

University of Pécs
„Education and Society”
Doctoral School of Education



GÁBOR BUDAI

**PROFESSIONAL TRAINING AND LABOUR FORCE MARKET
IN DUNAÚJVÁROS**

- in the period of 1993-2013

Theses of Doctoral (PhD) Dissertation

SUPERVISORS:

DR. GIZELLA CSERNÉ ADERMANN

DR. HABIL ZOLTÁN GYÖRGYI

Pécs

2018

1. Reasons for choosing the topic

Subject of my choice of topic as well as my research was studying professional training and labour force market in Dunaújváros. I studied the operation of these two special fields and their correlation in the period of 1993 to 2013. Choosing this particular period for my study seemed to be justified for several reasons, two of which I am pointing out: 1993 was chosen as the initial date because by then the impacts of the change of regime were already seen in measurable data. 2013 as a closing date was interesting to me because the new legal regulations codified from the mentioned date brought significant changes in the system of the Hungarian professional training. My goal was to demonstrate the process of the changes in the professional training through the example of Dunaújváros within the studied period, since this town was one of the settlements the residents of which experienced mostly the transformation of social and economic processes due to change of regime. Namely, after the change of regime, turbulent processes were observed in Hungary which transformed the former „monocultural” structure of industry in Dunaújváros and the small region to a significant extent.

In my study I wanted to discover the characteristic processes of the technical schools’ adaption to the social and economic changes in Dunaújváros, first of all in the period marked in the title. I wished to create a database by datacollection in education statistics, completing and supporting by the results achieved from empiric examination. Through my studies I wished to have insight into the processes and changes both in the technical training institutions and the economic companies. I also included the changes in the number of students learning a trade in the secondary technical schools in Dunaújváros as well as the changes in their practical training, and by all of this I wanted to demonstrate the development and improvement of the strategies in schools.

I wished to give an answer to the questions of the research formulated at the beginning of my paper.

2. Progress report

Subject of my research was to study the operation of the secondary educational institutions in Dunaújváros and their connection with the labour force market in the indicated period, i.e. to examine the relationship between the operating professional training system and the local economy, its adaption to the changes in the economy, the way and the extent. In my earlier studies I pointed out that the residents of the town considered the range of trades offered by schools more and more frequently as a kind of service in the years after the change of regime, due to the changing educational and career choosing demands and habits in the society. For this reason, the issue of choosing a career and getting a profession became a more and more important factor among the local residents. It can also be observed that in connection with the professional training system, the need for the introduction of modern trades is considered to be a more and more important issue among the participants of the professional training just like the management of economic companies, the parents and the vocational training schools.

When setting up my hypothesis and research questions I based on the following factors:

a) The labour force market in Hungary

The impact of the changing economy in the labour force market in Hungary

In the period before the change of regime the large-scale industry built up consciously created an artificially generated „competition market”, the collision of which in 1989 brought a number of problems in the economy and professional training parallel to it. In the temporary period leading to market economy there were serious discrepancies between demand and supply in labour force which induced tension. While in the period before the change of regime the secure living was based on the career planned well in advance, after the change of regime the positions that seemed stable in the previous decades became uncertain. By the beginning of the nineties it also became obvious that the structure of economy built up in the years before the change of regime was not competitive in terms of joining the world market, and this ended up in closing down a number of companies and a high rate of unemployment which were not tending to decrease. Privatization brought a remarkable change in property relations the consequence of which was the liquidation of the companies working with out-of-date technologies.

Supporting the unemployed

Massive unemployment appeared in Hungary as one of the consequences of the change of regime. Unemployed people got benefit since 1989. In the nineties the government provided the applicants with three kinds of benefits. The unemployment benefit ensured a substitute in proportion to the preliminary salary, for a limited period of time, and the maximum duration of the entitlement was 2 years initially, later only one year. The ones who exceeded the period mentioned, could get an allowance as a substitute. Between 1991 and 1996 the youngsters entering the labour force market could also get benefit which was called unemployment benefit for young people starting out on a career. The term „unemployment benefit” in the everyday usage was corrected by the Labour Code, so in the consecutive period it is called „job seeking allowance”.

Taking on a job abroad

At the beginning of the nineties taking on a job abroad was not typical in Hungary. Nevertheless, from the beginning of 2000 it became a problem in the labour force market that, due to the employment abroad, the domestic employment decreased. It is fact that in the period of 2000-2006 several thousands of jobs were created, but parallel to it several positions were cancelled with the firms cutting down their activities. The tendency to take on a job abroad strengthened when Hungary accessed the European Union on 1st May 2004, this way the free employment inside the member countries offered new opportunities to the employees. At the beginning, accession to the European Union and the opportunity of free labour force flow did not change the statistics about the Hungarians taking on jobs abroad. From 2008 on, however, with the worldwide economic recession a dramatic rise can be observed regarding job employment abroad.

Effect of the worldwide economic recession on the labour force market in Hungary

The recession hit Hungary at the end of 2008. As a result, performance of the economy got to a nearly stagnating state, followed by a considerable fall by 2009. At the end of 2008 the worldwide financial and economic recession was succeeded by the labour force market recession. Pál Belyó characterized this period as follows: „The number of the unemployed

rose by 5 million in the member countries of the European Union and by nearly 20 million in the OECD member countries. (...) The first signs of the recession of employment were seen in autumn 2008 but this was already the second significant recession, since after the change of regime the employment got to the deepest point as a consequence. A remarkable part of the medium and bigger sized businesses reacted to the recession with redundancies. (...) From summer 2009 as part of the restrictive economic measures staff number stop came into force.” (Belyó, 2011:74-76)

b) Professional training in Hungary

Effects of the change of regime on the system of training

Succeeding the change of regime a great part of the former large-scale domestic factories were liquidated or privatized. These big state-owned companies served as the major basis for the vocational training in the decades before the change of regime. The educational policy tried to treat the situation formed in the first part of the nineties by using the small businesses of increasing number as places for practical training. In the years succeeding the change of regime the system of domestic professional training, especially the structure of trades, became outdated, as it was adopted to the social economy. Disfunction of the training structure preferring the trades in the heavy industry and the engineering industry became obvious at the beginning of the nineties, as the companies employing people with these qualifications were the first ones to bankrupt. As the change of the training structure followed the change of economy with delay, part of schools accepted students for years in the trades which were unsaleable in the labour force market and turned out potential unemployed. (Liskó, 1966:3)

At the beginning of the nineties unemployment rate of young people leaving vocational secondary schools and starting out on their career upswang extremely high, and due to disarrangement of practical training and economic difficulties of companies as well as the quality of training worsened onward in the middle of the nineties. (Polónyi, 2008:152)

Stabilization of relations between professional training and labour force market

In the late nineties, due to the decreasing tendencies in the demography data, the competition for the students was getting stronger and stronger, which was seen in the improvement of the institutions' supply as well as the expansion of educational profiles' supply and in some cases the improvement of the standard of the services. Early in the 2000s the structural changes of the secondary education showed that interest rose in the secondary schools providing GCSE, and as supply also changed, accordingly the proportion of the entering students in the form of education heading towards it rose as well. Secondary school made it possible to postpone choosing a career or going on with studies. The change of the act about the professional training in 2011 had an important effect on the system of the institution. The Act CLXXXVII about the professional training 2011, came into force on 1st January 2013, from which date maintenance of vocational schools by the self-governmental support (decentralized) came to an end, and schools were transformed into state-maintained (centralized) ones, similarly to the period before the change of regime.

Students' demand for secondary education

Ilona Liskó demonstrates the following comparison in her work published in 2006. „From the middle of the nineties the secondary education (secondary technical schools and grammar schools) giving GCSE and the alternative of higher education became a popular perspective as a form of further education with the middle and the high layer of society (...) while the vocational schools became forms of education for the disadvantaged students.” (Liskó, 2006:96)

While at the turn of the millennium 88 % of the applicants got in the school which they handed in their application to as the first place, in 2013 the proportion was 93 %. That is, by the end of the period demonstrated the proportion of the students accepted to the first place rose. The decrease in the number of students at primary level increased the chances of getting in the profession chosen as the first choice, which did not succeed to the same extent in the different educational forms.

Support of the professional training and its changes

The Act about the professional training, 1993 put down the legal basis in writing. The legal regulation mentioned determines the sum of the support of the professional training differentially. The economic companies could give up development sources to the schools from the training support, could finance the professional training of their employees, could use it for practical training of the students and finally could pay in the Training Fund.

From the middle of the nineties the surrounding conditions under which the professional training system worked have changed fundamentally. While the previous half decade can be described as a period of the transition and continuous changes, this period bears the signs of stability. It can be claimed in spite of the fact that some events (...) happened which influenced the scope of the professional training institutions. (Forray-Híves, 2003:10)

While in the first part of 2000 a rather supportive and positively discriminative policy dominated, from 2006 a restrictive financial policy succeeded. From 2007 the state extended the financing on the basis of performance indexes over the whole education, including the theoretical part of the professional training. Thus the budget contained a more complicated calculation system from 2007, as the normative could be claimed for on the basis of the performance index calculation. In the calculation of the performance index the number of students and the teachers' compulsory lessons per week had to be considered. (Fehérvári, 2012a:23)

Regulations influencing the structure of trades and their changes

It was justified to update the system of trades (structure of trades) by decree and the list of trades due to the formation of the market economy as well as the increase in the enforcement of interests in the economy of Hungary.

The Minister of Labour issued the first decree about Nationwide Training List under 7/1993.(XII.30.), the accurate title was: Decree by Minister of Labour about the Nationwide Training List. The basic structure was ordained by the professional training act 1993, LXXVI. Accordingly it included all the information regarding the level of the professional training, organizing the training, duration and the required preliminary training.

Changes in the NTL considerably influenced the structure of trades in the secondary schools as they determined the courses to be started. In the first part of the period studied by me the

maintainers and the directors of training schools could decide on starting or discontinuing the training of the particular trades, from 2008 regional training and developing committees made suggestions regarding the structure of trades in schools.

Demanded and scarce trades of professional training and their regional planning

According to György Mártonfi, „Due to lack of geographical mobility of employees, surplus in labour force can take place and actually it does take place inside the region or county, whereas a durable shortage of labour force emerges in certain qualifications. In case the demand appears durable in some professional qualifications, a high number of staff would be necessary for one year or several years, this professional trend can be termed as scarce trade.” (Mártonfi, 2011:374)

The decision made by the committees during their existence were continuously analyzed by the superior ministry and the regional industrial chambers. Through the feedback from the economic sphere they came to the conclusion that regional data collection did not result in accurate research achievements. For this reason the regional development and training committees were transformed into county development and training committees from 1st October 2012. The Act about professional training CLXXXVII. passed on 19th December 2011 described the regulations and changes regarding the county committees in detail.

Dual training in Hungary

Beginning with the nineties, strive for the so-called dual training dominated in the governmental ideas (see Act about professional training 1993), the main point of which is that the theoretical knowledge is acquired in schools and practical skills are obtained at active businesses. Nevertheless, businesses accepted the students still in low proportion for practical training, at the same time an increased demand appeared from the businesses for training their own employees.

Education politicians were thinking about professional training concepts in which the qualified labour force is able to adapt to the multisectoral market demands so that a possible change of career would not lead to unemployment. Trades had to be offered to youngsters which would ensure their secure living in the long run, in this respect well-convertible general skills instead of an overspecialized knowledge would provide stability for the individual.

The difficulties of the practice-oriented professional training and the insufficiency of the system were observed by the regional chambers who try to put out fire without real support. Introduction of the dual training again is considered to be a great decision (...) and the system or the main motivating factor i.e. the system of the professional training contribution is still not adjusted to the demands. (Cséfalvay-Vámosi, 2013:61)

Role of the Chamber of Commerce and Industry in the professional training

The new act about the chamber was published in March 1994, in accordance with which three chamber organizations were set up both at county and at national level: Chamber of Commerce and Industry, Chamber of Handicrafts and Chamber of Agriculture.

Economic companies demanded well-qualified, adaptable labour force with knowledge of foreign languages from the training institutions from the beginning of the nineties. However, these institutions were still thinking according to the unchanged structure even at the beginning of the 2000s. The Chamber of Industry had a point of view that the content of the professional training did not adjust to the demands of the economy at the beginning of the 2000s, therefore updating is necessary.

The chamber's opinion in connection with the practice-oriented training in the middle of the 2000s was that the number of lessons in practice should be increased. It considered as a very important fact that the students should get to know the world of work as early as possible because it influences the students' personality remarkably. In the course of transforming the public educational system, lowering the age of compulsory education to 16 years was also of great importance to the chamber because of reconsideration of the vocational education's model. Moreover, the chamber thought that the students' drop-out rate could be reduced by the higher number of lessons in practice. (Cséfalvay-Vámosi, 2013)

In the period studied by me the Chamber of Industry took part in the direction of the professional training system to a different extent. By the end of the period researched the role and importance of Chamber of Commerce and Industry became stronger regarding the professional training and as a consequence, it acts as a link between the participants of the labour market.

Assistance to decide on a career

Before the change of regime the term „choosing a career”, after it the term „career orientation” became widespread. Several organizations dealt with choosing career, career orientation and career correction. The most important ones were the county pedagogical professional service and the former regional, nowadays county job centres. Scenes of the career choosing job are mostly the formteacher’s lessons, the teacher-parents meetings, the open days, career choice exhibitions, personal career-orientation and career correction advice, visits to factories and school trips.

The term „career orientation” is a more expanded term compared to „career choosing” which includes the process of the choice, career correction, planning and building up the career and the career itself. Career orientation is considered to be a process the determining factors of which I point out as the following:

- a) all students should be involved in career orientation with special regard to the two extreme poles: the students with weak performance and the gifted ones;
- b) self-knowledge plays an important role in the process of career orientation as the choice can be made more easily if the people have a proper image of their suitability to that particular job before the choice;
- c) an important condition to the right decision is the knowledge of the career, i.e. people should have adequate knowledge about the different careers and career paths before choosing one. At this point the economic character of the job and the health requirements should be mentioned as influencing factors;
- d) effective career orientation helps avoid being socially excluded. Career orientation should take the overall European labour market’s needs into consideration. (Szűcs, 2010:339)

Social composition of the students in the vocational training

From the beginning of the nineties a tendency can be observed in Hungary, that is, the vocational schools and vocational secondary schools became the institutions of the bordergroups dropping behind for social or ethnic reasons. (Polónyi, 2004:63)

Anikó Fehérvári dealt with students’ drop-out and its influencing factor in her study published in 2012. „Educational failures originating from the primary school studies are going on in the

secondary schools due to the influencing factors (eg. children of unqualified parents, weak educational abilities).” (Fehérvári, 2012:10)

During the years after the change of regime the proportion of students in the secondary schools giving GCSE increased. It also contributed to the increase of the mentioned proportion that the gradually increasing unemployment made it indisputable for the parents that their children starting their career without decent qualification will have no chance to find a job, in addition, the social support (child benefit etc.) after the children made the parents interested in encouraging their children to stay in school. As a consequence of all this, in the nineties not only did the number of students enrolling secondary schools rise but also the proportion of students dropping out before getting the certificate gradually decreased. However, the decrease of the drop-outs was not to the same extent in the various secondary schools. The highest rates of drop-outs were typical in the vocational schools, i.e. a tendency was observed that the lower prestige the secondary school is, the more students stop their studies before finishing school and drops out of school without getting the certificate which promotes getting on in the labour market. (Liskó, 2003:5)

Centralization of resources – Regional Integrated Professional Training Centres

In the decentralized professional training system the self-governments made the domestic professional training shattered, thus by the early 2000s it became obvious that frittering the institutions away deteriorated the successfulness and effectiveness. Resources had to be concentrated in the interest of quality professional training of experts. Therefore it became timely to find new ways – as it is described by György Mártonfi about the circumstances of establishing Regional Integrated Professional Training Centres. ”In the first part of 2003 the new institution system was known as „Technological Centres” in professional circles. (...) Main objective of the development processes was to establish a practice-oriented professional training system on the theory of competence which is able to adjust to the employment demands in the aspect of cooperation with business sectors as well as cooperation with chambers of economics regarding contracts with the students, also aiming further expansion of practical training system with economic organizations.”(Mártonfi, 2010:5)

In his study Vámosi publishes summed up data of the activity of Regional Integrated Professional Training Centre (RIPTC). „In 2009 there were 78 RIPTCs in the country, which meant a close cooperation of 661 institutions. (...) In 2010 11 % of these centres were over

8000, one third of them were 3000, one quarter was between 4000 and 8000 regarding the number of participants.” (Vámosi, 2015:153)

After the parliamentary elections in 2010, the new government completed a full turn in the system of the public educational task and responsibility share applied during the previous 25 years. This transformation started in 2011 and the overall reorganization of the public administration followed. Although in 2011 the Ministry of National Economy aimed to make the fulfilment of duties more effective in the RIPTCs, the new act about the professional training which came into force on 1st January 2012 ordered to maintain the vocational technical schools by the state.

The period of recentralization – from 2013 to present days

The decree 258/2011. (XII.7.) came into force on 1st January 2012, according to which schools under county self-governmental maintenance became nationalized which institutions got under the control of the county institution maintaining centre. From January 2013 the county institution maintaining centre and the vocational schools maintained by the settlements (the prevailing majority of vocational schools) got to Institution Maintaining Centre Klebelsberg („KLIK”). The state, by establishing KLIK, took over (centralized) the direction of former self-governmental (decentralized) schools. The newly established organization consisted of the state centre and the educational district or county-centre educational districts. Vocational schools, professional training and training institutions as well as the special schools for the handicapped got under the control of the county-centre educational districts. Authority attached to the duties of the maintenance was within the competence of the chairman of KLIK.

On 1st September 2014 a new background institution of the Ministry of National Economy was formed which was responsible for the maintenance and the professional management of the secondary professional training institutions. As a result of this measure, on 1st September 2014 a new institution was established called National Professional Training and Adult Training Office. It overtook 500 institutions from KLIK. From 1st September 2015 all regarded institutions started the new academic year under the management of the new institution maintaining office.

On 1st July 2015 professional training centres were formed and as a consequence public educational institutions under the Ministry of National Economy’s maintenance were

organized into 44 professional training centres. In the new system the professional training centre got professional and management independence, on the other hand, schools as organizational units got partial independence in management.

From 1st September 2016 Technical Secondary Schools were transformed into Professional Secondary Schools. In professional secondary schools students get a trade together with GCSE, plus one year training provides a qualification as a technician. Parallel to this measure, vocational schools transformed into Technical Secondary Schools. In the new form of technical secondary schools the students get a trade after 3 years of studying and have an opportunity to take GCSE during a further two years' education.

3. Objectives of the research, Hypotheses

3.1. Objectives

I set it up as a primary purpose to get to know the labour market in Dunaújváros in the period studied by me. The exploration of the relationship between the labour market and professional training required the mapping of the operation and characteristics of state-run secondary institutes, with special regard to the professions they offered to those who are choosing career to meet the needs of the local labour market. Consequently, I examined how the local education policy – from the side of legal regulation- and the activity of school maintainers and local government limited the scope of state-run schools.

The achievement of my purposes was provided by the following analysis:

- a, My aim was to analyze if the current school maintainer can adapt the education system to the changed economic background in a domestic, medium sized town – Dunaújváros – led to an economic change.
- b, My goal was to observe and analyze the characteristics of the economy and vocational training of Dunaújváros compared to the national trends in the period studied.
- c, I have also observed and analyzed the local social and institutional interests / impacts influenced – beyond the economic effects – the education organization of a professional training in a strongly industrialized, medium sized town – Dunaújváros -, and how these circumstances differed from the national educational policy.

3.2. Hypotheses

After studying the literature and considering the factors in my introduction and the characteristics of the examined specializations, I drew up the following hypotheses.

H1. The national changes in the economic structure resulted in the re-organization of secondary school students by school types, which trend was also visible in Dunaújváros – in spite of its special situation. The secondary school students preferred choosing trainings with GCSE thereby constricted the proportion of those who chose vocational training.

Research questions to assist in verifying the hypothesis:

- a, How did the change of the economic structure in Dunaújváros (new labour market needs, increasing unemployment, etc.) transformed the secondary level education system (popularity of program types giving GCSE degree, change of profession supply, etc.)?
- b, What are the characteristics of the demography trends in respect of the secondary level education system in Dunaújváros?
- c, What changed in respect of education level from the side of labour market demand in Dunaújváros by the change in the economic structure?

H2. Although the rapidly changing labour market of Dunaújváros would require a quick rescheduling of vocational training faster than the national, institutional processes and interests were unable to speed up the process, so the national tendencies typically prevailed.

I would like to answer the following questions with my research:

- a, Does the response of secondary level education system in Dunaújváros reflect all the economic changes happened in Dunaújváros?
- b, What kind of opportunities did the town have to re-organize the educational structure of secondary and, in narrow sense, vocational training, and what barriers did they face?
- c, How did the labour market, the demand of students, the interests of institutes and other factors affect the professional organization of local vocational institutes?
- d, What kind of rules and incentives hindered (if they hindered at all) the structure of training in meeting the needs of local labour market?
- e, How did the labour market needs reflect the inhabitants' expectations about the trainings, and if there was a significant difference between them, how could the local vocational training system solve these conflicts?

3.4. Research methods

a, Studying the international and domestic literature before my research can be considered as the starting point of the dissertation as I have been **researching and analyzing the literature** of the vocational training system. I collected the regional, county and municipal level documentations - micro-regional development plans, town-planning conceptual plans, school documents -, then I put them in chronological order and analyzed them.

b, There were studies about the labour market of Dunaújváros and agglomeration from the previous years. I organized these studies and **analyzed their experiences**.

c, Statistic analysis. I would like to show the changes in secondary education and labour market using national **statistic data analysis**, which I compared with regional, county and municipal level statistics.

The documents used are vocational training documents (maintainers of institutions, schools), development plans and concepts (county, municipal).

d, I would have liked to explore the decision-making mechanism needed to start up the professions and manage the vocational training system through semi-structured interviews. My interviewees: the heads of the vocational institutions and institute maintainers, representatives of county and urban education, managers and professionals of business companies. Totally 32 interviews were made.

The registration of data was during 26th August 2013 and 16th October 2015, my questions were only about the happenings between 1993-2013.

4. Introduction of summarized results of the research

Through my research I could get an overview of the processes and changes both in technical schools and in economic companies. I could follow up the development of workshops, the changes in the number of students and the evolution and development of the training strategies arising of them all.

With the conclusions of my research I give answer to the enquiry aims declared at the beginning of my study.

a, I state the following in connection with the study of economic background in Dunaújváros:

- Parallel with the collapse of the large-scale industry basis organization in Dunaújváros (primarily the Dunai Vasmű) the practical training workshops were closed. The lack of workshops should have been complemented by the technical schools on their own, using a part of their operating costs and by taking the advantage of every kind of tender opportunities,
- Labour force market in Dunaújváros agglomeration showed up an increasing tendency in the period studied by me,
- From the beginning of the economical and social changes the secondary schools prioritized the demands of the candidates to high schools (and their parents' demands), thus the signs from economical companies were ignored.

b, About the specialities of economy and technical training in Dunaújváros I stated the following:

- The institutes working in prosperous or recessionary economy were well separated in the relationship between the vocational schools and economical companies in Dunaújváros.
- A real dialogue did not take place until the middle of 2000s between the economic stakeholders (mainly multinational companies) and vocational schools in Dunaújváros.
- The efforts from the side of the vocational schools' maintainers were barely visible in order to harmonize the labour market and the professional trainings. In this regard, the foundation maintainers were not an exception.

c, I analyzed what kind of local level, social and institutional interests/impressions effected/ could effect the organization of the vocational education in this strongly industrial, domestic, medium sized town, and how these circumstances redirected it from the trend of national educational policy. From the results of my studies I stated the following:

- The schooling enrolment area of vocational training institutions since 2007 - the installation of Pentele Bridge – has territorially grown, which has brought a positive change in the number of students;

- The concepts of the professional training in Dunaújváros appointed to decrease the institutional fragmentation by integrations of schools with the same or similar profession trainings, in parallel the closing of some training institutes. However, in the period studied there was no integration in the professional trainings, thus there were no school closures. The argument for the closure of vocational schools in the period studied was that year by year less students chose some of the vocational schools (or one or more professions connected to an industry) for learning. The above mentioned decreasing trend was affected negatively by the fact that year by year grammar school education became more and more popular from the second part of the period studied.
- The wider spread of adult trainings – by the introduction of short-term programs – and adult education in Dunaújváros training institutes was the rational answer to the challenges of the labour market and the compensation of the decreasing number of students observed on full-time classes with an increased number of students on evening courses
- The competition between the secondary schools in Dunaújváros for the students motivated the institutes to expand/re-organize and modernize their training supply. In the secondary schools the number of students by education programs has been rearranged. (It has moved to the trainings with GCSE.) In addition, the schools chose from among the possible strategies to modify within professional groups to introduce or expand adult training/adult education in various scale.
- The school maintainers (usually local authorities) – during the period studied by me – would have been responsible for keeping the school age children in education, and providing the stable and long-term employment of the employees in educational institutes would have been a function as well as building up a long-term strategy to finance the professional institutes. From the results of my study it is visible that maintainers just partially performed these tasks.
- The decision-making mechanism to change the professional structure of the vocational institutes showed that the institutes tried to meet creatively the constraints and needs coming from various directions (head of institute maintainer, business leaders, parents), but in the studied period the institutional autonomy meant being left alone.

5. Appointment of additional research opportunities

The results of my research raised additional research questions and appointed further research directions as well. Possible direction is to expand the inquiry aspects or deeper analysis of specific factors of the studied professions. Additional research opportunity is to analyze the educational goals from the school leaders' side.

My results can also provide new research directions that will broaden the scope for a deeper study of local education stakeholders (students, parents, educators, local communities), focusing on their inner world beyond vocational schools. The results of a study like this can give a chance to explore new, not analyzed factors about where and why can the structure of a vocational institute be successful (modern) or unsuccessful (obsolete).

The personal and material factors (opportunities) of existing and available career guidance services could be subject to further studies in which a detailed need assessment could be prepared both at the educator (primary and secondary level) and the user side (parent, student).

6. References

- 1; Belyó Pál (2011): A válság hatása a magyar gazdaságra. *Gazdaság és szociális demokrácia*, XXI. század – Tudományos Közlemények 2011/25.
- 2; Cséfalvay Ágnes – Vámosi Tamás (2013): Vállalkozói motivációk vizsgálata a szakmai gyakorlati képzés kapcsán. *Szakképzési Szemle*, XXIX. évf. 1. szám, pp. 57-71.
- 3; Fehérvári Anikó (2012): Tanulási utak a szakképzésben. *Iskolakultúra*, 2012/7-8. pp. 3-20.
- 4; Fehérvári Anikó (2012a): Normatív finanszírozás az oktatásban 2000-2009 között, *Új Pedagógiai Szemle* 61:(6) pp. 21-34.
- 5; Forray R. Katalin – Híves Tamás (2003): A szakképző intézmények alkalmazkodása a társadalmi-gazdasági feltételekhez (1990-2000), Oktatókutató Intézet, Budapest
- 6; Liskó Ilona (1996): A szakmunkásképzés fejlesztésének alternatívái, *EDUCATIO*, 1996/1. pp. 1-14.
- 8; Liskó Ilona (2003): Kudarok a középfokú oktatásban, Oktatókutató Intézet, Budapest
- 9; Liskó Ilona (2006): Szakképzés és lemorzsolódás in.: Jelentés a magyar közoktatásról, Országos Közoktatási intézet, Budapest
- 10; Mártonfi György (2010): Egy modernizációs folyamat kérdőjelei: a TISZK-ek. *Educatio*, 2010/4, pp. 548–559.
- 11; Mártonfi György (2011): Hiányszakmák, *Educatio* 20. évf., 2011/3, pp. 374–376.
- 12; Polónyi István (2004): A felnőttképzés megtérülési mutatói, Felsőoktatási Kutatóintézet, Budapest
- 13; Polónyi István (2008): Oktatás, oktatáspolitikai, oktatásgazdaság, Nemzeti Tankönyvkiadó, Budapest
- 14; Szűcs Norbert (2010): A pályaorientáció és a szakképzés hatékonysága. pp. 339-362. In. *A szakképzés és a felnőttképzés fejlesztése*, Nemzeti Szakképzési és Felnőttképzési Intézet, Budapest, 529 p.
- 15, Vámosi Tamás (2015): *Tanoncból mesterember*, Új Mandátum Kiadó, Szerzői kiadás, Pécs, Online megtalálható: (Letöltés ideje: 2018. január 18.)

7. Publications Related to the Research Topic

- 1; Budai Gábor (2013): Az iskolázottság és a foglalkoztatottság regionális különbségei Magyarországon - különös tekintettel a cigány/roma lakosságra, in: Forray R Katalin (szerk.): Nevelés - multikulturalizmus - esélyek. Pécs: PTE Oktatás és Társadalom Doktori Iskola, pp. 85-95.
- 2; Budai Gábor (2014): Tanulói stratégiák a közoktatás és a szakképzés átalakulása idején, in: Kiss Natália, Németh István Péter (szerk.) Tanulási terek. 225 p. (Dunakavics könyvek; 3.) Budapest: DUF Press; Új Mandátum Könyvkiadó, pp. 45-65.
- 3; Budai Gábor (2014): Duális szakképzés – szelektív iskolarendszerben, KÖZOKTATÁSI VEZETŐ: MAGAZIN ISKOLAIGAZGATÓKNAK és ÓVODAVEZETŐKNEK 3; 51 p.
- 4; Budai Gábor (2014): Tanulói és tanulási utak a rendszerváltástól napjainkig, Dunakavics könyvek 2.) Budapest: DUF Press; Új Mandátum Könyvkiadó (6) pp. 5-28.
- 5; Budai Gábor (2014): A magyarországi szakképzés tipikus tanulási útjai, in: Kiss Natália, Nagy Bálint, Németh István Péter (szerk.) Tudományos terek. 286 p. Dunaújváros: DUF Press, pp. 220-242. (Dunakavics könyvek; 6.)
- 6; Budai Gábor (2014): The dual role of vocational training in the changed economic environment. PRACTICE AND THEORY IN SYSTEMS OF EDUCATION 9:(4) pp. 332-338.
- 7; Budai Gábor (2015): Dunaújváros, mint ipari központ szakképzésének jellemzése a városépítéstől napjainkig, in.: András István, Rajcsányi-Molnár Mónika, Németh István (Szerk.): Kutatási terek, Dunaújváros, DUF PRESS Kiadó, pp. 33-42.
- 8; Budai Gábor (2015): Dunaújváros középfokú oktatási intézményeinek szakmai kínálata, in.: András István, Rajcsányi-Molnár Mónika, Németh István (Szerk.): Szimbolikus közösségek, Dunaújváros, DUF PRESS Kiadó, pp. 31-41.
- 9; Budai Gábor (2016): Options for the Dunaujvaros Vocational Training system available today, in.: Maior Enikő, Tóth Péter, Varga Anikó (szerk.) Empirikus kutatások az oktatásban határon innen és túl. Óbudai Egyetem, Budapest, pp. 297-305.