

TRAINING IN THE REGIONAL INTEGRATED VOCATIONAL TRAINING CENTRE OF EGER

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Educational institutions dealing with vocational training have long been accused of that the changes in the educational system and labour market happen almost independently from each other.

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At the beginning of the decade, parallel to the national proceedings, there was a demand also in Eger to establish a relationship between the participants of economy respectively the labour market and the maintainers of institutions; moreover, to elaborate the system of relationships between the institutions and to develop their co-operation. It can be considered as a matter of course that the participants of economic life would like to have a greater influence on vocational training than they have at the moment. With this they have the aim to elaborate a more practice-oriented education so that qualified experts can start their career with an effective knowledge in the world of work. This should have been tightly connected even until now with the main proceedings of the modification of Hungary's economy.

For many people, the letters RIVTC (in Hungarian TISZK) may still sound as a strange initial-word. Does it say anything to You that the RIVTC of Eger is a new institute dealing with vocational trainings and adult education? Surely this contains only a small piece of information. Probably Your information about us is only that we are one of those institutes that have appeared and are starting up everywhere in the vocational market. How do we differ from or how do we compare to those organizations (schools, institutes, economic associations) that could well be found even up to now in the smaller region of Eger? This is what I am trying to inform You and Your surrounding about in my article. *Regional Integrated Vocational Training Centre is not an aim. This is the device for the interest of the efficient using of the vocational education sources.*

Developing the institutional system of vocational training, continuously modifying the existing school types, introducing vocational training apart from the school system have all resulted in the establishment of new structures and a new institutional system, which were completed with the modification of the financial system as well. Being a member of the European Community also meant that we had to start to establish and to operate an educational system meeting the requirements of the EC, in the terms of which a modular system has come to life, whereas the number of qualifications acknowledged by the state has decreased by half.

A tendency can be observed also in Eger that while on the one side the secondary education has become general and the demand for participating in education resulting in a school-leaving certificate has been growing, on the

other side it implies a certain polarization; this means that there are certain groups who are driven to periphery because of their diversity, disadvantaged or extremely disadvantaged state – and once there, it is not easy to bring them back to the process of lifelong learning.

Realizing the strategic effects of the changes mentioned above, the Local Government of the Town of Eger of County Rank and its syndicate partners, the Local Government of Heves County and the Foundation for Computerized Rehabilitative Vocational Training of Eger has set the aim to establish a new organisation with the support of the EC and with six secondary schools as co-partners, in which they can elaborate a practice-oriented, modular vocational system that – apart from the education – can give complex services for the students in the fields of career orientation and career-counselling.

Building works of Vocational Training Centre were finished in September 2008. In this framework we have prepared a training place that suits the requirements of 21st century. The nearly 1300 m² big, 3 storey building (without building-in of the attic) contains the following class- and other rooms, labs and cabinets:

- catering cabinet (buffet),
- commercial cabinet (cultural commodities) and mail-order house: the teaching activities starting in this two places are planned to be services as well),
- electro-technical cabinet,
- CNC-cutter cabinet,
- two printing trade cabinets (one of them for the printing, and the other for the preparing works)
- enterprise cabinet and Cisco CCNA cabinet,
- council-chamber for fifty, and an other for twelve persons,
- career orientation lab,
- individual and group development rooms,
- mental computer technology and psychological room,
- 2-2 female and male retiring rooms,
- hall with public ITC kiosks,
- female and male lavatories on every floor and for the handicapped persons,
- storages,
- offices for management.

The cost of infrastructure development – by Ending report of HEFOP 4.1.1 project 30. 09. 2008 – is 742.141.465 HUF (~2.650.505 EUR), that contains the costs of building process, of every technical and IT accessories and software, furniture, machines, implements, materials and so on. 105 ITC endpoint were built in and 108 practical training places were developed at the centre and at the partner schools¹ from this financial source where 12.747 students may practically benefit from it. This is three times more, than was planned in the beginnings.

Parallel to the constructing of the vocational centre – and within the scope of the subproject – the pedagogical professional tasks have started, too. In the field of organizational development we still consider the steady upholding and further improvement of the established relationships to be primary. We expect our partners to make it possible for us to communicate our belonging together in the important events and programs of the schools. The maintainers have made their decision at the beginning of summer, in the sense of which the present organizational structure of the TISZK and the future managing and coordinating system of the partner schools will be changed. We have to establish an association organizing vocational trainings as soon as possible, which according to the present laws allows to receive and to use the subsidy of vocational developments for noble aims. Another declared purpose from the side of the syndicate is for us to become a knowledge-centre, an

acknowledged adult educational institute of Eger, responding with this the required expectations of the students and that of the (micro)region. The human resource development cost of RIVTC was 379. 315.224 HUF (1.354.697 EUR) by Ending report of HEFOP 3.2.2 project 28. 02. 2009.

Our extension trainings have prepared the participants mainly for the instructional and professorial competences in connection with the starting of the new vocational system. Up to the present, almost 512 people participated upon a number of occasions of 1648 (Ending report of HEFOP 3.2.2 project 28. 02. 2009). Mainly (in 60% of follow-on training number) we have prepared the teachers how to treat disadvantaged students. It is a very big challenge for the vocational training system, because the greater part of students in vocational schools comes from disadvantaged social groups. Their financial and social circumstances are far worse than the circumstances of those students who attend secondary or grammar schools. These facts make their education and training much more difficult to such an extent that it cannot be compensated only with up-to-date teaching methods and curriculum development. These students need a supporting system that is broader and more efficient than it is at the moment. One part of this supporting system is the team of Public Services of the RIVTC, where one of the basic purposes is the accentuated work with disadvantaged people (youngsters and adults as well).

Last school year we made a complex professional competency survey which responded the requirements of the National Institute of Vocational and Adult Education; they constitute the basis of the developing lessons of schools financed by the RIVTC. We have provided cost free, accredited pedagogical further trainings for the teachers of our partner-schools to widen the area of their pedagogical and professional knowledge (among others dyslexia, dysgraphia, dyscalculia therapy of integrated students, development of emotional intelligence and social competencies, applying competency-based educational programs, development of individual learning strategies, teambuilding, personality development in self-knowledge and communication, exploring and developing the abilities of disadvantaged people, the use of School net Digital Basis of Knowledge in teaching, methodology of family pedagogy, elementary application writing, aggression and the law in schools, etc).

On the other hand we have provided the development of the general (language and IT) and special (CNC, electro-technical, maths, special language) knowledge for teachers, too. In the hot pot of the special follow-on trainings was teaching based on competence.

Our curriculum developments have come to an end. Instead of the 133 curricula planned originally, 40 lessons with SDT-based presentations, 126 lessons with PowerPoint-based presentations and 60 lessons completely fulfilling the challenges of modern age with SCORM 1.2 standard that can also be fitted in distance educational system have come to life. It means that our colleagues developed nearly 70% more curricula from the same budget. Our development may well be said to be an informal curriculum, since our curricula contain the learning experience that the student picks up during the informal education. The best proof to my statement is that our curricula are based on more information-sources than ordinary curricula; they activate the students, can be applied in several forms and have become a part of the RIVTC's system of supporting learning. The illustrated and other types of information are enclosed in file form and appear in file structure; they can be easily changed or even re-edited – therefore with these curricula the linear progress is not the only possible way. They are able to arouse students' interest, they base on self-knowledge and self-control but at the same time

they offer possibilities how to solve the supplement of deficiency and provide or suggest sources for this.

The purpose of our career orientation guidance is to provide the students with knowledge and personality development activities that can basically help them in the labour market, and consequently can contribute to their successful career. Apart from this, our service would like to support the teachers' work as well; we help the career guiding activities of professional teachers and headteachers and contribute to the making of educational processes of students who have taken part in the career orientation counselling.

Establishing the system of quality assurance the RIVTC has prepared its Operating Handbook. Due to the reconciled processes the modifications of the Institutional Quality Guiding Programs of the schools have been accepted by the maintainers. We have presented a suggestion for the local government of the Town of Eger of County Rank about the modification of Quality Guiding Program of the Local Government in connection with the professional field. One of the most important tasks was to validate the ISO 9001 system in our institute. One part of our quality assurance is the survey about the RIVTC and its services among parents, students and teachers in which the students of 11th grade, their parents, teachers and future employers are asked to supply us with their opinion and suggestions. In the course of the subproject this is already the fourth time that we have this request towards our partners. According to the indexes of our efficiency survey the reputation of the RIVTC has been continuously growing. Therefore it may well be said that our communicational strategy has stood the test, too.

The results we have in the fields listed above and together with the adult education and public services (detailed above) guarantee the establishment of a vocational centre that is utilizable in many ways. Thanks to this, the chances of the target groups will increase in the labour market, the situation of disadvantaged people will be eased, the dropping-out of students will decrease considerably – and last but not least, the acquiring of basic skills for a lifelong learning can be realized.

In line with the human and infrastructure development of RIVTC colleagues of our institute have continued daily pedagogical work. In framework of this 11237 students have taken part in the public service of RIVTC. 4310 people have earned National Vocation (in Hungarian: OKJ) Register skill. The proportion of student contracts has grown up to 52,55 %. Note that drop-out from vocational training courses was only 2,36%. All in one, every activity made by RIVTC during 3 years brought positive results or job for nearly 20000 people.

The work of EU projects had finished. The closing check of our project is over. Based on the facts of this we can say that our project was very prospective, because we have used more than 99% of the provided budget, and each of our activity was accurate according to the controllers. The results achieved by us do not mean that we may rest on our laurels calmly. Our activity shall bring better results if we can focus on a common direction of the different interests of educators, students, parents and owners. All these aspects shall contribute to increase the competitiveness of the region.

I would like to say the words of thanks for everyone who has given any help for working of RIVTC of Eger since 2005. Let's be proud of the success of our common work. I would like to offer cooperation for people and organisations that were passive in the background or were enemies of RIVTC. Be our guest, visit our centre and let's serve together the common case of the vocational training and education.