**Sample working standard for non-formal education providers use the courses developed for training purposes aimed at teachers of non-formal education, local community leaders, social animators, counsellors, staff of training institutions in non-formal structures.**

## Developing labour standards for Hungary

## "Developing labour standards based on sustainable development, taking into account the new realities related to COVID-19."

**Project: Education for sustainable development**

**KA2 – Small-scale partnerships in adult education**

**2021-2-PL01-KA210-ADU-000050348**

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## I. Introduction

In June 2022, the Council of the European Union (EU) adopted a Recommendation on learning for a green transition and sustainable development. This policy statement explains how to integrate sustainability into all aspects of education and training. In its Recommendation, the Council invites Member States to:

- make the green transition and learning for sustainable development a priority area in education and training policies and programmes,
- ensure that all learners have the opportunity to learn about climate emergency and sustainability through regular education (e.g. school and higher education) and extra-curricular education (e.g. extra-curricular activities, youth work),
- mobilise national and EU resources for investment in green and sustainable equipment, resources and infrastructure,
- support educators in developing the knowledge and skills needed to teach about climate emergency and sustainability, including addressing students' ecological anxiety,
- develop a supportive learning environment for practice-oriented, interdisciplinary and locally relevant teaching and learning on sustainability across all activities and processes of the educational institution
- actively involve students and education professionals, local authorities, youth organisations, and the research and innovation community in learning for sustainability.

The European Council's Recommendation is complemented by a Commission Staff Working Document which provides detailed data and evidence for the Recommendation, including the results of the public consultation and examples of good practice across Europe.

I. **During the course, conditions are created for the educational development of each participant to enable them to achieve their learning objectives.**

1. During the course, we make every effort to achieve the highest possible level of education.

2. We take care of diverse teaching resources and methods, using the latest tools and methods, including modern information technologies (presentations, quizzes and other interactive tools).

3. In implementing the course program, we combine theoretical knowledge with practice and experience.

4. During the transfer of knowledge and skills, we attach great importance to the linguistic correctness of the lecturers and building a good atmosphere, conducive to the active absorption of knowledge.

5. We make sure that the trainers start and end classes on time, observe the rules of health and safety and sanitary safety.

6. We enable participants to take part in the course in online form through the use of information and communication technologies, while taking care of the principles of cyber security on the network.

7. We create conditions for active participation of students in course activities through the opportunity to ask questions during or after the lecture, participation in discussions, teamwork, oral presentations, activation methods (role play, case studies).

8. We strive to discover the individual predispositions of participants and use them in the educational process.

9. We are open to suggestions, comments and requests of participants during the course and, as far as possible, use them in our teaching work.

10. We create conditions conducive to learners' independence and cooperation with others.

11. We provide comprehensive teaching materials for all participants.

12. Our ultimate goal is that all participants are able to apply the acquired knowledge and skills in practice.

13. We conduct surveys evaluating the completed classes, and then carefully analyze them and draw conclusions from them.

14. We implement the conclusions of the surveys in our further teaching work.

II. **The atmosphere of the course is conducive to effective work of trainers and students.**

1. We promote the principles of sustainable development in the fields of ecology, economy and social policy.

2. We respect the right to privacy, diversity and multiculturalism of all participants in the educational process.

3. We spread the principles of equal opportunity, non-discrimination and democracy.

4. We work continuously on the best possible trainer-listener and listener-listener relations.

5. We build proper trainer-supervisor relations.
6. We oppose any symptoms of discrimination based on nationality, gender, religion.
7. The way we conduct classes promotes positive motivation of participants.
8. We systematically discuss the attendance of classes and ensure its high level.
9. We appreciate the successes of trainers and students.
10. We pay a lot of attention to the aesthetics in the place where classes are held

## III. Attention to the qualifications of the lecturing staff

1. Trainers are carefully selected in terms of their substantive knowledge, ability to convey educational content and teaching experience.
2. We emphasize the involvement of trainers in the issues of sustainable development and an attitude of openness and building positive relations with the environment.
3. Trainers take care of their professional development by undertaking continuing education.
4. Trainers effectively transfer their knowledge, skills, experience and attitudes to the course.
5. Trainers take care of the good image of the course in their circles.
6. Trainers promote the idea of the course in the local environment and social media and attract those interested in the issue.
7. Trainers' qualifications create opportunities for each course participant to achieve educational success.

## II. Information about the project

The main objective of the project was to improve the quality of educational activities, which includes changing the way classes are delivered by developing a proprietary course (forming a coherent international course) based on digital solutions to improve the knowledge, skills and attitudes of adults in the field of climate change partnership and sustainable development.

The intermediate objective was to strengthen the partner's attitudes by developing the competences of the staff and collaborators involved in the project and by obtaining in-depth information on the state of knowledge and awareness of the population on climate change, ecology and sustainable development.

The stated objective is directly in line with the Erasmus+ programme's horizontal priority on environment and combating climate change. The proposal in the field of informal education directly addresses the elements identified in the priority. The project is based on an in-depth analysis of the knowledge and awareness of the people living in the Partnership area, an analysis of the educational offer and systemic solutions to support them with elements of sustainable development and climate issues.

The educational offer developed was produced in electronic form and uploaded to the publicly available Moodle educational platform.

Tasks based on the use of digital tools (digitisation of courses and the assessment process, as well as virtual dissemination) are in line with the Partnership's vision and development direction, because, in the face of the threats posed by the COVID-19 pandemic, all formal and informal education units are shifting the burden of education to distance. This is not only due to the recommendations and safety requirements, but also due to the long-standing solutions and the limited time available as part of the education.

(saving on travel and accommodation) who want to organise their learning time independently (working people, educating children). In this respect, both the research process and its digital version, as well as the educational course programmes incorporating the distance learning formula, fall under the priority of digitisation (Digital Transformation).

## Project results

1) A Sustainable Development model course using digital tools to develop knowledge, skills and attitudes among adults in the field of climate change and sustainable development partnership.

2) International meetings (e.g. exchange of experience, getting to know the host organisation, joint training or participation in workshops).

3) Information meetings in Poland and Hungary.

4) Projects

5) Develop a positive attitude among project participants in the field of ecology, climate change and sustainable development

6) To increase knowledge and the potential of the Partnership in the areas concerned.

# III. Brief description of the subjects developed

## Waste management for everybody – saving environment, money, and health

A capacity-building course for the Hungarian society

Based on the results of the survey and the extensive literature studies regarding the waste problems in Hungary, it seems to be an obvious choice to develop a capacity building introductory education programme for the general public, even for those, who do not have the possibility and capacity to access information in another way. There are many unsolved tasks in waste management in Hungary, from selective collection to replacing single-use plastics and composting residential green waste. Although, in addition to the popular demand for climate protection, several new European Union directives also urge solutions.

Poorly managed waste is contaminating the world's oceans, clogging drains, and causing flooding, transmitting diseases, increasing respiratory problems from burning, harming animals that consume waste unknowingly, and affecting economic development such as through tourism. Without urgent action, these issues will only get worse. First, rapid urbanization, population growth, and economic development will push global waste generation to increase by 70% over the next 30 years. This course is an introduction to shed light on issues and good practices what everyone should know.

**The course consists of two modules:**

## Definition of waste and classification of waste

Waste is a product or substance which is no longer suited for its intended use. Whereas in natural ecosystems waste (i. e. oxygen, carbon dioxide and dead organic matter) is used as food or a reactant, waste materials resulting from human activities are often highly resilient and take a long time to decompose.

**a. Non-hazardous waste**

Non-hazardous/solid waste is all waste which has not been classified as hazardous: paper, plastics, glass, metal and beverage cans, organic waste etc. While not hazardous, solid waste can have serious environmental and health impact if left uncollected and untreated (explained further in chapter 1.3.). While a significant proportion of solid waste could theoretically be reused or recycled, collection by type of waste (selective waste collection) – a prerequisite for reuse and recycling – is one of the biggest waste management challenges.

**b. Hazardous waste**

Hazardous waste is waste that has been identified as potentially causing harm to the environment and human health and therefore needs special, separate treatment and handling (refer also to chapter 1.3.). Chemical and physical characteristics determine the exact collection and recycling process. Flammability, corrosiveness, toxicity, ecotoxicity and explosiveness are the main characteristics of hazardous waste. Liquid, gaseous and powder waste need special treatment by default to avoid the dispersal of the waste. Generally, separate collection and handling are established to avoid contact with non-hazardous waste. Chemical treatment, incineration or high-temperature treatment, safe storage, recovery and recycling are possible modes of treatment for hazardous waste. Most hazardous waste originates from industrial production. Special kinds of hazardous waste include:

- E-waste is waste from electric and electronic equipment such as end-of-life computers, phones and home appliances. E-waste is generally classified as hazardous because it contains toxic components (e. g. PCB and various metals).
- Medical waste originates from the human and animal healthcare systems and usually consists of medicines, chemicals, pharmaceuticals, bandages, used medical equipment, bodily fluids and body parts. Medical waste can be infectious, toxic or radioactive or contain bacteria and harmful microorganisms (including those that are drug-resistant).
- Radioactive waste contains radioactive materials. The management of radioactive waste differs significantly from that of other waste.

## Managing waste. How to behave and save money, health and environment

The main steps of waste management: The European Union practice

The key steps classified according to their desirability and environmental friendliness are reflected in the waste hierarchy contained in the EU Waste Directive of November 19, 2008, which looks like this:

1. Prevention.
   a. Behave responsibly – do not litter.
   b. Buying recycled products – save money and environment.
   c. Do not waste food – over 30% of food ends in the wastebin.
2. At source sorting – general rules from households to industry and agriculture
3. Preparation for reuse.
4. Recycling.

5. Other utilization (e. g. energy recovery) – waste to energy programmes
6. Landfilling – an important goal is to phase out landfills…

Why this sequence of steps is important? The more efficient the first four steps of waste management are, the less waste will be incinerated and landfilled. Therefore, the waste management policy of the state in general and of individual settlements should cover evenly all stages instead of focusing on the last stage.

## The importance of waste reduction for business

Taking steps to reduce waste can generate the following positive outcomes highlighted below:

- Save money on supplies.
- Conserve natural resources and energy.
- Give customers what they want: "green" products and environmentally conscious businesses.
- Avoid adding to the environmental burden caused by producing and disposing of unnecessary materials.
- Boost employee morale by giving staff members an opportunity to work together on an environmental project.
- Reduce the risk of future liability associated with the disposal of solid wastes.

**Self-assessment**: interactive online questionnaire: how do you save money and health by being sustainable?

## IV. Technical requirements for proper functioning, description of the login and registration process on the educational platform

### Using an educational platform

**Glossary:**

1) E-learning platform - an information system used in the process of distance learning to create and share materials for e-courses and to communicate among e-course partici-pants.

2) Distance learning - a process of education in which knowledge is transferred with the help of digital media, and communication and interaction between participants is large-ly carried out through electronic channels.

3) E-learning infrastructure - refers to the software (software) and hardware (hardware) re-sources used in the distance learning process.

4) E-learning - education using digital media.

5) E-course - a form of teaching conducted using e-learning infrastructure.

6) E-course participant - a user with permissions to use the resources of the e-learning platform and actively participate in courses;

7) Instructor - a user with permissions to use the resources of the e-learning platform and to implement the e-course.

### Moodle requirements

**Hardware** (unless you are using a hosting server).

The person creating the REL course material needs a suitable computer (or laptop) and a good internet connection. More and more content is being shared on the Internet, so the connection needs to be stable and efficient, among other things, in order to make the test materials available in their environment.

▪ The need to install a special graphics card on your computer depends on the complexity of the graphics. However, generally speaking, the authors of REL courses do not develop time-consuming 3D animations. In most cases this factor is irrelevant.

▪ Disk space: min 200 MB free space. However, you will need more space to store your learning materials.

- Memory: minimum 256 MB, 1 GB recommended. The general rule of thumb is that Moodle can support 50 concurrent users for every 1 GB of RAM, but these numbers may vary depending on hardware and software.

**Software:**

In terms of software, the popular packages (such as Captivate, Articulate or Lectora) are suitable, as they also allow easy multimedia creation. It is also worth noting that these solutions support the popular SCORM and the increasingly popular TinCan API. For many customers this may be important, for example, to measure learner progress.

Considering multimedia, Flash is still very important. Although it is losing popularity, it is still the most popular solution for creating animations with interactive elements. Still, many mobile devices do not support this technology, so authors should keep this in mind. A good solution is to base content design from the start on solutions that have good prospects for the future, such as HTML5.

The ability to create and present content on mobile devices is becoming increasingly important. This not only means scaling a carrier signal to be visible on the screen of a small phone, but also a whole new approach to technology and design. Mobile content must be aligned with the device on which it is displayed; navigation and interaction with the user must be adapted accordingly. In this context, it is also very important that the author of the content has the possibility to test it on a variety of devices.

Web server software. Most people use Apache, but Moodle should work with any server that supports PHP, such as IIS on Windows platforms.

PHP scripting language (version 4.1.0 or later) with the following settings:

- GD library enabled, supports JPG and PNG formats.
- Session support enabled.
- File upload enabled
- Reduced mode should be turned off (see moodle.org forums for a description of the problems caused by this mode)

Working database server: MySQL or PostgreSQL are fully supported databases and recommended by Moodle 1.0.9. All other databases are supported by Moodle 1.1.

In most cases, these requirements are met by default. If not, ask your service provider why and consider relocating.

A web browser that displays Moodle pages correctly:

- Firefox 3 and later
- Safari 3 and later
- Google Chrome 4 and later
- Opera 9 and later
- MS Internet Explorer 7 and later
- and other

The functionality of the e-learning platform for the implementation of the lessons:

To ensure that the courses are delivered properly, it is recommended that the e-learning platform at least:

1) publishing didactic material in different formats (text, illustration, animation, audio-video, etc.);

2) synchronous and asynchronous communication between e-learning participants (chat, forum);

3) creating various interactive forms to monitor e-learners' knowledge and learning progress, including self-tests, quizzes, open and closed questions;

4) off-line question creation, where the user performs an exercise outside the e-learning platform and sends the result to the e-learning instructor;

5) individualisation of the teaching process in terms of content and organisation;

6) self-monitoring and monitoring learning progress;

7) use the help tab for e-learning platform users.

8) uninterrupted access to the platform 24 hours a day, 7 days a week, unless access to the platform is restricted for technical reasons, such as the need to update the platform. Participants and trainers shall be informed in advance of any restriction on access to the platform.

## General rules for using the e-learning platform

The proper delivery of courses through an e-learning platform is linked to the following rules being respected by the teacher and the e-learning participants:

1. Before starting a course using the e-learning platform, the instructor should be trained in the methodology of conducting e-learning lessons and the functionality of the platform. The scope of the training is presented in the rest of the paper.

2. Before starting the course, the participant must be able to attend a training course on the use of the e-learning platform.

3. Only registered participants can start courses.

4. It is prohibited to publish on the platform material that infringes the copyright of others, as well as offensive, obscene, indecent or metrically unrelated to the e-course being conducted.

5. The person who publishes material on the e-learning platform is fully responsible for its content and for any infringement of the copyright of others.

6. If the e-learning participants violate the above duties, the teacher conducting the sessions must take action to eliminate the consequences of the violation and prevent further violations. To this end, the instructor may block access to the course for the participant who violates the rules for using the e-learning platform.

7. The course organiser must provide the necessary technical support for the course instructor and course participants to use the e-learning platform. It is recommended that the course organiser draws up a set of rules for participation in the course. The rules should be made available to participants and trainers before the course starts.

## The scope of the use of the e-learning platform to deliver courses

Courses using distance learning techniques and methods can take the following forms:

1) traditional courses supported by e-learning tools,
2) blended learning courses, which consist of a part taught using traditional classroom methods and a fully e-learning part,
3) full e-learning courses.

The instructor decides on the scope of the e-learning platform for the delivery of courses, unless the scope is top-down.

When choosing the scope of the e-learning platform, particular attention should be paid to the need for participants to acquire specific practical skills.

In this case, if the functionality of the platform prevents the participant from acquiring the assumed practical skills, it should only be used as a tool to support the didactic process.

## Conducting lessons on the e-learning platform

The management of lessons on the e-learning platform includes:

1) the placement of the materials on the e-learning platform, the rules and methods for conducting consultations, the rules for evaluating course participants, the date and form of course completion. If agreed top-down, the materials should be posted according to the scheme agreed by the organiser.
2) provide participants with the access key to the course.
3) conducting discussions (e.g. chat or forum), synchronous and asynchronous consultations.
4) continuous monitoring of the participant's learning progress.
5) check the knowledge, skills and social competences acquired by the participant.
6) evaluation of the course by the participant.

## Scope of training for course leaders

Before starting a training course using an e-learning platform, the trainer should be prepared on the methodology of conducting e-learning classes and the functionality of the platform. The training should cover the following topics:

1) the specificities of teaching and deviations from traditional teaching,
2) preparing and implementing the didactic process using distance learning methods and techniques and quality assessment methods,
3) the functionalities of the applications used in the distance learning process,
4) legal issues related to education using the internet.

**Track lock**

The instructor may block the participant from attending the course if the participant:

1) the user uses the e-learning platform in a way that is contrary to the accepted rules of use,
2) the user is in arrears with payment to the course organiser,
3) there is a suspicion that unauthorised persons have gained access to the e-learning platform through phishing,
4) there is a suspicion that information on the e-learning platform has been used for unfair competition purposes.

Access can be unblocked after the reasons for the block have been clarified and removed.

## V. Methodology for creating an e-learning course

**The structure of the e-learning course:**

- the whole course is divided into modules - it is best to split modules according to the topics they cover.

- within the module, the lessons are separate - the number depends on the teacher;

- further lessons are broken down into short units of time, in which a specific issue related to a particular lesson is discussed. These sections should be no longer than 20 minutes. The short e-learning sessions allow the participant to concentrate more on the material. This division also allows the participant to click on the unit of interest.

- incorporate appropriate learning outcomes into the course structure - learning outcomes should be strictly related to the issues discussed. The learning outcomes should be divided into subject specific, operationalised ones, which are written alongside the curricular learning outcomes - the general equivalent of subject learning outcomes, which are the objectives that the participant is expected to achieve in the course.

- at the end of each lesson, a section should be set aside for continuous monitoring of the achievement of the expected learning outcomes, i.e. test tasks. The presence of tasks during each lesson helps to organise the participant's knowledge and gives him/her an idea of the progress made. The tasks can be placed under each of the thematic sections into which the lessons are divided. Placing sentences under each session makes the course more dynamic and less monotonous. Assignments should always demonstrate the achievement of the expected learning outcomes.

- each lesson should include summary sections - detailing the key issues covered in the lesson. Draw attention to the key elements of the lesson. Allows you to organise your knowledge.

- each section must include the way in which the content within that section is presented (video, audio files, presentation, infographics, etc.).

- the final element in the course structure should be an exam - the number of tasks depends on the teacher. They should cover the most relevant aspects of the topic. They may be similar or identical in formula to the exercises published in the course. The aim of the exam is to systematise the knowledge of the participant.

**Estimating the time spent on an e-learning course:**

- the quantity of substances must be adapted to the time required for their assimilation.

- when estimating the time, it should be taken into account that the participant with the question is usually meeting for the first time. For example, to fully understand the material presented, it will be necessary to analyse and reflect on the content, to read the figure several times.

- an appropriate time estimate should also apply to the section containing the tasks to be solved. Here too, the participant typically has more time to answer than the course provider needs.

- do not include the time needed to solve the problems in the time of the presentation unit.

- the content you choose for your course is determined by how much time you want to spend on the course. Do not include content in the course that has not been taken into account in the time estimation.

- time should also be estimated, taking into account the nature of the target group, their needs, etc.

- as mentioned above, each course should not last longer than 20 minutes.

**Defining learning outcomes:**

- a given learning outcome is described starting with an active verb.

- a verb is used to formulate a learning outcome. We use action verbs.

- avoid verbs with too general and vague meanings, e.g. to know, to understand, to be aware of.

- avoid overly complicated and complex sentences. In such situations, it is better to define the learning outcome in a few sentences.

- curricular learning outcomes must relate to the curricular learning outcomes set out for the whole course curriculum.

- learning outcomes must be measurable and observable.

- learning outcomes must be assessable.

- outcomes must be achievable - when defining learning outcomes, the time taken to achieve them and the means available to achieve them must be taken into account.

- the way in which learning outcomes are defined and assessed should be taken into account. For this reason, they should not be defined too broadly or too specifically.

- the learning outcomes should be detailed enough to allow for the selection of the most relevant part of the learning material and appropriate monitoring tasks.

**List of checklist questions when determining learning outcomes:**

- focus on outcomes/results rather than processes, for example what learners will be able to present rather than how the learning process is conducted?
- does the description of each learning outcome open up the verb in the active voice?
- only one verb was used for each learning outcome?
- Were you able to avoid verbs such as: knows, understands, learns, knows, focuses, aware?
- are the learning outcomes formulated observable and measurable?
- Are the learning outcomes formulated assessable?
- Are all learning outcomes consistent with the objectives and content of the course/study module?
- Is the number of recommended learning outcomes (up to nine per course/module) specified?
- is it possible for the participant to achieve the expected learning outcomes within the time and resources available?

## Types of e-learning courses

**Synchronous course** - a course with the teacher:

- we can use open-ended tasks that are marked by the teacher.
- provide opportunities to use a wider range of tools to demonstrate the achievement of learning outcomes.
- allows you to check your social competences.
- gives you more control over the track.

**Asynchronous course** - conducted without instructor supervision:

- should not contain open-ended exercises/questions.
- We mainly use closed questions.
- it is impossible to monitor learning outcomes in social competences.
- tasks should include feedback on why the answer given is correct/incorrect.

**What else should you keep in mind when designing an e-learning course?**

- the technical capabilities of the e-learning platform on which the course will be delivered.
- adapt the course for display on other devices.
- taking into account the special needs of people with disabilities.
- publish material that does not infringe the copyright of others (choose material available under open Creative Commons licences)
- the course needs to be updated - remember that material hosted on external servers can be removed at any time, participants will lose the ability to use it during the course.
- using different language versions if the course will be used by people from different countries.
- The content and materials should aim to be as practical and interactive as possible.

## Example of an e-learning course structure template

NAME OF THE SUBJECT

.....................................................

DESCRIPTION OF THE COURSE

.................................................

THE OBJECTIVES OF THE COURSE

....................................................

REQUIREMENTS

1. ...................................

2. ...................................

3. ...................................

MATERIAL LEARNING OUTCOMES

KNOWLEDGE

...............................

DETAILS

..........................

COMPETENCIES

............................................

THE COURSE CONTENT

Each module requires you to have studied the material (article, book, film, presentation). Each module includes a control test, the passing of which is a prerequisite for progression to the next module. The test includes questions to check the participant's knowledge of the material. The tasks require own activities, including chatting. The number of thematic modules is determined by the teacher. Each module may be combined, i.e. in the form of lectures and exercises, which are prepared by the participants themselves.

## I. Module

| Topic of the module | Annexes: pdf, power point Comments | Quantity of man-hours | Estimated time |
|---|---|---|---|
| Introduction to the subject: self-made video (3-4 minutes), introduction of yourself, scope of the subject, exam requirements. | | | |
| **INTRODUCTION TO THE MODULE:** what the module is about (content description), what students will do independently, what will be the basis for completing the module. | | | |
| CONTENT OF THE MODULE:................. | | | |
| FILM/STREAM ........ | | | |
| ANYAGOK | | | |
| 1. Numbered and addressed power point presentations 2. Bibliography of this module: e.g. Zawistowska H., Dębski M., Górska-Warsewicz H., The Politics of Tourism, PWE, 2014, pages.... . If possible and available, the attached document in pdf 3. Links to Youtube videos with video length 4. Links to websites | | | |
| FEATURES | | | |
| 1. Listen... 2. Find it on the web... 3. Read more... 4. Tedd... 5. Write... 6. Comment.... 7. Calculate.... 8. Thinking Design exercise or other teaching technique | | | |
| CHAT/FORUM | | | |
| 1. Share your experiences with your colleagues 2. Rating... 3. Express your opinion... 4. What you mean.... 5. Who has a different opinion? 6. Why? 7. What does it mean? 8. .................... | | | |
| MODULE I SELF-ASSESSMENT TEST | | | |

**NOTES FOR TESTING THE MODULE**

- The text should be treated as a compulsory form of module completion, which conditions the student to activate his/her independent work and thinking, and obliges him/her to fulfil the requirement of an hour of independent work.
- The test must contain at least 10 closed questions
- The test should check that participants are familiar with the material of the modules (film, lectures, bibliography...)
- The test is not a substitute for independent work
- The test can be placed on the student platform at the instructor's request, but the correct answers must be indicated to automate the results
- It is recommended to accept 60% of the correct answers to the completed text

Module II and subsequent modules as described above

**A FULL SUBJECT TEST:**

Examinations in the form of tests are not recommended, but in the form of an essay, presentation, film or oral presentation

# VI. Good practices in the organisation and delivery of training courses

Training/course organisation:

1) The preparation of the training/course should be preceded by a study on demand. The training/course should respond to the identified needs and expectations of potential participants.

2) In the case of closed training (delivered to a known group of participants), the initial level of competences of the group that will be developed during the training should be assessed and the desired outcomes of the training/course for the group should be identified. The needs analysis should also take into account the views of participants' line managers, colleagues, subordinates, clients and other stakeholders interested in the results of the participants' work.

3) Methods for diagnosing the needs of participants should go beyond interviews and surveys of participants.

4) Provide training participants with materials summarising the content of the training/courses, with reference to the knowledge sources on which the training is based.

5) The didactic materials offered to support the educational process must be used in compliance with the copyright of others.

6) The training/course programme should include at least: learning outcomes, initial requirements for the participants' level of progression, the time and form of the training, an outline of the curriculum, including the subject areas and timeframes.

7) Ensure that the training/course is recorded. The documentation of the course should include at least attendance sheets, records of credits and examinations, and certificates issued to participants.

## Conducting training/courses

1) The teaching methods used:
   - various
   - involvement of participants
   - adapted to the specificities of adult learners

2) Participants should be provided with at least one form of support to consolidate learning outcomes:

- recommendations, tips for self-study after completing training/course
- additional exercises and tasks to be carried out after the training/course
- post-workout sessions
- more e-learning lessons
- consultations with the training/course instructor (face-to-face or distance)
- moderated by the moderator of vitalap
- access to a knowledge base (articles, exercises, other materials) to support further self-training

3) The student/course participant should be given individual feedback on learning progress.

4) Procedures for evaluating the learning outcomes of the training/courses delivered.

5) The training/course must take place in a location that meets the following conditions:

- space adapted to the size of the group
- access to daylight and artificial lighting
- comfortable air temperature
- no disturbing noise from outside
- maintaining cleanliness
- access to sanitary facilities
- appropriate furniture to allow for a layout adapted to the specificities of the training
- adapting to the needs of people with disabilities (ramps, lifts, adapted toilets and gym)
- separate rest area during the break
- access to the internet and office equipment (e.g. photocopier, fax, printer)
- the classroom should be equipped with various tools and materials, including flipcharts or whiteboards, paper and writing utensils for participants, a computer (laptop) with MS Office software, a projector

8) The training/course schedule should take into account the following guidelines:

- the duration of the training corresponds to the objectives set and the methods proposed
- the duration of a module/reception does not exceed 5 consecutive days
- the duration of the sessions, including breaks, does not exceed 8 hours per day

- We plan regular breaks of at least 15 minutes and 2 hours during the lessons
- For sessions longer than 6 hours, one break min. 45 min

9) The organisation of the training should provide guidelines on how to proceed in case of unforeseen difficulties, e.g. absence of the trainer, unavailability of the training/course location.

**Staff competence and development level:**

1) You must have appropriate, documented professional experience or qualifications, or a qualification appropriate to the thematic scope of the services provided.
2) You have documented pedagogical training in adult education.
3) The teacher continuously develops his/her competences - by attending additional training/courses and by updating his/her knowledge and skills in the field of education.

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## VII. Security procedures for COVID-19 related courses in classrooms with closed IT equipment

### Rules for the safe conduct of trainers

1.  Classes should not be taught by anyone who has symptoms of a communicable disease.
2.  The training must not be conducted by a person in quarantine or isolation at home.
3.  The training must not be held in the home with a quarantined or isolated person.
4.  You must disinfect your hands every time you enter the building where the training takes place.
5.  In the classroom area, the instructor must wear a protective mask or visor in situations where this is justified, in particular for health reasons and work requirements.
6.  Instructors must disinfect their hands before entering the classroom.
7.  Instructors shall cover their mouths and noses during lessons if it is not possible to ensure a distance of 2 metres between participants.
8.  In the event of disturbing symptoms suggestive of coronavirus infection, the procedures agreed by the training organiser shall be followed. In particular, the person with symptoms should be separated from other people.
9.  Before the start of the training, the instructor will remind the participants that:
    a)  keep a distance of at least 1.5-2 metres between them;
    b)  leave your personal belongings in a designated place;
    c)  hand disinfection before entering the classroom;
    d)  wearing a covered mouth and nose on University premises, including during teaching hours.
    e)  any deterioration in health must be reported;
10. The training instructor shall announce a break at least every hour during the sessions in order to ventilate the room. The break shall not be less than 10 minutes.
11. The training instructor shall draw up a list of the persons attending the sessions, which shall be evidence in any epidemiological investigation.
12. If a body temperature measurement is required, it must be reported to the employee on duty in the building.
13. All school leaders should be trained in the relevant rules of infection prevention.

# Security procedures for COVID-19 related courses in classrooms with closed IT equipment

## Rules for the safe conduct of trainees

1. Persons with symptoms of a communicable disease are not allowed to participate in the training.

2. People in quarantine or isolation at home are not allowed to participate in the training.

3. The training may not be attended by a person who is quarantined or isolated at home.

4. You must disinfect your hands every time you enter the facility where training is taking place.

5. 5 Persons in the training room area must wear a protective mask or goggles in situations that warrant it, in particular when health reasons so warrant.

6. Items brought to class should be limited to the amount needed.

7. Participants in the lessons use only their own supplies. If other participants need to use the utensils, they must be disinfected after each use.

8. Hands must be disinfected before entering the classroom.

9. The nose and mouth of the person participating in the sessions must be covered.

10. No more than the number of seats in the classroom at any one time. Information about the number of participants and the need to observe basic safety rules (covering mouth and nose before entering the classroom, hand sanitising, keeping distance) is posted on the classroom door.

11. In the classroom, a distance of at least 1.5-2 metres must be maintained between class participants.

12. You may only occupy designated seats in the classroom.

13. No eating in the classroom.

14. Do not cluster during breaks, keep a distance of at least 2 metres.

15. Matters relating to the provision of the educational process should be dealt with primarily by telephone or electronically. If the participant is required to attend in person, an appointment must be made in advance.

16. In the event of a deterioration in health, this fact must be reported to the instructor or staff member on duty in the building and any further recommendations must be followed.

17. If it is necessary to take a body temperature, such a need must be reported to the employee on duty in the building.

18. All participants must be trained in the relevant rules of infection prevention.

## Information on the rules for the use of the premises during a declared outbreak

We recommend that you check the following before each classroom where the classes are held:

- the maximum number of people in the room;
- the obligation to disinfect hands, cover mouth and nose;
- only the obligation to occupy the designated seats;
- keep at least 1.5-2 metres away from other people;
- a prohibition on changing the arrangement of chairs;
- no eating in the room;
- the obligation to inform the manager or the worker on duty in the building of any deterioration in health.

## VIII. Safety procedures

### General safety guidelines and rules

The training provider shall ensure safe and hygienic working and learning conditions, in particular by providing appropriate infrastructure and conducting the training.

In order to ensure safe and hygienic conditions for university training, the Training Manager:

1) analyses and identifies risks to health and life and assesses and documents the risks to the university's work and teaching arising from its implementation, and takes preventive measures to reduce these risks;

2) cooperating with the competent authorities, workers' representatives and participants in the scope defined in this point. 1;

3) analyse the circumstances and causes of education-related accidents;

4) define the main lines of action in the field of health and safety at work and education;

5) determine how the infrastructure, including technical equipment, is shared and used;

6) by relevant orders:

7) On the basis of the results and analyses referred to in point 1), tenders will be drawn up on the basis of 1. which will be used primarily as a basis for the process of work and training organisation, for the planning of investments and for the preparation of tenders for the owners of facilities in the field of modernisation and renovation of the facilities used by the training provider.

8) that the buildings, premises and associated areas and equipment occupied by the University under the relevant agreements comply with all necessary requirements of generally applicable law in accordance with their intended use and purpose.

9) escape routes in the training building must be maintained in a suitable condition and not present a hazard to users;

10) periodic inspections of the condition of premises and technical equipment in the fields of health and safety at work and education;

11) fixed fire extinguishing equipment and fire alarm systems shall be used;

12) all fire extinguishers shall be subject to technical inspection and maintenance in accordance with the generally applicable regulations.

13) the obligation to consult with the owners of the installations on all types of work involving a fire risk must be respected;

14) carry out a practical check of the organisation and conditions of evacuation from the premises in use;

15) the organiser must designate the staff to carry out fire-fighting and evacuation tasks;

16) evacuation plans and designation of escape routes must be posted in a visible place;

17) procedures should be developed and implemented for the evacuation of people with disabilities, especially to places that are not or not fully adapted to their specific needs;

18) the condition of the premises' equipment, in particular: furniture, equipment (must meet ergonomic requirements), tools and equipment must not pose a risk to persons using the premises;

19) periodic technical inspections of equipment and devices are the responsibility of the owner - facility administrator or user and must be carried out in accordance with the generally applicable standards;

20) the organisation and equipment of workstations and learning spaces must take ergonomic principles into account;

21) the organisation and equipment of workstations and learning spaces must take into account the needs of people with disabilities;

22) the premises must be kept in a satisfactory state of hygiene;

23) all establishments where teaching is provided are equipped with a first aid kit, equipped with the necessary first aid equipment and instructions on the principles of first aid, and trained staff are designated to provide first aid to victims in an emergency;

24) information on the safe and hygienic use of the premises and technical equipment, rules of conduct in case of accident or malfunction, and evacuation plans from the university buildings, including the designation of escape routes. , shall be posted in visible places in the buildings;

## Rules for the use of premises by infrastructure users

All persons on the premises of the educational establishments must make proper use of the infrastructure, premises and technical equipment, and in particular:

1) comply with the regulations and principles of health, safety and fire protection;
2) comply with the internal rules in force in the establishment;
3) behave in a way that does not endanger the safety of others;
4) maintain order and cleanliness;
5) keep the premises and technical equipment in a state of repair,
6) ensure that the equipment installed in the premises used is properly protected;
7) reporting to staff any observations of errors or negligence that may affect the inadequate protection of property or pose a risk of loss or destruction;
8) respect the agreed time and date of use of the premises;
9) move only in the premises to which they are entitled;
10) to comply with the ban on smoking tobacco products and electronic cigarettes except in designated places (smoking areas),
11) comply with the prohibition on the import and use of weapons and other dangerous objects and substances
12) comply with the prohibition on the import and consumption of alcohol, drugs and psychotropic substances;
13) observe the prohibition of open fire and the use of flammable substances;
14) to comply with the prohibition on carrying out activities that are incompatible with the consent of the building manager;
15) respect the prohibition of sharing premises, infrastructure and equipment with others without the consent of the building administrator;
16) to respect the prohibition of unauthorised persons from entering places and premises;
17) do not damage the property of the owner of the building or the property of third parties whose property is located in the building;
18) unauthorised persons do not carry out repairs, upgrades, modifications or other unauthorised manipulation of equipment, technical installations and other elements of infrastructure and technical installations;
19) observance of the prohibition on the use and operation by unauthorised persons of machines, tools and technical equipment used in the course of work and training,

20) to observe the prohibition of movement on bicycles, roller skates, skateboards and other equipment which may damage the surface of the premises;

21) to refrain from taking part in training if the conditions do not meet health and safety standards at the workplace and pose an immediate risk to his/her health or life, or if the activity he/she is carrying out endangers other persons.

22) refrain from performing activities requiring special psychophysical fitness if his/her psychophysical condition does not ensure safe performance, which endangers him/her and other persons.

23) carry out all activities on the premises in such a way that they do not pose an accident hazard to themselves or their environment;

24) to know and follow the instructions and regulations in force in the classroom;

25) follow the instructions of the persons in charge of the occupation;

26) maintaining public order at work stations;

27) take care of the equipment and tools entrusted to him;

28) reporting major defects that endanger life or health;

29) start the tools and equipment only after reading the instructions and with the permission of the person in charge of the occupation;

30) report accidents in class to the teacher and provide basic assistance to those injured in an accident;

31) observe the safety rules in WSTiE classes and in the exercises set by the organiser;

32) the teacher conducting the session must prevent the session from starting if the condition of the place or the equipment of the room does not ensure the safe conduct of the session. If a condition endangering health or life occurs or becomes apparent during the lessons, the lessons are stopped immediately and, if necessary, the place at risk is evacuated in accordance with the evacuation plan.

33) the persons conducting the classes must be adequately trained to ensure that the classes are conducted in accordance with the rules and principles of health and safety at work. In addition, teachers leading workshops, laboratories and physical education classes should be trained in first aid.

34) before the start of the session and before letting the participants in, the organiser of the session must check whether the technical condition of the machines and equipment, the electrical installation and the general condition of the room are not inadequate and whether they endanger the life and health of the pupils.

35) the person running the sessions directly cares for the participants in the sessions

## Furnishing of halls and other utility rooms

All technical equipment and installations in the premises and offices:

1) be provided with safeguards to protect users from injury and from the effects of factors hazardous or harmful to health;
2) takes into account the principles of ergonomics;
3) be maintained in a condition that ensures full operational efficiency and safety in the workplace and in education.

It is unacceptable to equip premises with technical devices and equipment that do not comply with the requirements of safety regulations, including conformity assessment requirements.

Technical devices and equipment that are temporarily out of service, damaged or under repair must be clearly marked and secured in such a way as to prevent their activation and use.

Instructions/prescriptions for the safe and hygienic use of technical equipment and devices are posted in a clearly visible place where the activities are carried out.

In some cases, participants in occupations are equipped with all the necessary personal protective equipment to protect themselves against the effects of hazardous or harmful agents used in the occupations;

By using technical tools and equipment, the person leading the session will familiarise the participants with the rules and methods of work that guarantee safety during the activities carried out in the sessions.

## Rules for using the computer lab

1) before using the computer laboratory, you must be familiar with the rules for the use of the computer equipment set by the building administrator;
2) before starting work, the user must check the completeness and general condition of the computer;
3) any defects, damage or faults in the computer equipment must be reported to the teacher or staff member on duty in the building;
4) the user must take care of and respect the computer equipment. The user shall be financially liable for any damage resulting from improper use of the computer equipment;
5) tidy up your workstation after finishing work;

6) it is forbidden to download, copy, install or place on computer disks any application from the Internet without the consent of the teacher or staff member responsible for maintaining the equipment in good working order;

7) The only way to turn off computers is to select Shutdown from the Start menu. Do not use the button on the computer's cover for this purpose.

8) Tilos:

    a. commercial use of educational software;

    b. use the equipment for commercial activities;

    c. obstructing the work of the teacher or other users;

    d. self-installing the software;

    e. change the system settings of computers;

    f. knowingly or intentionally damaging or damaging computer equipment;

    g. opening up the computer casing and carrying out any repairs yourself;

    h. posting content that violates the building maintenance company's general or internal rules;

    i. importing and consuming food and drink;

    j. outerwear, large bags, suitcases, etc.

    k. delete and modify other users' files;

    l. touching or disconnecting the wiring of computer equipment;

    m. use computer hardware for cryptocurrency;

    n. publication on the internet:

        i. violent images;

        ii. pornographic content;

        iii. content that is offensive or defamatory to others;

        iv. content that incites hatred of others;

        v. a picture of a person without their consent;

        vi. personal data of other persons;

        vii. advertising alcohol, tobacco, gambling;

        viii. content that infringes the copyright of others;

        ix. send spam;

    o. bypassing system protection;

    p. sending viruses and other malware;

    q. attempting to gain illegal access to third party IT systems;

    r. using a fake IP address;

s. any activity that compromises the security of the Internet and other users

## Instructions in case of danger

### General instructions in case of fire

**General provisions**

- if a fire is detected, press the ROP button to activate the alarm,
- notify the competent services immediately of any fire risk
- report a fire that directly endangers health or life to the University's emergency number and e-mail address,
- in the event of a small fire, the portable fire-fighting equipment should be activated immediately,
- if you hear an alarm, go to the emergency exits and leave the building immediately to the designated evacuation points,
- help those who cannot evacuate on their own,
- if possible, switch off appliances and equipment connected to the network,
- the persons conducting the classes are responsible for evacuating participants from the classrooms,
- submit to the evacuation and firefighting operation commander (pending arrival of the fire brigade),
- comply with instructions without delay and, if necessary, provide the fire brigade commander with the necessary information.

### General instructions on what to do in the event of an accident

**General provisions**

- Anyone who observes or becomes aware of an accident is obliged to help the injured person immediately, for their own safety.
- Use the rescue equipment available on site.
- At the same time as first aid is administered, professional assistance from the ambulance service should be called.

**How to call an ambulance. What to consider when calling an ambulance:**

1) exact address with the name of the municipality
2) what happened

3) the number of people injured
4) the condition of the victim
5) name and telephone number

**Never hang up the phone first! The dispatcher may have further questions.**

- At the same time, measures should be taken to eliminate or minimise the hazard (e.g. extinguish the fire with fire extinguishers placed near the accident site, disconnect the power supply) to prevent its escalation.
- The worker who has suffered an accident must, if his state of health so permits, immediately inform his superior of the accident.
- Securing the scene of the accident means that until the causes and circumstances of the accident have been established, it is forbidden to start, position or locate any machinery or equipment which has been immobilised as a result of the accident.
- If necessary, notify the facility administrator of the event.
- Provide the operation commander with the necessary information after the arrival of the called services, cooperate with the rescue teams and follow their instructions.
- After all post-accident activities have been completed, obtain supervisory permission to return to work, restart equipment, etc.

## General instructions on how to proceed in the event of a malfunction

**General provisions**

- Failure of tools and equipment must be reported to the employee on duty at the facility.
- Breakdowns requiring immediate repair must be reported directly to the competent services (water and waste water, energy, gas, heating emergency services)
- As part of their work, the service staff are required to carry out external checks on the condition of heating, water, sewage and electricity installations.
- Service employees are obliged to check the information they receive about irregularities that may cause malfunctions and to inform their superiors and the administrator of the establishment about the detected faults or hazards.

**Rules of conduct**

Once a malfunction has been detected, the technical service and the installation administrator must:

- Immediate danger must be notified immediately to those in the danger zone.

- Find the problem.

- Assess the level of risk.

- If necessary, stop the work.

- Shut off the main technical valves.

- Take measures to limit the spread of the fault as far as possible until the arrival of external technical and rescue teams.

- In the event of a risk to the life or health of persons in the area of the malfunction, persons in the establishment must be evacuated.

- Once the notified units arrive on the scene, they must provide the necessary information, cooperate closely and follow the instructions of the commander of the rescue operation.

## General instructions on how to proceed when receiving a shipment of unknown origin

**If you receive a package of unknown origin or a suspicious package for the following reasons:**

- mislabelling or non-standard consignments,

- misspelled frequently used words and phrases,

- strange or missing return address,

- given a pipe with certain restrictions, e.g. by hand, do not overexpose with X-rays,

- a postmarked item that does not match the return address,

- no sender or no sender address,

- strange appearance of the consignment, including, for example, unusual weight, size, shape, overly carefully packed with too much packaging material,

- other doubtful reasons.

**Additional provisions:**

1) Leave the load in place on a relatively flat, stable surface.
2) Do not smell, touch or look closely.
3) Warn other people in the room, leave and lock the room until the arrival of the professional staff.
4) Wash the hands of whoever touched the package.
5) Make a list of these people and give it to the relevant people.
6) Secure all items that have been in contact with the suspect shipment.

**If a suspicious package has been opened and contains solid material:**

1) Do not move this material.
2) Do not cause air movement (close windows, turn off ventilation).
3) Carefully cover the spillage with paper or other material.
4) Inform the people in the room about the event.
5) Close the room and thoroughly wash the exposed parts of the body.

In the cases described above, the threat should be reported immediately to the University's emergency number and e-mail address, and supervisors and the facility administrator should be notified.

Once the specialist services arrive, you must strictly follow their instructions.

## General instructions on the risk of detonation of an explosive charge

**Sources of information on the bomb threat:**

- letter
- telephone conversation
- e-mail message
- suspicion based on observation
- finding a suspicious package (object) that could be an explosive device

**Procedure in case of receipt of information**

A person who has received information about a possible explosion cannot ignore this information.

**If you received the information by phone:**

- stay calm, do not panic
- conduct the conversation calmly, trying to get as much information as possible, such as where the charge is, why it is there, and listen for distant sounds (e.g. traffic, noise, etc.)
- remember all the possible data obtained and the way the threat was uttered (e.g. nervous voice, loud wheezing, etc.)
- let the other person finish the information
- report the threat to the university's emergency number and e-mail address
- notify the inspectors of the threat
- evacuate the establishment at risk, as decided by superiors

- provide the action manager with all information obtained after the services concerned have been received.

When the services arrive, the operation commander takes over the entire procedure and his instructions must be strictly followed.

## General guidelines on what to do in the event of a construction disaster

A construction disaster is the unintentional, but sudden and unexpected destruction of a building (in whole or in part). A construction disaster is most often violent, relatively short-lived and very destructive.

In the event of a construction disaster and the risk of evacuation from the facility, the following should be done:

### Leaving the building

- immediately notify those in the danger zone of the immediate danger.
- report a threat to the university's emergency number.
- notify the university authorities, the facility administrator.
- first aid to the injured person, if possible.

### If possible:

- take with you the basic documentation, the most valuable property,
- if you are unable to leave the building/premises due to danger or other obstacle, escape through the exit door, staircase or, if possible, the window.
- Be especially careful - watch out for ceilings and stairs.

### If you cannot leave the building:

Hang a white sheet or tablecloth in the window - to let the ambulance know you need help.

### Immobilised (buried):

- Call for help, tap on the light metal elements.
- If you have a phone, call for help.
- Save your energy, save your oxygen, try to stay calm.

### When you left the building:

- Notify the person in charge of the rescue operation of the people inside the building and of the people who are currently and definitely outside the building.

- If you have information that will help the rescue operation, give it to the emergency services immediately.
- Do not return to the scene of the accident and do not enter the damaged building without the permission of the building engineer, who will determine whether such entry is safe.
- If you are injured (hurt), report it to the medical emergency point.

**It is checked by the head of the rescue operation:**

- everyone has left the building;
- provides the disaster area;
- collects information about the people in the building;
- provide medical assistance to the injured person;
- work with specialist emergency services.

The previous leader of the rescue operation will provide all the information related to the incident to the head of the ambulance service on arrival at the rescue site.

## IX. Processing and handling of personal data

In Hungary, the right to the protection of personal data is a fundamental right enshrined in the Fundamental Law. According to Article I (3) of the Fundamental Law, the rules on fundamental rights and obligations are laid down by law. A fundamental right may be restricted to the extent strictly necessary and proportionate to the aim pursued, while respecting the essential content of the fundamental right, in order to ensure the exercise of another fundamental right or to protect a constitutional value. In accordance with Article I(3) of the Fundamental Law, the Information law lays down the basic rules of the right to the protection of personal data and the general framework for the restriction of rights at the statutory level.

The GDPR is a Regulation of the European Parliament and of the Council, which is of general scope, binding in its entirety and directly applicable in all Member States. The GDPR is not a law and therefore does not meet the statutory regulatory requirement under Article I(3) of the Fundamental Law. However, the GDPR's connection to the Hungarian legal system is not based on Article I(3) of the Fundamental Law, but on Article E(3) of the Fundamental Law, which provides that the law of the European Union may lay down a generally binding rule of conduct. The conditions for this are set out in paragraph 2 of the same Article. Accordingly, Hungary may, to the extent necessary for the exercise of the rights and the fulfilment of the obligations arising from the founding Treaties, exercise certain of its powers under the Fundamental Law jointly with the other Member States through the institutions of the European Union. The exercise of powers under this paragraph shall be in conformity with the fundamental rights and freedoms enshrined in the Fundamental Law and shall not restrict Hungary's inalienable right to dispose of its territorial unit, population, form of government and organisation of the State. The General Data Protection Regulation (GDPR) is the strictest data protection and security law in the world. Although it was created and adopted by the European Union (EU), it imposes obligations on organizations anywhere, as long as they target or collect data about people living in the EU. The regulation came into force on 25 May 2018. The GDPR imposes stiff fines on those who breach its data protection and security requirements, with penalties of up to tens of millions of euros, depending on the extent of the breach.

# Processing and handling of personal data

## Definitions in the field of personal data protection

In order to properly perform your duties in relation to the processing of personal data, you need to familiarise yourself with and understand the basic concepts in this area.

**Personal Data -** Personal data is any information that relates directly or indirectly to an identifiable individual. Names and email addresses are obviously personal data. Location data, ethnicity, gender, biometric data, religious beliefs, web cookies and political opinions can also be personal data. Pseudonymous data may also fall under the definition if it is relatively easy to identify someone from it.

**Data processing -** Any operation on data, whether automated or manual. Examples cited in the text include collecting, recording, organising, structuring, storing, using, deleting... in other words, practically anything.

**Data subject -** The person whose data is processed. These are your customers or website visitors.

**Data Controller** - The person who decides why and how we process personal data. If you are the owner or employee of your organisation who processes data, this is you.

**Processor -** A third party who processes personal data on behalf of the controller. The GDPR contains specific rules for these persons and entities. These can be cloud servers, such as Tresorit, or email service providers, such as Proton Mail.

Breaking down the above definition of personal data into its basic elements, the following should be distinguished:

- broadly defined - information on appearance, name, surname, personal number, eye colour, fingerprints, dress style, social position, etc. However, whether information can be considered personal data depends on the specific circumstances. In the first place, it is necessary to check whether the information available to us allows us to identify a person, either alone or in combination with other information. The name and surname alone, or the function performed, in isolation from other circumstances, do not constitute personal data.

- an identified or identifiable natural person - i.e. the possibility of establishing the identity of a given natural person, whereas the possibility of identifying a person must be beyond doubt, i.e. any assumptions or presumptions are excluded. The Regulation states that "in order to determine the identifiability of a natural person, account must

be taken of all reasonably likely means (including one-off entries) which could reasonably be used by the controller or another person to identify the natural person directly or indirectly. In determining whether a means is reasonably likely to be used to identify a person, all objective factors, such as the cost and time necessary to identify the person and the technology available at the time of processing, as well as technological developments, shall be taken into account." Therefore, information shall not be considered to be information which makes it possible to identify a person if, despite the costs incurred, the time spent or the measures taken, it would be difficult to use that information to identify a person.

Personal controller - a natural or legal person, public authority, unit or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data. A controller of personal data may be:

- natural person doing business (CEIDG member);
- a natural person who is not registered with the CEIDG, but is engaged in a professional, paid activity, such as a graphic designer working under contract for a specific job;
- legal persons: limited liability companies, joint-stock companies, foundations, associations, public companies, etc.
- Authorities
- organisation or other entity: limited liability company, partnership, professional partnership, limited partnership,

Categories of personal data - the GDPR lists three categories of personal data: ordinary, specific, and data relating to convictions and prohibited acts.

- Usual data - such as name, surname, address, date and place of birth, telephone number, profession, photo, e-mail address, etc.
- Special categories of personal data (sensitive data, sensitive data) - these will only be data that the European legislator has directly placed in this category.

Article 9 of the GDPR defines a special category of data consisting of the following information:

- revealing racial or ethnic origin,
- exploring political views,
- reveal religious or ideological beliefs,
- disclosure of trade union membership,

- on the processing of genetic data,

- disclosure of biometric data for the purpose of uniquely identifying a natural person,

- disclosing information about a person's health, sexuality or sexual orientation (...).

The processing of the above categories of personal data is in principle prohibited, except in situations where the GDPR allows for their processing.

The processing of sensitive data requires additional safeguards to ensure their protection.

The regulation governing the processing of data relating to the listed convictions and offences or related security measures in Hungary is governed by Article 77 of the Criminal Code, as follows:

(1) The data published on an electronic communications network shall be made permanently inaccessible,

    a. the disclosure or publication of which constitutes a criminal offence,

    b. used as a means to commit the offence, or

    c. which was created by the commission of a criminal offence.

(2) The permanent inaccessibility of electronic data shall be ordered even if the offender is not punishable due to childhood, a pathological mental state or a reason for the termination of criminal liability specified by law, or if the offender has been reprimanded.

**Processing of personal data** - any operation or set of operations which is performed on personal data or on sets of personal data. Operations may be carried out in an automated or non-automated way. They may in particular:

- collection,

- fixing,

- organisation,

- tidying up,

- Storage,

- adapt or modify,

- Download,

- browsing,

- to use,

- by sending a publication,

- distribution or other sharing,

- pairing or combining,

- limits,

- removal or destruction of.

Given the catalogue of activities mentioned above, it must be acknowledged that in fact any activity that will be subject to personal data will constitute processing of personal data.

**Ways of obtaining personal data** - the GDPR distinguishes between two ways of obtaining personal data:

- primary - collecting data from the data subject;

- secondary - data collection not from the data subject.

**Large-scale processing** - the GDPR itself does not define large-scale processing. However, it does provide some guidelines for assessing whether large-scale processing is involved. The Article 29 Working Party notes that the notion of large scale should not be based on a quantitative criterion, but should be assessed on a case-by-case basis in each situation. It can be assumed, however, that the more the business operator's activity is linked to the Internet, for example by operating an online shop, the more likely it is that processing is carried out on a large scale. The same will be the case if the service provided by the entrepreneur is so-called smart devices, such as parked cars or heat meters that check whether household members are at home. In such cases, we will be talking about large-scale data processing.

**Legal basis for the processing of personal data** - the legal bases for processing personal data set out in the GDPR are independent and separate. This means that the processing of personal data is lawful if at least one of these conditions is met. These conditions are:

- the data subject has consented to the processing of his or her personal data for one or more specified purposes;

- the processing is necessary for the performance of a contract to which the data subject is a party or, at the request of the data subject, for the performance of a pre-contractual measure;

- processing is necessary for compliance with a legal obligation to which the controller is subject;

- processing is necessary in order to protect the vital interests of the data subject or of another natural person;

- processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller;

- the processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party, unless those interests override the interests or fundamental rights and freedoms of the data subject which require the protection of personal data, in particular where the data subject is a child.

Where personal data are processed on the basis of consent, it must be demonstrated that the person whose data are processed has given his or her consent.

Consent states:

- voluntary,
- concrete,
- is aware of,
- clear,

an expression of the data subject's wishes, in the form of a declaration or an explicit affirmative action, to allow the processing of his or her personal data.

A written express declaration of consent:

- be presented in a way that is clearly distinguishable from other issues,
- be presented in a clear and easily accessible format,
- be written in clear and simple language,

The form of consent to the processing of personal data must include:

- the processing of personal data for a clearly defined purpose, e.g. marketing, commercial, sending newsletters, etc.
- the scope of the data to be processed in relation to the purpose, e.g. surname, name, e-mail address, etc.
- personal data of the controller (name, address, other contact details)
- information on the possibility to withdraw consent - the possibility to withdraw consent should be made known to you before giving your consent and the withdrawal of consent should be simple and express, therefore the information on the possibility to withdraw consent should include the means by which such a statement can be made, for example by sending it to the email address provided. It is important that the withdrawal of consent does not affect the lawfulness of the processing carried out prior to the submission of the withdrawal statement.

The most common mistakes made when collecting consent to the processing of personal data:

- combining several purposes of consent processing in one form, such as for marketing, commercial purposes, etc., or consent to the processing of personal data in combination with other consents or declarations. This structure of the statement is inappropriate as it does not give the freedom to choose the purposes for which personal data are processed;

- expression of consent in the form of a tick box - given that consent must be expressed clearly and unambiguously, tick boxes cannot be ticked in advance.

## Basic principles for the processing of personal data

Personal data should be collected only for specified, explicit and legitimate purposes and not processed in a way incompatible with those purposes. That is, the purpose of the processing must be specified before any processing and the data must be processed only for that purpose. This purpose must never be contrary to the law.

What are the main principles of data management?

**Purpose limitation principle:** personal data can only be processed for a predefined purpose,

**Data economy and data protection by default:** only to the extent strictly necessary to achieve the purpose,

**Limited shelf-life principle:** only until the purpose is achieved,

**Fairness principle:** data processing must comply with the requirement of fairness,

The principle of an appropriate legal basis: it must be lawful,

**Accuracy principle:** the data processed must be accurate and complete,

**Prior information principle:** data processing must be based only on prior information that is comprehensible, detailed, complete and easily accessible;

**The principles of integrity and confidentiality:** data must be processed in a way that ensures appropriate security, including protection against unauthorised or unlawful processing, accidental loss, destruction or damage, by appropriate technical or organisational measures.

**Data subjects' rights:** to request information about the processing of their data, to object to the processing of their data, to request their deletion, rectification and blocking.

**Accountability principle:** the administrator is responsible for compliance with the above rules and must demonstrate compliance (accountability).

**Duty to inform** - sets out the information that must be provided to the person whose personal data we process.

In the case of primary data collection, the legislator has provided for an exemption from the obligation to provide information only to the extent that the data subject already has the information.

For secondary data collection, the GDPR lists four cases where the controller is exempted from the obligation to provide information. These are situations where:

- o the data subject already has this information,
- o the provision of such information proves impossible or would involve a disproportionate effort, in particular in the case of processing for archiving, scientific or historical research purposes or statistical purposes in the public interest, or where compliance with this obligation would prevent or seriously impair the achievement of the purposes of such processing. In such cases, the controller must take appropriate measures to protect the rights and freedoms and legitimate interests of the data subject, including disclosure of the information,
- o the collection or disclosure is expressly regulated by EU or Member State law to which the controller is subject,
- o the personal data must remain confidential in accordance with the obligation of professional secrecy under EU or Member State law, including the obligation of legal professional secrecy.

The information obligation must be provided in a clear, transparent and easily accessible way for the data subject. Legal language should be avoided and the content should be adapted to the recipient. To fulfil the duty to inform, it is necessary to analyse all communication channels between the school and the different stakeholders.

Depending on the way the data is collected, the institution may fulfil its obligation to provide information in different ways. The information can be on the form, posted where the data subjects provide their data, placed on a website.

**Obligations of the controller of personal data** - The GDPR sets out a number of obligations that the controller of personal data must comply with. These include:

- o comply with the obligation to inform the persons to whom the data are disclosed, including the exercise of the right of access to personal data;
- o taking into account the request for erasure (in accordance with the applicable rules) - i.e. exercising the right to be forgotten;
- o taking into account the objection to the processing to which it was submitted;
- o the obligation to transfer data if the data subject has so requested;
- o taking into account the withdrawal of consent;
- o the data subject's obligation to notify the data breach;
- o enforce other rights of data subjects under the Regulation or other legal provisions;
- o prepare appropriate documentation to ensure the protection and security of the data;
- o authorise the processing of data and lift the relevant confidentiality obligations;
- o sign contracts of engagement;
- o implement appropriate solutions within the organisation;
- o training and awareness-raising of people who have access to data, including personal data, on data security;
- o assess the impact of the envisaged personal data processing operations before starting the process;
- o keep records of personal data processing activities;
- o keep records of the categories of processing activities;
- o process the data in accordance with the principles of the GDPR Regulation, including, for example, minimising the amount of data collected and limiting its storage.

**Measures to protect personal data** - it is important to ensure that the personal data we process is adequately secured. To this end, various measures can be taken to protect personal data. For example:

- o pseudonymisation and encryption of personal data,
- o the ability to ensure the confidentiality, integrity, availability and resilience of processing systems and services,
- o the ability to quickly restore the availability of and access to personal data in the event of physical or technical damage,
- o regular testing, measurement and evaluation of the effectiveness of technical and organisational measures to ensure the security of processing.

The GDPR does not provide detailed guidance on what data protection measures should be implemented in the organisation. It only provides general guidelines in this regard.

Organisational and technical data protection measures should be tailored to the risks identified and take into account existing knowledge in this area.

Documenting the processing of personal data - the GDPR does not directly specify how to document the organisation of processing and the security of the data processed. It does, however, require that the security measures applied and all related measures be demonstrable. The GDPR only speaks in general terms about the implementation of an adequate data protection policy by the controller, if it is proportionate to the processing activity. Specifically, the GDPR indicates: documenting the conduct of a data protection impact assessment, putting in place a procedure to be followed in the event of a data protection incident, or keeping records of personal data processing activities.

**Data Protection Officer** - the GDPR does not specify who the Data Protection Officer (DPO) is, based on the analysis, the DPO is the person authorised by the administrator to supervise the application of technical and organisational measures to ensure the protection of personal data processed and compliance with the provisions of the GDPR.

The main tasks of the DPO are:

- o informing and advising the administrator, processor and employees who process personal data about their obligations under the GDPR and other EU or national legislation;
- o monitoring of compliance with the personal data protection requirements, the controller's or processor's policies for the protection of personal data, including segregation of duties, awareness-raising activities, training of staff involved in processing operations and related controls;
- o making recommendations on data protection impact assessments and monitoring their implementation, upon request;
- o cooperating with the supervisory authority, i.e. the President of the Personal Data Protection Office, for example, when reporting a data breach;
- o acting as the contact point for the supervisory authority on matters relating to data management, including prior consultation and, where appropriate, consultation on any other matter (Article 39(1))

The GDPR emphasises that the appointment of the DPO is based on professional qualifications, in particular expert knowledge of the law and practices relating to the protection of personal data, and on the ability to perform the tasks set out in Article 1. In transposing the above

guidelines for the purposes of this study, it should be emphasised that the DPO appointed in a school should be characterised by knowledge of the GDPR, other EU and national provisions in the field of GDPR. protection of personal data, knowledge of the activities of the DPO, and knowledge of administrative procedures and the functioning of the organisation.

**Records of processing activities** - keeping documentation (records) containing all relevant information on the processing of personal data. The record of processing activities must contain comprehensive information on the processing of personal data within the undertaking. It should include the following information:

- o the names and contact details of the controller and any joint controllers and, where applicable, the controller's representative and the Data Protection Officer;
- o the purposes for which the personal data are processed, to comply with the data collection obligations provided for by law, e.g. the Labour Code;
- o a description of the categories of data subjects and categories of personal data. The category of people will include employees, students, members, customers. Two types of data can be processed, i.e. ordinary data (e.g. name, surname, address, date of birth) and sensitive data (e.g. health status);
- o the categories of recipients to whom the personal data have been or will be disclosed, including recipients in third countries or international organisations (the definition of recipient is set out in Article 4(9) of the GDPR);
- o where applicable, the fact of transfer of personal data to a third country, i.e. outside the European Union. The European Commission is thinking in particular of the United States of America. The transfer of personal data is allowed there, as long as the US contractors participate in the Privacy Shield program. A list of participating entities is available at https://www.privacyshield.gov/list. Whenever personal data is transferred outside the European Union, this should be indicated in the register of processing activities;
- o where possible, the planned date of deletion of each category of data.

Notification of a personal data breach - the controller of personal data must notify the supervisory authority of a personal data breach.

A personal data breach is a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed (Article 4(12) GDPR).

Conditions for recognising a personal data breach in a given circumstance:

- o   must relate to data processed by the entity affected by the infringement;
- o   the breach must result in the destruction, loss, alteration, unauthorised disclosure of or access to personal data;
- o   the breach is the result of a breach of data security rules.

Types of breaches related to the processing of personal data:

- o   breach of confidentiality - disclosure of data to unauthorised persons;
- o   availability breach - permanent loss or destruction of personal data;
- o   breach of integrity - unauthorised alteration of the content of personal data;

In the event of a personal data breach, the controller shall notify the supervisory authority of the personal data breach without undue delay (preferably no later than 72 hours after becoming aware of the personal data breach), unless the personal data breach is unlikely to result in an infringement of the rights or freedoms of natural persons.

Elements of an offence report:

- o   the nature of the breach - type of data, approximate number of persons affected by the breach;
- o   the name and contact details of the person from whom further information can be obtained, such as the Personal Data Protection Officer, if appointed;
- o   the likely consequences of a personal data breach;
- o   measures taken or proposed to remedy the breach or to minimise the effects of the breach.

The Art. 34(1) of the GDPR, where a personal data breach is likely to result in a high risk of violation of the rights or freedoms of natural persons, the controller shall notify the data subject of the incident without undue delay.

The controller must notify the data subject if two conditions are met:

- o   the protection of personal data has been breached;
- o   may present a high risk of violating the rights or freedoms of the data subject.

Such cases include situations where the infringement leads to discrimination, identity theft, fraud, financial loss or damage to reputation. If the breach involves sensitive data, it can be

assumed that such an incident is likely to result in the harms indicated above. It is not necessary that there be a high risk of a breach and an actual violation of rights or freedoms; therefore, it does not matter whether a breach ultimately occurs. The mere fact of a high risk of a violation of rights or freedoms is sufficient. Timely notification of the infringement to individuals serves the purpose of enabling them to take the necessary preventive measures against the negative effects of the infringement.

## Provision of information and training to third parties

- o the disclosure must have a legal basis;
- o the scope of the data supplied must not be wider than necessary for the performance of the tasks required by law of the person requesting access to the data;
- o telephone data - the most important is to identify whether the data subject is entitled to receive information. If you have doubts about the identity of the person obtaining the information, you should refuse to provide it. In crisis situations, detailed health information is usually not necessary. Sufficient information provided by the telephone could be, for example, the person's current location, the location of the incident, the type of incident.
- o the performance of tasks outside the place of training - the removal of personal data increases the risk of a breach by loss, destruction, alteration of content, damage or making it accessible to persons with disabilities. In all cases where the performance of official duties is carried out outside the place of employment of the administrator, the possibility of adequate protection of personal data should be considered, taking into account the extent of the risk of personal data breaches and, where appropriate, appropriate measures should be taken to minimise this risk or discontinue this type of practice.
- o publication of photographs - there is no legal basis for the publication of an image. This issue is linked not only to the protection of personal data, but also to the protection of images under copyright and related rights provisions. For this reason, consent is always required before an image can be published. However, this consent cannot be general but must specify precisely what data must be provided in a specific case and for what purpose. Processing an image does not prove that biometric data are processed. Photographs only fall under the definition of 'biometric data' if they are processed by

specific technical methods that allow the unambiguous identification or confirmation of the identity of the natural person.