

# DOCTORAL (Ph.D) THESIS

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ORGANIZATIONAL FEATURES OF THE ADULT TRAINING  
OUTSIDE THE SCHOOL SYSTEM AND DEVELOPMENT  
POSSIBILITIES IN THE SOUTH TRANSDANUBIAN REGION

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KAPOSVÁR  
2011

## **1. Preliminaries and objectives of the research**

In March 2000 the European Council in Lisbon set itself the strategic goal „to turn Europe into the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”(EC 2005).

In order to achieve this aim training and education system should be established offering learning opportunities adapted to the special needs of every citizen in their different life cycles.

In all of the developed countries the quality and quantity of the qualified manpower is basically important from economic and social point of view and in this context *adult training* has become more and more determinant during the past years. The growing interest towards adult training can be owed to several factors. From the side of the economy there is a growing need for the increase of employability of people and for the creation of the personal conditions of greater productivity and higher work quality. Considering that the increase of economic growth and of the employment level is always among the priorities of the governments the turning of the greater part of the population suitable for employment is of primary importance.

Unskilled persons or persons with low level of education are more hit by unemployment than others. This fact can among others be improved by the development of adult education which can give competence and qualification to the potential employees. The planning of a comprehensive adult training system is a complex task regarding the different requirements of the countries and of the different layers of the population.

In Hungary the transformations after the change of the political system have set new challenges to adult training. The labour market and the influencing processes confirm that closer coordination is needed between adult training and the economy, the economic needs should be better taken into account in the training activities. To achieve this weight and role of the economy in the training processes should be strengthened and coordinated strategies, plans, targets should be implemented in the fields of economic development, employment, adult training, institution development, legislation.

During the period since the change of the political system the adverse conditions of the South Transdanubian Region could not be compensated. In the South Transdanubian Region the research work basically focuses on adult training outside the school system, on its planning, organization, direction, coordination, control and feedback. The adult training of the region, its planning are researched in the development documents, the institutions taking part in adult training outside the school system are studied, their activities based on the biannual report to be submitted according to the law are compared to the requirements of the economic actors.

With the help of questionnaires and interviews the operational problems of the adult training institutions are summarized and solutions are searched.

The purpose of the paper is to review the adult training outside the school system in the South Transdanubian Region on the basis of the following points:

1. Analysis of planning documents on local, small regional and regional levels, review of the presence and building on each other of adult training in the documents.
2. Summary and review of the regional locations of the registered and accredited institutions. Examination of the activity of the registered institutions on the basis of the following:
  - the proportion of institutions pursuing training activity and the ones not doing it,
  - training types and their comparison with the performance of the economic sectors on the basis of the GDP per capita and the proportion of employees of the given economic sector,
  - number of participants of trainings based on timeline analysis,
  - what is the proportion of training in professions in shortage compared to all completed trainings and does training in professions in shortage contribute to the reduction of unemployment and if yes, to what extent.
3. Doing questionnaire-based surveys in the institutions in order to determine how the institutions evaluate their own operations, activities, if they deem accreditation necessary, what type of marketing means do they use for making their trainings popular, what is the basis of prior knowledge assessment, what type of quality management system they use, how do they select the teachers and what do they make for their further training, is there any follow-up of the qualified persons, how do they plan to improve their own activities.

4. Review, analysis of the implementation and operation of one of the priorities of the HRD OP 3.5.1. programme, of the building up of adult training information system.

## **2. Materials and methods**

I have made the analysis of the adult training activities outside the school system in the South Transdanubian Region based on secondary and primary data. The primary data and information were mainly collected by in-depth interviews and questionnaire-based surveys in the adult training institutions.

The statistical data were gained from the T-STAR database of the Hungarian Central Statistical Office, from databases of the National Employment Service and of the National Statistical Data Supply Programme of the National Institute of Vocational and Adult Training (NSZFI).

The reviewed main documents were the following:

- Strategy of life-long learning
- National Employment Action Plan
- Human Resources Development Operational Program (HRD OP) 3.5.1.
- South Transdanubian Regional Operational Programme
- Regional Innovation Strategy of South Transdanubia
- Development of human resources (South Transdanubian Region)
- Small regional development documents

The labour center maintains the databases of institutions doing adult training as well as the biennial reports of the registered institutions. I have studied these databases and reports at the labour organizations.

After comparing the databases and the reports it became clear that almost all adult training institutions of the region have accreditation. With respect to the South Transdanubian Region the data of the databases can be regarded correct since according to the research made at the labour organization the trainings are offered by accredited institutions and in our case the survey covers the reporting liabilities, too thus the data can be regarded reliable.

Company trainings can clearly be regarded part of the adult training system, but these data cannot be analyzed with respect to the region since the number of organizations reporting their adult training activities is minimal. Internal training is presumably not too much present in the region, since there are only a few big companies which have their own training organizations and they, too outsource the educational activity to external training institutions. (Atomic Power Station of Paks, Elcotec).

In addition to the analysis of the documents in the framework of the primary research work I have had in-depth interviews with the co-workers of the South Transdanubian Regional Labour Center, with employees of the Adult Training Department of the National Employment Service and of the National Institute of Vocational and Adult Training, with several adult training accreditation consultants and with the employees of the Regional Integration Vocational Training Centers and as to the LEADER+ programmes with the colleagues of the coordination offices.

In the period between 2005-2008 I have contacted the adult training institutions outside the school system with my questionnaire. I tried to find answers to the questions what difficulties the institutions have to

face during their operations, if their operational conditions were acceptable and what kind of quality policy they followed.

Regarding that according to the biannual reports filed in the labour centers training activities were organized by 71 registered institutions in the period between 2005-2007 and by 65 institutions between 2006-2008 the response rate was 72%. Due to the character of the data I did not have to use the multivariable evaluation methodology. I used simple mathematical-statistical methods which practically are the most efficient from data processing point of view.

### **3. Results**

#### *3.1 Employment*

Regarding the distribution of the employees according to economic sectors most of the people, 21% work in the manufacturing industry of the South Transdanubian Region, followed by commerce with 13% and education with 11 %. One tenth of the employees work in public administration and 9% in health services. The number of employees of the building industrial sector amounts to 7% that of agriculture, transportation, real estate matters, and economic services makes up 6-6%. The smallest proportion of employees work in the financial sector (1 %).

According to the data of the micro census made by the Hungarian Central Statistical Office in 2005 11,1% of employees have only elementary school education in the South Transdanubian Region while 34,3% do not have matriculation but secondary school professional qualification

(skilled workers), 31,8% graduated with matriculation in secondary school and 17,3% have college or university degree. These proportions are very different from the schooling data of the working age population, since in finding a job higher education enjoys huge advantage and low level of schooling has a big disadvantage. This is not a regional characteristic but is valid in general. Among the employees of the South Transdanubian Region the proportion of skilled workers is by 5,5% higher than the national average, while the ratio of employees with matriculation and of those with university is degree is by 2,9% or by 3,5% lower.

Analysing the number of employees in professions requiring qualification we can see that shop-assistants are dominating with a number of six thousand followed by the much lower number of 2400 of locksmith workers. As to the frequency of qualifications the bricklayers come next in the row with a number of 1800 persons. Concerning the jobs not requiring qualification like the semi-skilled and unskilled professions the truck drivers represent the greatest proportion with a number exceeding three thousand, but the assembly line workers also amount to more than 2800 (the employers have the greatest demand for this position). The home and office cleaners are on the third place in the order of frequency.

### *3.2 Unemployment*

At the South Transdanubian Regional Labour Center 61 895 job seekers were registered on December 20, 2008 representing 14,3% of the economically active population of the region. The unemployment rate of South Transdanubia was by 4,2% above the national average and



occupied the fifth place among the regions.

There are significant differences between the counties, too. In County Somogy the average number of registered unemployed increased to 24 113 persons, thus 16,2% of the economically active population was job seeker, while the increase was smaller in County Baranya (4,6%) thus the average number of registered unemployed amounted to 22 100 persons with a 12,9% rate. In County Tolna the monthly average number of job seekers was 13 508 persons what corresponds to 11,5% and exceeds the previous year by 3%.

Concerning the chances to find a job the most important factor is schooling, that is educational level. It is a serious problem that 45,65% of the registered job-seekers on the territory of the region (25 841 persons) have max. 8 classes of schooling (7,7% of whom, that is 4 366 persons have not finished the elementary school yet). The proportion of people with skilled worker certificate was 32,5%, 18,1 % tried to find a job with matriculation obtained in secondary school and 3,5% with higher educational degree.

Most of the job-seekers – nearly six thousand people in the region – wanted to find a job with shop-assistant qualification, the half of which was available in County Baranya. On the second place the number of office administrators trying to find a job was significant, namely 3 and a half thousand. This was the order in counties Baranya and Tolna but in County Somogy only 2 persons were registered with this FEOR number. In the regional ranking the waiters, bricklayers and locksmith workers came next. This is again typical in counties Baranya and Tolna and the economic differences of County Somogy can be seen from the fact that in these professions only some people could not find a job. Instead there are

a great number of job-seekers among telecommunication employees, laboratory assistants, hunters, game breeders. Tailors, dressmakers, model makers come next in the row typically of all the three counties. They are followed by painters, security guards, cooks. After this the regional order of professions (furniture maker, car assembler, electrician, warehouseman) is not followed in all the three counties, only in County Baranya. In County Somogy many engine-technicians, woodworking employees, carpenters, housekeepers, while in County Tolna building joinery workers, electricians, meat packers became job-seekers. In jobs not requiring qualification the more than 15 thousand groups of unskilled workers is followed by other guards and truck drivers.

### *3.3 .Job offers*

According to the surveys made in 2007-2008 the shop-assistant position was on the first place – in all the three counties – among the jobs announced by the employers in the South Transdanubian Region, nearly one thousand of this type of job were posted, but less than in the previous years.

The survey of companies by the employment centers made by questionnaires in 2008 forecasted permanent manpower shortage in business entities with more than 10 employees in the following professions: electric-technician, welder, other metalworkers, general animal keeper and breeder, metalworking machine operator. The unreliability of the forecasts is proved by the fact that as a result of the financial crisis the companies indicating permanent manpower shortage announced staff reductions in the given professions. More reliable is the summary of the survey data for several years back concerning the

demand. On regional level the number of job-seekers in professions posted by the employers generally many times exceeds the number of posted positions supply and demand still do not meet in many cases.

According to the data of the labour center and in the opinion of its workers the reasons for this are the following:

- The major part of manpower demand appears in the bigger settlements, in the county seats and **the access to the workplace** has difficulties due to the lack of public transport and transport services for workers operated by big employers. Part of the employers is not willing to compensate the travel costs.
- The employers prefer **experienced manpower** instead of job-seekers just starting their career.
- The **professional knowledge** of the older people is **outdated**.
- The **Hungarian employees have very low mobility** what can be a problem within the region, what's more within the county.

#### *3.4. The Regional scheme of adult education*

According to Benke the coordination of sectorial and regional planning is not ensured properly in Hungary. As to people living in disadvantaged small regions there is a great danger of getting into multiply disadvantaged situation, therefore in these regions the coordinated assistance and planning have priority importance. (*Benke 2005*)

In addition to the analysis of the South Transdanubian Regional development programmes and strategies relating to the research of the development materials of the regional development council and of the regional development agency I have studied the development documents of small regions, too. Besides the analysis of the documents interviews

were also made with adult training experts by asking questions from the experts of the regional manpower development and training centers, from experts of the labour centers and of civil organizations. The range of development ideas is strongly influenced by the conditions of the given region, by the educational level of the population, by the issue of the educational institutions of the region, by the population and manpower keeping force of the region, as well as by the manpower demand of the operating economic units and of the planned developments.

The importance of adult trainings is actually not reflected in the existing regional system: adult training is not represented with sufficient weight in the development concepts of the regions, of the cities, of small regions and settlements. References to adult training can be found in the different action plans, but development of adult training itself is not a priority in any of the actions.

The *Regional Innovation Strategy* ([www.deldunantul.com//ddrfu](http://www.deldunantul.com//ddrfu)) – for the period between 2004-2006 – contained plans for the improvement of adult training among the targets of the regional vocational training system according to which the vocational and adult trainings should be coordinated on regional level and the estimation of the long term labour market demands and the regional organization of the training capacities should be regarded important.

As a first step the setting up of the **Regional Vocational and Adult Training Council**, a professional coordination and strategic planning forum was proposed in the frame of the development of regional coordination the members of which would be the county vocational training institutions (labour centers, chambers, sectorial interest

representing bodies), school operators, adult and vocational training institutions, the Regional Training Center of Pécs as well as employers, especially representatives of small businesses. Adult education is not mentioned among the functions of the Council and today the tasks are performed by the Regional Training and Development Committees.

The strategy contains the development and operation of a **Regional Vocational and Adult Training Center** the main task of which would be the complex mapping of training needs of small businesses underrepresented in the region (through the integration of the existing county databases), their compilation into a common database and mediation of these to the competent actors of the training system both in the field secondary level and in the high level and adult education.

The Center would maintain a career orientation information and consultancy system to be used both by the training institutions and by the participants of the trainings. It would support the implementation of new types of career orientation programmes and of actions improving the prestige of professions where it is difficult to find students and which are less popular shortage skills. These tasks belong to the scope of both the Regional Labour Centers and of the TISZK established since then.

The basis of regional coordination would be the development of a proper information basis. The database would integrate and supplement the existing information databases (mainly the information of chambers, labour centers). It would contain statistical data of the school type vocational training, higher education and adult training of the region, information about the trainings offered by the region as well as labour market information and trend analysis. The database would have an

internet surface to be used by organizations, operators interested in vocational training, by educational institutions, participants of business entities and trainings. The database would be managed by the future Regional Vocational and Adult Training Center which would ensure the information flow through the different actors of the system. Nothing was implemented of those outlined in the strategy.

*The Human Services Strategic Programme of the South Transdanubian Region* ([www.deldunantul.com//ddrfu/fejlesztes](http://www.deldunantul.com//ddrfu/fejlesztes)) also deals with adult training – for the period of 2007-2012 – but it does not contain the analysis of trainings. The strategy uses the survey about the number of adult training institutions of the region and about the analysis of business forms made by Dénes Koltai in 2004. It mentions the development of adult training but does not detail what and how should be improved. Thus opposite to the previous development document it pays less attention to adult training.

### *3.5. Trainings emerging in micro-regions*

The economic development level and expectations and perspectives in the near and farther future of the concerned region significantly determine the human resources development and the role of adult training in it. The economic development has positive impact on the evaluation of human resources and training, while the period of decline, degradation, stagnation does not favour the judgment of trainings, although many are on the opinion that this is the period when investments should be made into human resources. (*Benke, 2005*)

As to the planning of adult trainings the most frequently mentioned problem is the existence of „residual principle”. According to several

expert opinions adult training is working on the basis of residual principle in the planning process.

For many people adult training means the replacement of school, the addition of the knowledge not acquired in the school mainly obtaining some kind of vocational training. It is general that the workplace training is not included in the planning process although the knowledge level of the employees strongly influences the knowledge potential of the region.

Resource maps were not prepared in the majority of small regions but the interviewed experts would regard the preparation of such maps necessary about the new places, too. The human resources capital of small regions needs to be developed in all of the reviewed disadvantaged small regions. This work requires the close cooperation of the local developers, training experts and research workers. The analysis of the labour market indicators of the past period clearly show that human developments made until now had not brought smashing results in the major part of small regions. According to the experts the low level of schooling of the residents of the small regions, the migration of the qualified manpower, the difficult access to the region, the lack of social capital and of the attraction force of innovations are the main inhibiting factors of the development of backward small regions.

It can be concluded that in the adult training segment labour market training courses are given main priority in the analyzed regions. As a result of the deficient planning of human resources development a lot of disadvantaged small regions appear as backward micro regions and accumulate insurmountable handicap in the field of human potential. The

local labour market offices have key role in the organization of appropriate trainings for the local residents, and it is important whether they are able to organize trainings or not due to non-profitability.

The recording system of the labour centers does not make possible the making of statistics according to the place of trainings, there are outsourced trainings held by companies coming from bigger cities or from county seat, or sometimes held by RKKs, but the opinion about outsourced trainings is quite mixed among the experts. The EU guidelines emphasize that trainings should be made available in the disadvantaged regions, should be brought to place to untrained persons so that access should not be an obstacle to acquiring of knowledge. The place of training and the transportation to the place in many cases – seem to set – insurmountable obstacles to the use of education and training facilities exactly for those people and in those regions for whom and where it would be the most needed.

### *3.6 Trainings in the LEADER+ programmes*

On the other hand in some cases it was possible to map trainings which served the development of small settlements and of their local residents from the planning to the implementation. The essential point of the **LEADER programme** is that the local actors (local governments, businesses, non-profit organizations) prepare in cooperation and with partnership the local regional development plans of the needs and requirements of the residents based on the human, geographical, environmental (built and natural), etc. conditions. In general all the actors found the training successful, but some difficulties and problems were



mentioned in almost every case: by the trainers – low number of classes; by the tenderers – very complicated tender documentation; by the organizers – the initial resistance of the students. The success of the trainings is basically influenced by the planner's knowledge about the region, by the exploration of the situation were good expertise and whether the training actions were formulated later in the right way with taking into account the real needs.

Trainings are able to contribute to the realization of the regional development plans of the different action groups if they prepare the actors for the receiving of the related investment sources (e.g. touristic trainings to tourist projects).

The importance of the human factor should be mentioned. Where there were one or two motivated, enthusiastic persons who were able to activate and continuously motivate the participants by breaking their resistance all the participants finished the programme with satisfaction.

The experience that practical training is the most useful means in the transfer of knowledge is especially true for the trainings of the LEADER+ Programme.

In line with the basic principles of the LEADER Program a kind of change of approach can be observed among the participants of the successful trainings both in the evaluation of their own position and of their future, and in connection with the community participation.

### *3.7 Participation in adult education*

The National Vocational and Adult Training Institute collects the data of persons participating in adult trainings outside the school system. The

data have been collected since 1995 which system by today is a well working service system making possible the query of data. The data supply obligation became clear for every institution dealing with adult training thus the data can be regarded comprehensive.

It is clear from the analysis of the data for the period between 2005-2008 that participation in trainings has increased significantly.

Table 1.: The data of the period between 2005-2008 indicate that participation in trainings significantly increased. (person)

<b>Regoins</b>	<b>2005.</b>	<b>2006.</b>	<b>2007.</b>	<b>2008.</b>
Can not be determined	21774	33173	127496	217752
Sauthern-Plains	14972	17963	13767	22950
<b>Sauth-Transdanubia</b>	<b>12322</b>	<b>13396</b>	<b>13788</b>	<b>19596</b>
Central-Transdanubia	11472	18522	13878	20498
Central-Hungary	30506	55177	65641	99684
Western-Transdanubia	10124	19122	16178	18724
Northern-Plains	8710	17487	20401	31116
Northern - Hungary	8526	17989	16248	23232
All	118406	192829	287397	453552

Source: the basis of his data OSAP 1665 and based on two-year institution reports being in the DDRMK 2010

The training institutions registered in the regional system are organizing trainings certainly not only in their region where they have the seat.

As regards the number of people not finishing the training courses the South Transdanubian Region is in the best position which does not mean that the participants of the courses are more dedicated but in the opinion

of the trainers the participants finish the courses mainly because of the benefits granted. The employees of the state organization think that it is in the interest of the training institutions that the enrolled persons finish the course, since the training fee can only be claimed in this case.

As regards the education level of the participants of adult trainings outside the school system it can be stated that most of the participants were persons with 8 years of elementary school education without having any profession. The high participation rate is connected to the state support of the labour market training since the state is mainly supporting the vocational training from the MPA fund regarding that from unemployment point of view unskilled persons are the most endangered groups. Participation in trainings of those who have less than 8 years of elementary school education is also made possible by tenders and state supports, including the closing-up trainings in classes 7-8. It is striking that of those who have higher level education only few people take part in trainings outside the school system. This does not mean, however that less people are taking part in adult training, since the higher qualification a person has it is more probable that he or she will take part in some kind of training and the multiple proportion of learning is also increasing. According to the national data learning has the highest value among people with the highest level of qualification and based on the data of 2005 the share of those having college or university degree is not lower here than in other similarly developed regions. Unemployment level is the lowest among these people and it can be presumed that they select the appropriate trainings consciously in the case of which mobility is not an

inhibiting factor. Learning also composes part of the successful career path for people with secondary school education.

I have studied the professional training in the breakdown of groups of professions. In the case of the training of vehicle drivers I have taken into account A, B category and other driver trainings, since A, B category trainings do not qualify for work, while the others do. Special attention should be paid to the language and information technological trainings since Hungary has serious fallbacks in this field compared to the European Union countries. The data relating to the Central Hungarian Region significantly worsen the national level data.

During the investigated period the number of people registered for language trainings increased significantly compared to the total number of participants of all trainings, but considering the national data only 4,5% of the enrolled persons took part in language trainings in the South Transdanubian region.

In the field of vehicle driver's trainings a well visible trend is that the number of qualifications entitling for work has increased strongly.

Within the groups of professions most training were organized in the trade-marketing, business administration, agriculture and engineering professions. The orientation of trainings-taking into account the regional analysis of manpower demand – can be considered correct.

Table 2.: Trainings according to trade groups (person)

Trade groups	2005	2006	2007	2008
1 Healthcare	328		116	163
2. Social services	198	362	148	143
3. Education	48	21	130	63
4. Arts, Culture, Communication	26	0	18	32
5. Engineering	1582	2668	1554	2233
6. Electrical engineering, electronics	703	607	346	424
7. Information	258	375	385	309
8. Chemical	0	0	0	38
9. Architecture	0	178	184	629
10. Light industry	0	0	38	82
11. Wood Industry	0	26	23	30
12. Printing Industry	96	0	0	0
13. Transport	0	57	21	77
14. Environment and water management	20	18	69	0
15. Economics	721	703	774	735
16. Management	0	32	149	98
17 Trade marketing, business administration	423	657	1922	3157
18. Catering-Tourism	184	307	747	753
19. Other Services	324	550	441	804
20. Agriculture	1822	1751	2743	2852
21. Food industry	0	42	69	79

Source: the basis of his data OSAP 1665 and based on two-year institution reports being in the DDRMK 2010

As to the financing of the training costs self-financing of courses by the enrolled persons is taking dominant. Although based on the numerical data most people took part in these types of trainings, but as to the amount of money not this financing form is occupying the first place, since it is a general feature that people doing self-financing prefer the lower cost training courses. The more expensive courses – mainly within the engineering profession – are state, or EU and domestic co-financed trainings. Trainings financed by the companies are on the second place. According to the table trainings financed by the state are not on the first

place, but trainings financed from MPA and by the budgetary institutions are summed, thus they come to the first place. The proportion of trainings implemented on the account of the vocational training contribution is not very high due to the predominance of the small and medium-size companies in the region, since in their case the amount of vocational training contribution is so low that it impossible to participate in good quality trainings with higher number of classes.

Table 3.: Financing (person)

	2005	2006	2007	2008
adults with disabilities	0	67	15	0
person enrolled in a training	311	5201	5417	7252
employment centers supported from MPA	85	2432	3163	4034
1. State-recognized qualification	0	205	94	0
EU and other international sources	0	0	109	52
EU and national co-financing	0	0	2024	2774
Financial organizations (as employer):	0	265	330	5804
scholarships, grants (excluding EU funds!) non-profit and other organisms:	0	0	1217	209
enterprises (as employer) contribution is charged to the training	156	791	1362	2631
companies do not contribute to the expense of training, and non-profit organizations	6	958	1851	6085
	558	9919	1558	2884
			2	1

Source: The basis of his data OSAP 1665 2010

In the case of the labour market trainings it is mandatory to do monitoring surveys which shows values accepted by the EU (40% utilization) as to the utilization of trainings (return to work). On the other hand this leads to the conclusion that half of the trainings were organized

unnecessarily. Those who participated in the training courses of the Regional Training Center of Pécs were the least successful in finding a job the reason for which is that this center deals with people being in the most disadvantaged situation. The proportion of those being employed is the highest as to their training although the number of participants is continuously reducing. The reduction of the participation is explained by the fact that small and medium-size companies do not dare to employ trained person on the long run.

Table 4.: Training sessions involved in the labor market employment rates

		2006	2007	2008
recommended training	Participants (person)	1990	955	794
	Response rate %	59,6	57,4	54,2
	Proportion returning to work %	42,2	31,1	41,2
recognized training	Participants (person)	758	555	458
	Response rate %	57,1	56,6	59,8
	Proportion returning to work %	49,1	47,1	50,4
Employment in their training	Participants (person)	588	321	341
	Response rate %	90	95,6	90
	Proportion returning to work %	83,4	85	89,3
Prkk by trained	Participants (person)	1253	2128	1808
	Response rate %	53,9	60,8	48,5
	Proportion returning to work %	35	39	35,6

Source: Based on data DDRMK 2010

### *3. 8. Adult Education Institutions in the Region*

In 2008 13% of the adult training institutions were present in the region compared to the national level (4308).

The number of accredited institutions amounts to 7,8% of the national data. Based on the biannual reports I have found that of the region's institutions 71 institutions organized trainings in 2005-2007, while their number was 65 in 2006-2008. Thus 62% of the accredited institutions held trainings in the investigated period. All institutions who organized trainings avail of accreditation. The mandatory biannual reports of the registered institutions (592) filed by the labour center and being in force until November 1, 2009 are complete, since if an institution did not meet the statutory obligation it had to supply the missing reports on notice. Since these reports were not summarized only collected and stored, nobody could give correct information about the exact number of institutions doing trainings. Starting from the number of the announced institutions the researchers and the decision-makers emphasize that a lot of training institutions are present in adult training, but if we consider the number of institutions actually doing training (on the average 68) the statement is not true any more.

I have made research by questionnaires among adult training institutions and sent the questionnaires to 109 accredited institutions.

The study investigated the operational conditions of the institutions from the point of view what is the institutions' opinion about the existing adult training system and what type of developments do they plan for their operation. Since all the adult training institutions are accredited the first part of the questions focused on accreditation.



It is clear from the answers that the greater part of the institutions regard accreditation important because of the state support, what could be presumed in connection with the training data since most of the trainings are vocational trainings which means that the institutions take part in some kind of labour market or other grant programmes. Quality training was pushed to the second place what makes clear that being accredited does not by all means ensure that the training programme offers quality training. The fact that only a minimum number of students demand accreditations prove that those willing to or forced to learn do not understand the importance of accreditation, thus they do not demand it.

Most of the institutions (86%) are satisfied with the accreditation process, in the few cases when they are not (10%) they mentioned as negative factor the too bureaucratic system. Recently, the severity of the accreditation processes and of their control became the priority objective of FAT what in most of the cases is connected to the detailed review of papers. The real quality control of trainings is less frequent, but this made possible the meeting of statutory requirements by the accredited institutions, consequently they meet the data supply requirements and the quality training is for sure implemented „formally”. All this means that the institutions have to produce too many reports and perform too many administrative tasks, since they have to prepare separate reports for the labor service, for the OSAP, for FAT and also to the managing authority if they participate in a tender programme. This extremely bureaucratic system could be simplified by the introduction of an integrated system

combining the databases of all central institutions. FIR implemented in the frame of HRD OP would have fulfilled this function.

The preliminary assessment of the knowledge level is the condition of entering into the training system and this is one of the most disputed points of adult training system since if it not determined precisely what level of education is needed to enrolling to certain training (trainings outside OKJ – National Qualification Register /NQR/) there is no need for making the survey. The prior assessment of knowledge is made on the basis of own tests by 80% of the training institutions and only very few of them use the methodological guidelines prepared by NSZFI. Nearly half of the institutions said that other adult training services are is built into the training programme, while the rest of the institutions offer these services not connected to the programme, but separately. It turned out from the biannual reports that several institutions do not organize trainings only offer and supply adult training services.

Personal acquaintance or recommendations by friends serve the main basis of selection of trainers, while recruitment of staff by advertisements is the least represented form. Trainers picked out on the basis of acquaintance have got the highest evaluation which shows that the institutions do not bother too much with the selection of new teachers. It also means that databases from where teachers could be selected are not adequately accessible, what's more there are no such databases.

The follow-up of graduated students is not a requirement in case of the adult training institutions but supplying reliable data about the later career of students can be advantageous when participating in quality

management and in tenders. The new legislative changes enacted on October 1, 2009 oblige the participants of trainings financed from the labour market fund to send a report after the training about their taking of a job. The follow-up may confirm the quality of trainings, thus its lack of these shows that the quality management system of the training institutions does not work properly.

The accredited institutions are mandatorily obliged to prepare annual training plans what is approved by SZTT. The appropriate small regional economic development and adult training plans can give a help to the preparation of the annual training plans. Without them the training institutions cannot prepare correct plans, therefore they regarded this mandatory accreditation element unnecessary. In the course of their correct operation the professional advisory boards should give advices among others to the preparation of these training plans, too contributing by this to the operation of the training institution. These answers show that the professional advisory board is only formally present in many institutions.

All of the accredited institutions should have quality policy. The achievement of targets formulated in the quality policy should be evaluated, the efficiency of operation should be measured a part of which is self-assessment. In the frame of self-assessment it should be determined if on the basis of the value of the indicator (the basis of which is the training plan) the given operation is a strength or need to be developed. Where developments are needed interventions should be made either into the conditions – aiming at the improvement of operation

and in many cases meaning the regulation of the given area, or the regulation of the process–; or the targets and the relevant indicators should be modified. The basis of the institutional development activity is the regular self-assessment of the institutions. The self-assessment process is nothing else but the determination of the strengths and areas to be developed on the basis of the evaluation of targets-conditions-results.

In most cases the self-assessments are not well-based because the institutions do not create this logical relation. The indicator value of the results determined by the criteria (index) reflects how the target is achieved: we have to know to what targets the evaluated indicators belong because the development, intervention is aimed at the target or in most case at the facilities (method, procedure, process) contributing to the achievement of the target.

Concerning the question what type of tasks were determined by the institution for the improvement of its own activity the highest values were given to marketing activity, infrastructure development and focusing on students. Only some of the institutions regarded the development of quality trainings important and none of them considered important the development of practical training.

## **4. Consequences**

During the studying of institutions outside the school system I have found that only a fraction of the registered institutions takes part in training activities in the region, the majority of the institutions do not do any training. Compared to the national average the number of registered institutions is relatively high in proportion to the residential population. The study of time series show that since our accession to the European Union the number of institutions taking part in trainings has increased continuously and rapidly, except for the last two years.

Less than one fifth of the registered institutions is accredited, the ratio is somewhat higher if we analyze the programmes. Trainings are held almost only in accredited institutions and through accredited programmes. Among the accredited programmes the number of those accredited by non-profit organizations is very low and the number of non-profit training institutions is also low.

The accredited institutions amount to 7,8% of the national accredited institutions, while the accredited programmes make up 7,1% of the national programmes.

I have studied the building on each other of the different levels in the planning processes the presence of medium level planning in the adult training of the South Transdanubian Region. As to the medium level planning only a very small part of the regional documents and of the small regional planning documents contain adult training plans. Training programmes appear in the LEADER programmes in line with local developments and in connection with their implementation. The realization of these training programmes was successful and served the

implementation of developments. I have found the studied programmes – with the exception of only one – worth for following as best practices in other regional adult training plans and during their implementation.

The conditions of the given region, the educational level of the population, the output of the training institutions of the region, the ability of the region to keep the population and the manpower, as well as the manpower demand of the active business units and of the planned developments strongly influence the range of developments. The improvement of small regional human resources, the continuous contact keeping with the external training centers, the regular collection of experiences about local development and trainings are indispensable to the stopping of lag behind of disadvantaged regions and to the commencing of the development process.

During the analyses I have made the following conclusions:

- the geographical distance from the training centers does not make possible the development of local human resources
- chances and opportunities for access to learning are missing or are very limited in the investigated disadvantaged small regions partly due to the different offer of the training organizations, partly due to the backwardness of the transport infrastructure
- the very poor educational and training infrastructure hinders the stoppage of lagging behind, the starting of development and the rising up of population living in the disadvantaged regions.

Ensuring continuous access to learning, education, vocational training can be the first step in stopping the falling back of people living in disadvantaged small regions, but this can only be successful if it happens

in coordination with and by supplementing the local economic developments.

The present regional system does not reflect properly the importance of adult training: adult training is not represented with sufficient weight in the development concepts of the regions, cities, small regions and settlements. References to adult training can be found in the different action plans, but none of the actions formulates as priority the development of adult training. The main reason for this is that cooperation is very scarce in the planning phase between the institutions of the region dealing with adult training. In the regional plans the human resources development concepts should contain with respect to adult training what type of training programmes, trainers should substitute the manpower not available to the implementation of economic and other developments. To this information is needed about the qualifications – according to levels and sectors – about the trainers and financing.

I have found the following during the analysis of the participants of adult training courses outside the school system and by studying the institutions running the training courses:

As to the data collection there is no system today which supplies comprehensive and correct data. The OSAP 1665 data supply programme should be complete with regard to adult training, but the control of data supply responsibility is not ensured, therefore the decision-makers do not consider the data reliable and cannot give information about the exact participation rates. FIR implemented in the frame of HRD OP 3.5.1 programme does not work properly, the registration was not reviewed therefore the same institution is registered both with its premises and on its principal address therefore we cannot even determine the exact

number of institutions. As to the trainings the system contains data of trainings held by the labour centers and by the regional training centers, which is less than the half of all the trainings in the case of the region thus the transparency of the trainings is not ensured. The person who wants to take part in adult training is still unable to find an information source about the organizations doing trainings in the different fields and how efficient these trainings are. The biannual reporting responsibility of the training institutions was in force until September 1, 2009 but the data were not processed. Follow-up of careers was made in connection with the labour market trainings, but not completely.

Regarding the reported manpower shortage the trainings in shortage professions are still not adequate, but according to the monitoring surveys less than half of the trained people can find a job. The reason for this is lack of mobility and the fact that those not having enough experiences are less preferred by the employers. The situation could be solved by a more detailed information system making possible that the participants of trainings be selected from those living in regions which are directly hit by manpower shortage.

The results of questionnaire surveys made among the training institutions show that the institutions regard the accreditation important almost only because of the state supports. Today there is no social need for selecting a training institution on the basis if it has accreditation or not. The institutions do not have close contacts with the economic actors, they regard the most important of starting of a course with stable financial support – labour market trainings and promotion by which individuals – with self financing – can be involved in the trainings. When trainings are



planned no contact is kept with the employers, with the labour center, the most important thing is to be in contact with the regional training center.

## **5. New scientific results**

1. I found that the majority of adult education institutions registered in the region do not perform any education or training, despite their number has increased continuously during the analysis period. The majority of the educations and trainings were implemented by accredited training institutions under accredited programs.
2. The possible developments are influenced mainly by the capabilities of the region. The access to the learning opportunities is limited in the sub-regions with low capabilities. People living in these regions have limited opportunities for learning because of the unavailability of education companies and the underdeveloped transport infrastructure. For these regions it is essential the continuous development of sub-regional human resources as well as the aggregation of the experiences of training centers for local development and training, because the underdevelopment of people can be reduced only in that way. The examined training programs in LEADER+ could be implemented "as a good practice" in the pre-development planning phase.
3. Adult education is underrepresented in the development plans of the regions and sub-regions. The relationship established with employers - during the planning of trainings - and needs assessment based on employers' needs is secondary for the

training institutions. Connections to the regional training and job centers are primary for the education institutions.

4. One of the most important conclusions of the in-depth interviews made with the heads of training institutions is that the obtainable state support is the accepted reference point of the system of training institutions. This is what motivates them in the every day and strategic work. This can be detected both in their accreditation activity and in their quality improvement or quality control work. Thus it is extremely important what are the conditions of „getting to state money”. If the conditions determined by the state are acceptable and show towards good direction the training institutions and the level of training could improve, if they are not acceptable the money will be used in a way that will bring low return on the labour market. If instead of the formal and administrative elements the accreditation procedures, controls encourage the real good quality work and quality improvements, there would be less objection against accreditation and the quality of education would increase, too.

## **6. Recommendations**

The accessibility of human resources segments require territorial, small regional analysis. The different local organizations can offer great help in this. I consider necessary to change the performance of tasks not working properly today in the adult training system.



When designing the model I have taken into account that it should completely be based on the existing organizations and no new organization should be set up. On the other hand none of the elements of the model take away competences from the existing ones and does not extend the administration route. It does not influence the independence of the different actors and promotes coordination during the operation of the model which – if the model works well – is not arduous for the training organizations, what’s more offers a stable resource distribution. The planning, implementation of adult trainings becomes simpler and more transparent by using the model. The Adult Training Service Center as new element can be established within the university, since the infrastructure and human resources are available at the university. The newly established adult training service center would provide services to the working out of planning documents of the region with respect to adult training, as well as to the implementation of the planned trainings and to their follow-up.

The legislation should be amended with respect to the reporting of the implemented trainings. From the point of view of the different group’s

segmentation methodological developments are needed in the labour market analyses. Segmentation of job-seekers, type and efficiency of trainings should be analyzed regularly. Transparency, the working out of proper information and indicator system should be regarded further on as basic aim and monitoring system should be operated in 100 percent of the programmes.

In the labour center closer cooperation should be established between the future employer and the training institution regarding the selection of those enrolled in the courses and the employer should be involved in the practical training. The future employer should be involved in the selection of the trainee before enrollment and agreement should be signed in order to employ the trained person according to his/her qualification. During the survey of accreditation greater accent should be placed on the monitoring of quality management.

## 7. List of publications related to the Phd research

### *Scientific publications in hungarian language*

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### *Scientific publications in foreign language*

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