

TRAINING OUTSIDE THE SCHOOL

This issue of our quarterly is dedicated to introducing an area so far rather undisclosed in Hungary. Training outside the school system – although it is not a brand new phenomenon – has appeared in the focus of attention only recently. The topic is quite many-sided, and today defining even the basic concepts might seem difficult. Therefore our articles represent several different approaches.

Almost every member of the wider educational scene appears in the writings. Organizations that require qualified work-force, educational enterprises following the dynamism of the market, that offer qualification for the work-force, and the traditional institutions, schools, that enter the educational market, and compete for the clients. Besides these new players there are the old ones (adult-training and cultural institutions), and these are trying to find their places in the continually changing, new set-up. Some of these writings discuss their topic directly, through the approach of traditional educational sociology, while others have a rather new and fresh point of view.

The essay of *Csaba Makó* (The changing patterns of using the workforce and the knowledge in economic organizations) presents an analysis of the changes that have taken place in the patterns of making use of work-force and expertise. The questions of empyric work sociology and the organizational approach to the economic changes are discussed. The writing presents the subsequently and simultaneously existing production paradygms (neo-fordism, diversified quality production, flexible mass production, flexible specialization), and the human resource handling methods that belong to them. Describing the differentiation of the work-force employment methods in Hungary the writer quotes the data of a survey that was repeated after ten years on the same area, and compares the typical task-types and tendencies in job changes in Hungarian, Czech, Slovak and Slovenian factories. He comes to the conclusion that Hungarian companies typically apply the (external) work-force market strategy rather than the (internal) functional one concerning work-force flexibility. This external strategy puts no emphasis on the employee's loyalty to the company, and does not encourage the organizations to invest in trainig.

The writing of *Ágnes Simonyi* (Economic organizations and training) is built upon the international literature analysing work-force training. It presents the changes in the requirements of different economic organizations towards work-force improvement, and the reasons of those changes. The efforts to increase competitiveness loosened the traditional framework of work-organizations. The changes that appeared mostly on the micro level of employment structure transformed the attitudes of employees towards the working-place. All that requires new skills and new behaviour from the employees. The writer mentions the debates over the relation of qualifications and competence, the role of work-structure, compares the characteristics of school-training and working place training. Relying on the data of a study carried out in 1996 she describes the behaviour of Hungarian companies concerning training.

János Setényi gives an analysis of the history of post-secondary type training in Hungary and the controversies of the „reform" in the connection between secondary and higher education (Educational sectors and ways of learning: post-secondary training). An analysis of the student compound shows that the so called `expansion' of the higher education is distorted in structure, insignificant in quantity, and owing to the successful self-defence of universities it

has not resulted in a more open and democratic higher education. Partly this made it necessary to introduce a sort of in-between but rather problematic new program. The writer describes the spheres of interest that influence the presently ongoing regulating process, and presents the advantages and dangers of the new training type building up into a system.

Tamás Híves, Tamás Kozma and Imre Radácsi in *Territorial differences in tertiary education* give a territorial and chronological analysis of the social requirements towards higher education after the secondary level. The writers describe the present situation, and on the basis of demographical trends, educational levels of the population, and the characteristics of training institutions they make predictions concerning the needs of education and training after the secondary level following the year 2000. They show the regional differences in demand and supply of training. The study contains graphic presentations of data and predictions.

Vámos Dóra describes the special characteristics of training people working in the civil service (Training civil servants). The needs of working places that require high qualification do not fit into the framework of higher educational goals, therefore there has to be a coordination of higher education and the unavoidably necessary continuous further training. The writer assesses the presently available training possibilities through analysing the special features of working histories of people working in the civil service.

The essay of *Zsuzsa Szöllősi* (The training market) gives a panorama of the old and new training possibilities. It describes the most important factors that determine the development of training demands, and the contradictions of financing the different types of training. One important constituent of the present situation is that schools that belong to the educational system and provide vocational training also joined the market. The article introduces all the organizations that appear in the training market - the training centres, training enterprises, the training provided by the companies and businesses. We can see the list of the foreign models that influenced the Hungarian training system, and an analysis of the methodology culture determining the effectiveness of the system.

Zoltán Györgyi in his essay (Question marks of the adult education within the school system), using the results of a recent survey, writes about the changes that have taken place in this rather marginal part of the school system. Adult training is characterised by the shrinking institutional network, insufficient financing, the indifference of local governments, therefore the lack of contentual innovation. Despite all these the results of the survey indicate that this training form still plays an important role in adult education, for a younger generation of adults. It serves as a channel of social compensation and correction.

The writing of *Iván Bajomi* (Training after work – the French way) describes the French model of continuous training, the most important institutions, the latest lines of action within their social context. The writer's intention is to put a mirror in front of the Hungarian training system by comparing it to Western Europe's most detailed and elaborate training system. In the second half of the essay the writer introduces the characteristic features of the presently available forms of training in Hungary, first of all from the point of view of the right of the citizens to studying and training. It calls the attention of the reader to the imperfect or contradictory system of regulations concerning training after work.

Zoltán Eszik in his article (Social functions of adult training) approaches the topic of adult training from the viewpoint of its social context and its functions beyond mere training. He

mentions the experiments in the areas of social pedagogy, radical adult education, community work. Also considers the goals of a new service, youth work. He quotes some foreign – Danish, American and British – experiences, besides some Hungarian examples that illustrate the objectives and problems of cultural institutions.

Éva Tót's essay (Vocational training outside the school) gives a wide panorama of the sectors dealing with vocational training. It tries to analyse the relations of these sectors to one another, and their competing and complimenting operation. Using the data provided by surveys made in the EU and in Hungary, the writer compares the similarities and the differences in the tendencies of work force improvement in the developed European countries and Hungary.

*(Text of Eva Tot -
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