to assess and identify real training needs – with the help of competence measurement –, to emphasise self-development and the learning experience – instead of compulsory training and an exam-oriented approach –, and to transfer knowledge that can be put into practice.

Through all of the above, our University provides Hungarian public administration with a training system that is practical, experience-based, inspiring, guarantees measurable development, and also achieves good results in international comparisons.

Our mission has remained unchanged over the past decade: to help officials find programs that are valuable to them, to find their own learning path, and thus to regard the further training system as a tool to support their individual professional development, and to help them perform their jobs efficiently.

Dr. Gergely Deli

Rector



THE KNOWLEDGE REVOLUTION

Sustainability and technological turnaround, digital switchover, data-driven societies. The changing times we live in are building a new world of knowledge transfer and information organisation.

In almost 10 years of cooperation between public administration officials and the further training experts at the Ludovika University of Public Service, one of the largest sustainable, crisis-resistant and efficient adult education systems in Hungary was established. Distance learning on digital platforms, especially as a result of COVID-19, has become a global trend in the reform of learning: creating an environment that provides tools for efficient self-study and self-assessment, while allowing flexible time management.

The digitalisation and the continuous improvement of the content of further training go hand in hand with the digitalisation of public administration. Cloud computing, Big Data and AI are creating a new world, in which services that previously existed only in physical space can be extended and completely rebuilt. In the services provided by the state, we are creating and participating in a radical cultural change. Customers expect different contents, in different forms of service and at different prices than before. In 2022 we are surrounded by the pandemic, the energy crisis, the war in Eastern Europe, the impending economic crisis, labour shortages and an increasingly autonomous artificial intelligence. Is it enough for public administration to be “merely” a large system that is adaptable, resilient in crisis management and enjoys public trust? It is necessary, but not sufficient. The state has to face a global competition in strategic planning and digital transformation. A competition that is also about protecting people and controlling the growing complexity. The future development of further training in public service has to be aligned with these objectives, preserving its strengths and addressing its weaknesses.

Dr. Norbert Kis

University Professor

*Vice President of the College for Further
Training in Public Administration*

COMPONENTS TO ENSURE THE STRATEGIC OBJECTIVES OF THE PUBLIC SERVICE FURTHER TRAINING SYSTEM

The Institute for Further Training in Public Administration at the Ludovika University of Public Service – as the depository of the operation of the public service further training system – supports the improvement of the professional knowledge of public administration officials and the development of their competences through a modern educational technology background and practice-oriented training. The Institute considers it a priority and a responsibility to strengthen the quality, attractiveness and retention of the officials' career pathway.

In the ten years since 2012, there has been a marked paradigm shift in the design and delivery of further training programs, with a key expectation that learning should be an experience, rather than driven by the need to gain credits. The focus has shifted from lexical knowledge to practical knowledge that can be applied in everyday work. Traditional examinations have been replaced in many courses by self-testing questions integrated into the curriculum. Innovation, motivation, digitalisation and quality are the pillars of the training system. The system is based on state-of-the-art technologies, it is adapted to the learning habits of adults, it guarantees measurable development, it is inspiring, and it also achieves good results in international comparisons.

1. Innovation

Innovation is the driving force behind development. In the field of public service further training this has also meant a change of approach, both in the way training services are delivered and in the learning and teaching methodologies.

1.1. Distance learning – consciously, in a well-prepared way, seamlessly

At the University, we started developing our distance learning system in 2014, so by 2020, when the coronavirus pandemic hit, we had already managed millions of hours of teaching and learning.

The University not only has the technological foundations, but the paradigms of education and the culture of learning can also be seamlessly integrated into the virtual space. We have also made a success of the training-based methodological approach established for face-to-face training by adapting our training courses to an online format.

In the light of all this, and of student feedback, we have good reasons to believe that this distance learning ecosystem, which is outstanding in terms of both its modernity and its scale, and which we have consciously built up independently of the pandemic, can serve as a good model for the development plans of higher education and adult education.

1.2. New ways of community learning and informal learning

We also provide daily opportunities to share knowledge and to learn from others (experts and colleagues) in our professional communities (professional groups and channels) created in ProBono since 2020. Online forums – as tools for community learning and informal learning – can be set up in connection with a training course, or as a platform for people working in a similar job or field, even independently of courses.

1.3. Methodology of program development

The 2010s also saw a complete methodological renewal and transformation of the development of programs. This diversity – the range of learning support tools that can be varied according to individual needs – represents a completely new quality compared to the mere narration of knowledge and compared to traditional education.

The main direction of innovation is to ensure that training is not just theoretical, but also provides knowledge that can be applied in concrete situations. That is why – in addition to our trainers and researchers – we work together with highly qualified and practical professionals, experts in adult learning methodology, who have many years and decades of professional experience. We have built up a complex network of trainers and experts, including public administration experts and teachers from partner universities. Their joint thinking is shaping the further training in public service, which is characterised by continuous reforms in content, technology and methodology.

To increase efficiency and the learning experience, we give preference to practical, competence-building training, based on active participation. The main priorities are: to provide a creative and visual presentation that facilitates the acquisition of theoretical knowledge, to encourage officials to think and to promote problem-solving. To that end, we offer technical-methodological tools such as video presentations, simulations, self-checking questions, tutorial films, e-seminars, individual and group tutoring, and case-based learning in general. Case studies, self-guided interactive exercises, comprehensive questions and legal cases make learning exciting. Hundreds of learners have tried all of these not only in the narrowly defined public service further training, but also in our specialised further training courses. The feedback is clearly and consistently positive.

2. Motivation

We believe that learning is not a compulsion, but an enjoyable, exciting process of discovery. To ensure that officials see training not as a burdensome obligation, but as a positive opportunity, we offer them a variety of tools for self-development. These tools show officials the way to individual development and motivation.

2.1. Knowledge improvement, professional help – anywhere and anytime

Training needs vary greatly from time to time. We do not need to provide officials with descriptions, glossaries and studies because they are more interested in getting answers to their concrete day-to-day issues and problems as quickly as possible. Learning and knowledge are most valuable to them if they enable them to do their job better and faster.

All e-learning courses are freely available in the ProBono Self-development menu. If you encounter a specific, real-life problem in your work, our regularly updated training courses, with their practical approach and realistic legal cases, can be of great help.

2.2. Measurable progress

In addition to the opportunity for professional development, the Individual Competence Measurement for Officials, which supports personalised competence development, is considered a curiosity in Hungarian adult education.

If officials are keen to test their skills by solving case studies based on real-life situations, and if they want to monitor and measure their progress, they can use a form of playful learning to assess their current level of professional, personal and leadership competences relevant to their work. Besides, they will receive feedback on what tasks they can professionally perform – independently and confidently – in a specific area, and what they need to improve on.

In the competence register, which comprises 128 competences in total, we have defined not only the concepts of the competences, but also the levels of proficiency in them, which – in line with the logic of the European Framework of the Reference for Languages – describe the activities that officials should be able to carry out at each level of competence, from A1 to C2, at 6 levels, i.e. in practice what officials should know in the course of their work. In addition to the concept of each level, their requirements are also defined.

Officials can measure their personal competence level in two ways: by self-assessment, or – for 16 competences, including 2 new ones – by competence measurement through the solution of practical exercises. Self-assessment can be used to estimate the level of a given competence, and measurement can be used to confirm or refute the self-assessment estimate.

This will provide officials with a kind of situation report on their competences, and it will make it clear to them whether or not a training program is appropriate for their level of knowledge. To help them develop their individual development plan, officials will receive a realistic self-image and personalised training program suggestions. The evaluation and systematic analysis of the measurement results are a prerequisite for conscious training planning. Last but not least, officials can continuously monitor their own development path, as the so-called measurement logbook records the results of the measurements, and every official's own learning portal continuously shows the changes in the individual competence profile.

This is also useful for administrative organs, as competence-based training planning and regular (annual) competence measurement provide the basis for the 2-3 year objective of providing employers with real data on the competence of officials participating in further training, on the basis of which employers can tailor the further training of officials.

Competence measurement also sets clear targets and requirements for us when updating our existing programs and developing new training. We develop our training programs based on the expectations of our officials and in line with the competence framework: we are consistent in our view that only further training programs that are aligned with the content and the requirements of the competence register, and thus with the daily activities of officials, can be developed.

2.3. Leadership self-development

It is important to keep developing, renewing and being inspired, even as a leader. This is encouraged by the unique leadership development simulations in Hungary.

The learner can follow different decision paths in a decision-making situation. Each decision is preceded by a short filmed scene, at the end of which the learner can choose from three different situations, and the simulation line proceeds according to the decision chosen. In addition to recommendations from the literature, each decision is followed by expert feedback on whether the choice was the right one and on its impact on the situation. If the learner has not followed the ideal decision path, they can start again until they have found the optimal path. Moreover, simulations can be useful and exciting not only for leaders and future leaders, but also for everyone else, as they take self-development to a new level by placing participants in a process, as if they were part of the given situation. By taking on the role of a leader, officials can test themselves and their various skills – without risk, in a supportive environment. They learn independently, but not alone, as they actually receive real-time feedback from the experts, adapted to the situation, and they even have the opportunity to research the topics, as they can use the literature recommendations to explore the given simulation area.

2.4. Leadership training with international experience

The Ludovika University of Public Service also excels in international cooperation in the field of leadership training. In 2017, a series of leadership training programs for middle managers was launched in English, entitled “Adaptive leadership in the rapidly changing public administration”. Over a period of nearly 3 years, this involved the development of the competences of nearly 200 state and public administration leaders by internationally renowned public administration leadership training experts, Brian Cawley and Mary O’Rafferty. During the preparatory phase of the course, participants had formulated their own leadership challenges in advance through tutored e-learning support, which were addressed by the trainers during the face-to-face training days. After the six-week training, the follow-up phase served to deepen the personal changes and to incorporate the lessons learned in the long term.

We are also proud of our agreement with EIPA (European Institute of Public Administration), which has enabled us to provide English language e-learning and practical training to a total of 172 Hungarian officials in leading positions.

3. Digitalisation

In the development of the e-learning portal created by the Ludovika University of Public Service, we have always strived to provide as many and as wide a range of IT services as possible for further training in public service.

3.1. Our digital services – the versatile ProBono

The entire development of the e-learning platform has been aimed at supporting the continuous development and self-development of officials in the digital environment.

The e-learning platform provides a complex, interactive digital learning environment that delivers the expected learning and testing with as little unnecessary inconvenience as possible. In addition to supporting learning, it plays a key role in the management of training: it registers the participants' tasks, learning obligations and certificates, and it is the platform on which employers prepare the individual further training plans for officials.



The functions of the Digital Further Training Portal module are already used by all officials. These functions provide access to learning materials, competence measurement and examination tasks, and they allow officials to participate in the work of expert groups and to monitor the learning obligations.

The progress of the learning is recorded in the student's logbook, which includes the courses taken and the training required by the employer.



The educational material for online training is constantly updated in line with legislative changes and technological developments. The electronic curriculum content system helps users to keep track of this.

ProBono also includes a parameterisable online exam system, which generates exam sets from questions in question banks and immediately evaluates the completed tests automatically.

The online media delivery system allows users to view live or pre-recorded recordings at a given time. Furthermore, it provides the possibility to view a recording that has been recorded after a live streaming.



In the self-development recommendation system, users can select the competence area they would like to develop. Then the ProBono system will offer them a learning pathway – which may consist of several programs – from the training programs in the training program catalogue, which will take them to the indicated level of the given competence area.

While studying the course material, officials can ask questions from users who are in different teaching roles. The online question and answer system provides a platform for this. The trainer is notified when a question has been submitted, and they can answer it on the same platform.

The further development of the ProBono system is ongoing, with a new, easier-to-use, more transparent interface; a modern, accessible and responsive (including mobile device support) learning portal for self-directed learning; a state-of-the-art, informative, multimedia training program catalogue and training information portal; and a self-service customer relationship management system.



3.2. Online learning channels

For officials who have been doing practical work on a training topic for some time, i.e. who have experience of what they will be learning about, exchange of experience is one of the most effective teaching methods. The online professional channels can be used to work on a topical subject (e.g. IT security, integrity, smart cities and sustainability), with the help of experts.

In the forums, which work similarly to social networking sites, a new idea, an innovation or a scientific article generates an active professional discussion between experts and officials with expertise or interest in the topic; the flow of knowledge and information is continuous, up-to-date and cost-effective across a wide range of topics. Officials can choose the topics they are interested in, which they can follow; they can ask questions, make comments and receive helpful reactions from experts or peers.

There are mutual benefits to all of this. These include, on the one hand, putting the official in the spotlight by giving them the opportunity to ask questions, to express their views and to report on their experience, thereby enhancing their professional reputation. Equally important is the opportunity to experiment with new ideas and new solutions by learning about the research and opinions of others, to innovate one's own proven methods and procedures, in short, to make one's own work easier. On the other hand, opening up the opportunity to exchange experience can also be of considerable benefit to the further training system, since the collection of real-life cases greatly expands the toolkit of case-based training, which can be used to train students who have no experience in the subject.

4. Quality indicators and opinions on the public service further training system

The public service further training system guarantees the methodological and digital conditions that support adult learning habits and make learning an experience. The basis for the individual development of officials is provided by the further training courses included by the employer in the individual further training plans. These courses develop the competences of the person in the job and thus the competences required by the job. This is ensured by the Ludovika University of Public Service and the training institutions with a certified further training program linked to the system, as well as by the employers through internal training, within the framework of the public service further training system.

All of the officials who participate in public service further training are working adults with limited time to learn, so learning through electronically available course materials is overwhelmingly the most appropriate option for them, both in terms of efficiency and resources. A large part of the further training programs are therefore delivered via distance learning, moving away from traditional classroom teaching, and a significant part of the public service further training provided by the Ludovika University of Public Service is based on e-learning methods.



Annual average indicators (2018-2022)

TRAINING PARTICIPANTS



71,917
OFFICIALS

1,297

LOCAL GOVERNMENTS
21,912 OFFICIALS

132

GOVERNMENT AGENCIES
50,005 OFFICIALS

PUBLIC SERVICE COMPETENCE MEASUREMENT

7,780

MEASUREMENTS

2,613

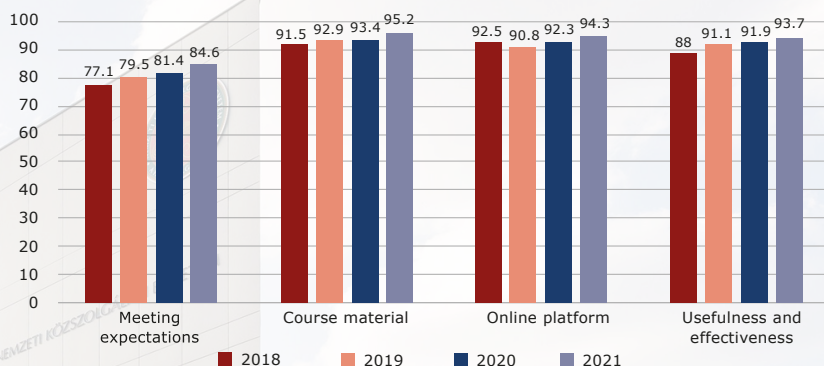
OFFICIALS

89

COMPETENCES
MEASURED



Annual average indicators on the number of training participants and the public service competence measurement (2018-2022) (Source: ProBono system/LUPS-editing)



Change in the values of the responses to the questionnaires completed by participants in e-learning methodology training courses between 2018 and 2021 (%) (Source: ProBono system)

205,634

PROGRAM PLANS

(2.9 PROGRAM PLANS/OFFICIAL)



PUBLIC SERVICE

84%

(173,087)

FURTHER TRAINING IN
PUBLIC SERVICE
PROVIDED BY
LUPS

E-LEARNING

92%

(188,679)

E-LEARNING TRAINING,
OUT OF THIS 177,088
FURTHER TRAINING IN
PUBLIC SERVICE
PROVIDED BY LUPS

INTERNAL TRAINING

16%

(32,547)

INTERNAL TRAINING OF
ADMINISTRATIVE ORGANS

FACE-TO-FACE TRAINING

8%

(16,955)

FACE-TO-FACE TRAINING

PARTICIPANTS'
SATISFACTION WITH THE
TRAINING

94.85%

SATISFACTION WITH THE VALIDITY OF
THE TRAINING PROGRAM

92.25%

FEELING OF USEFULNESS

96.2%

IMPROVEMENT OF THEORETICAL
KNOWLEDGE

90.65%

DEVELOPMENT OF PRACTICAL SKILLS

Status before 2014	Quality indicator	Development in 2014–2019
There is a lack of coherence between individual development plans and training planning, and the choice of training programs is random.	meeting individual development needs (responsiveness)	A system to coordinate officials' individual development plans and training planning, allowing officials and employers to select the training best suited to individual development objectives.
A competence framework for the public service does not exist, and, as a consequence, the set of requirements for training programs during curriculum development is variable.	competence-based training	The development of a public service competence framework, which means the starting point for the sets of requirements for further training program development.
Due to the variability of the sets of requirements, further training programs do not serve the adaptive development of officials.	organisational adaptivity	In addition to the individual development of officials, the development of further training programs based on the public service competence framework contributes to the creation of an adaptive learning organisation and to the development of public service-specific skills.
A limited set of learning support tools is available, which does not support individual development and is limited to the narration of the curriculum.	methodological diversity	A range of learning support tools that can be adapted to individual needs: learning in a virtual classroom, learning with the help of tutored e-learning materials, and network learning – by creating study groups.
The number of professionals involved in curriculum development and training is limited, therefore the development and the training of curricula for each policy area are not ensured.	capacity of expert resources	The establishment of a network of experts in the field of teaching and expertise leads to the extensive involvement of experts from territorial state administration and teachers from partner universities in the teaching and expertise function.
The educational technology framework typically provides for program qualification, annual planning and record keeping tasks.	digital applications	A renewed educational technology framework (the creation of an application to support tutoring, a personal learning interface and an e-competence measurement framework).

Focal points of development in 2014–2019 (Source: LUPS-editing)

Target system for the establishment and the development of the system of further training in public service



Strategic objective

Providing programs that support individual development needs, modern learning tools and a supportive environment



Sub-objectives

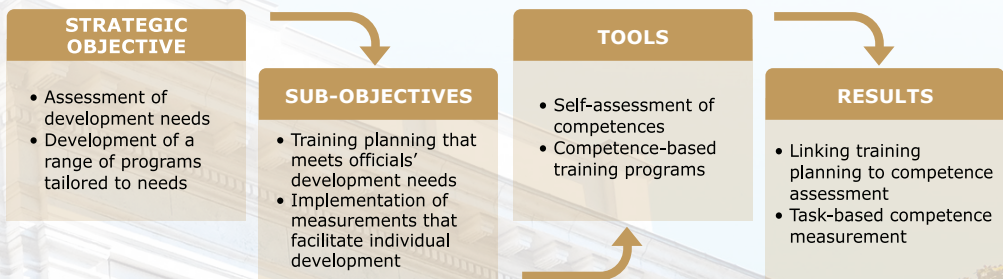
Competence development for public service employees based on individual development plans

Development of the learning environment, educational technology and training management for more efficient learning by public service employees

Services supporting the competence-based public service career pathway

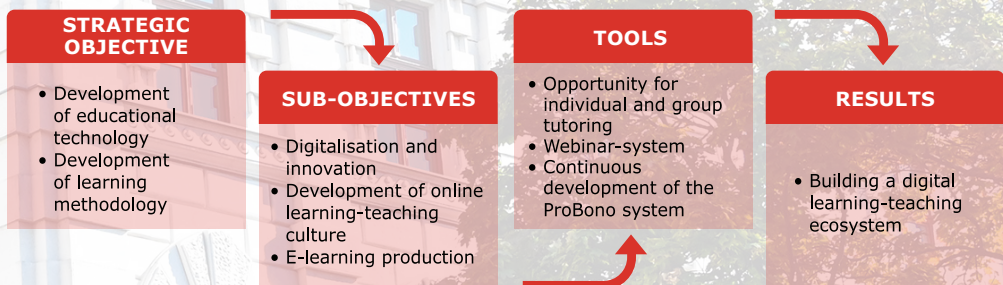
Target system for the establishment and the development of the system of further training in public service (Source: LUPS-editing)

Competence development for public service employees based on individual development plans



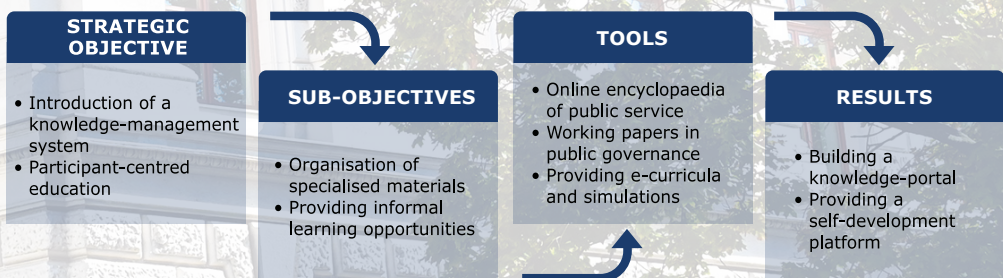
Objectives and results in competence development for public service employees based on individual development plans (Source: LUPS-editing)

Development of the learning environment, educational technology and training management for more efficient learning by public service employees



Objectives and results in the development of the learning environment, educational technology and training management for more efficient learning by public service employees (Source: LUPS-editing)

Services supporting the competence-based public service career pathway



Objectives and results in the development of services supporting the competence-based public service career pathway (Source: LUPS-editing)

KEY ELEMENTS OF THE SYSTEM OF FURTHER TRAINING IN PUBLIC SERVICE

LEARNING SHOULD BE AN EXPERIENCE AND IT SHOULD BE ENJOYABLE

The senior staff of the Institute for Further Training in Public Administration present the key elements of the system of further training in public service in a short film. Find out more about experience-based training and professional development opportunities by scanning the QR code.



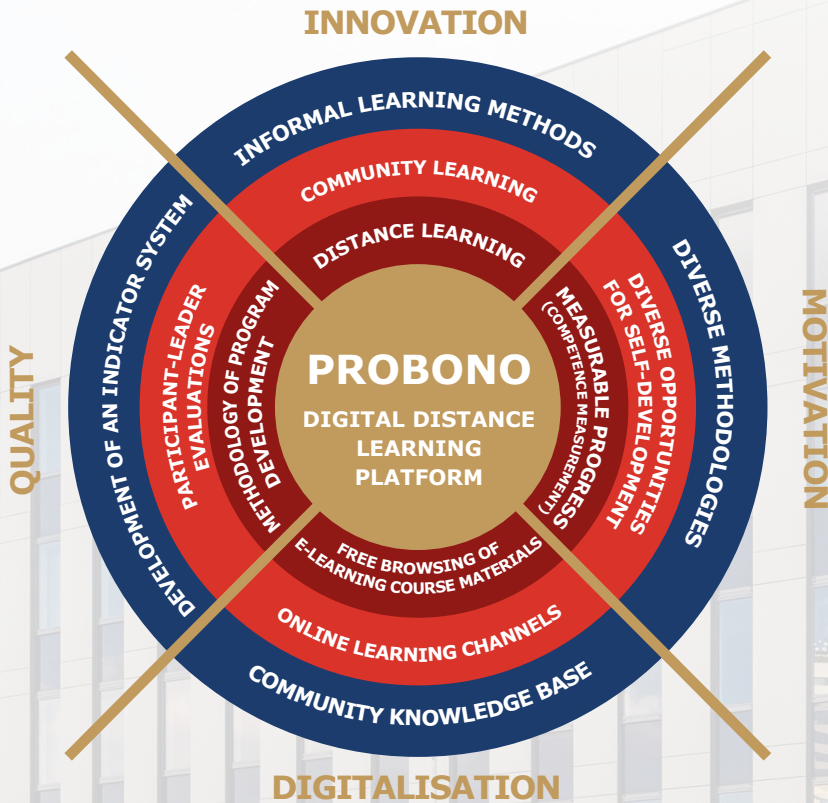
THE SECRETS OF A SUCCESSFUL LEADER

A changing world, people with different personalities – that is the environment in which a leader in public administration has to thrive and deliver results. What makes it easy for some people and challenging for others who are otherwise excellent at what they do? Find out more from our film by scanning the QR code.



Key elements of the system of further training in public service (Source: LUPS-editing)

OBJECTIVE OF FURTHER TRAINING IN PUBLIC SERVICE: MOTIVATION, DEVELOPMENT



Components that ensure the strategic objectives of further training in public service (Source: LUPS-editing)

Publication of the Ludovika University of Public Service

Published by:

© Ludovika University of Public Service;
www.uni-nke.hu

Responsible publisher:

Dr. Gergely Deli
Rector
H-1089 Budapest, 2 Ludovika tér

Editor:

Máté Friebert

Printing works:

Ludovika University of Public Service

