ANDRAGOGUES’ TRAINING FOR HUNGARY ADULT EDUCATION SYSTEM

ABSTRACT

The article reveals the role of pedagogical staff for work with adults in the modern adult education system. There has been substantiated the fact of direct relation between the efficiency of this system functioning and the level of readiness of adult teachers. Other research results include the analysis and generalization of approaches concerning the organization of professional training of pedagogical staff for work with adults in Hungary. It has been proved that the professional activity of andragogues is aimed at keeping to the European tendencies of the development of adult education. It contributes to the integration of the most vulnerable population categories into society. The training of specialists takes place at the Bachelor’s degree level (Organization of the Community) and the Master’s Degree (Andragogy). The mentioned specialty is one of the most popular in the country, and it can be obtained both at pedagogical and non-pedagogical higher educational institutions. The article focuses on the content aspects of training a specialist in the field of “andragogy” as a new specialty, dictated by the requirements of the country socio-economic situation. The contents of the curricula for training future andragogues have been highlighted. Besides, the level system of training andragogues has been presented, the curricula of Master’s training at the Universities of Debrecen and Budapest have been analyzed. It has defined that the described professional training enables graduates to work in governmental and non-governmental organizations and institutions that are responsible for development of policy and maintenance of adult educational activity.

Keywords: adult education, andragogue, professional training, education system, Baccalaureate, Master’s degree program, human resources.

АНАТОЦІЯ

У статті розкрито роль педагогічного персоналу для роботи з дорослими у сучасній системі освіти дорослих. Обґрунтовано факт безпосередньої залежності між ефективністю функціонування цієї системи та ступенем підготовленості педагогів для дорослих. Представлений аналіз узагальнення підходів щодо організації професійної підготовки педагогічного персоналу для роботи з дорослими в Угорщині; доведено, що професійна діяльність андрагогів спрямована на дотримання європейських тенденцій розвитку освіти дорослих та сприяє інтегруванню найбільш незахищених верств населення країни в соціум. Підготовка фахівців відбувається на рівні бакалаврата (Організація спільноти) і магістратури (Андрагогіка); специальность є однією із найбільш популярних у країні, здобути яку можна як у педагогічних, так і непедагогічних вищих закладах освіти. Увагу зосереджено на змістовних аспектах підготовки фахівців зі спеціальності «андрагогіка» як нової, подиктованої вимогами
Among the pressing problems that are present in the modern field of adult education, the lack of trained pedagogical staff to work with adults is significant. Under foreign scientists’ analysis, the status of an adult educator is one of the “forgotten key problems” that awaits immediate resolution (The Hamburg Declaration, 1997). According to Ya. Bekker, we can state the almost complete absence of specially trained personnel for work with adults, capable of professionally and qualitatively carrying out educational, rehabilitation, organizational activity with adults (Ogienko, 2009). Other researchers also agree. O. Ogienko points out that despite the intensive development of adult education in Europe, the problem of adult teacher education is not given due attention and, even, the term “adult educator” is not universally recognized (Bekker, 2006). While S. Zmeyev emphasizes that adult education requires not only the proper theory and practice of teaching, but also specially trained teaching staff (Zmeyev, 1999), which at a high level are able to meet the need of adults for knowledge. In this context, it should be noted that there is a direct correlation between the degree of effectiveness of the adult education system and the training of “well-informed, qualified, committed adult educators”.

THE AIM OF THE STUDY

As the training of different categories of adults requires considering their level of social and psychological maturity, physiological characteristics, the presence of previous life and professional experience, which is related to the “adequacy of professional ideas”, individual characteristics, in particular in the perception, assimilation and processing of information, etc. the question becomes more relevant: Who should teach an adult? Teacher, pedagogue, andragogue, andragogue teacher, tutor, facilitator? What kind of knowledge should he have, what kind of professional education to acquire, what roles to fulfill?

The article attempts to answer at least some of these questions.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

According to the analysis of research materials, there are very few scientific sources that directly disclose the status and function of an andragogue, usually “much more attention is paid to the student rather than the teacher in (освіті дорослих) adult learning (Boud & Miller, 1998). Scientific studies, which highlighted the features of adult education in foreign countries, were conducted by I. Beyul, N. Biduk, L. Chuhay, N. Horuk, I. Lytovchenko (USA); M. Borysova, O. Kotliakova (Canada); T. Hryhorieva, S. Kovalenko (United Kingdom); O. Banit, E. Bohiv, N. Makhynia, I. Sahun (Germany); O. Ogienko (Scandinavian countries); V. Davydova (Sweden); O. Zhyzhko (Mexico); N. Paziura (Japan); H. Leshchuk, L. Vedernikova (France) and others.

The problem of training pedagogical staff for the adult education system was taken care of by domestic (O. Anischenko, S. Arkhypova, S. Babushko, O. Chuhay, V. Oliynyk.
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In the research we have used a range of general scientific methods (including study, analysis and synthesis of reference, scientific educational print and on-line sources), as well as systematization and generalization. Our research is qualitative (descriptive) and includes observation and narrative inquiry.

RESULTS

Highly appreciating the achievements of national scholars and practitioners in the field of adult education, it should be noted that the problem of training teaching staff to work with adults has not yet been the subject of separate scientific study. At higher educational establishments professional training of adult teachers is not systematically carried out, and educational programs on the development of andragogical competence have not become widespread at institutions of postgraduate pedagogical education.

Simultaneously, the Ministry of Social Policy, taking into account the world experience in the implementation of lifelong education and the growing need for adult education, as well as the formation of andragogy as a scientific direction in the system of educational knowledge, supported by the Ministry of Education and Science proposal concerning the demand for a new profession (letter № 1/12-2537 of 13.03.2018) and a new profession “Andragogue” with code 2359.2 (professional group “Other professionals in the field of training”) was added to the Classifier of Professions.

Supporting O. Ogienko’s point of view, we consider that foreign countries have some experience of training teachers for the adult education system, and the creation of a single educational European space and the commonality of pedagogical goals and objectives, the similarity of problems faced by the adult education system in different countries, determine the relevance of study and synthesis of the experience of European countries (Ogienko, 2008).

The expediency of studying the experience of training pedagogical staff to work with adults in Hungary can be justified by additional factors, including the significant deepening of European cooperation in the educational field, the significant achievements achieved by Hungary in reforming the adult educational system (the adoption of the Law on adult education (2002), introduction of the profession of andragogues into the national classifier of professions (1993), long-term positive experience of andragogues’ professional training at higher education establishments occupy leading positions. Besides our countries have similar socio-economic and socio-cultural conditions of development.

The above-mentioned has stipulated the choice of the topic of the article.

The basis of the Hungarian adult education system was laid after the Second World War on the initiative of the Hungarian Government. The main purpose of this system was to support social change, especially in the area of social mobility of the population. The fact that Hungary is one of a few countries in the world to have a separate law on adult education, which came into force in January 2002, is worthy of mention (Évi CI, 2001). This law regulates the provision of adults with educational services, their financing and it also controls appropriate measures including andragogical training. In 2013 a new law on adult education took effect which further addresses a number of important issues. The leading ones are questions about the order and requirements for lifelong adult education; procedural rules for the registration, management, control and licensing of institutions providing adult education. In addition, the law defines the scope, duration, administration,
registration, payment for educational services; conditions for continuing adult learning; educational programs and consulting activities of experts in the field of adult learning; tasks and number of members of the Adult Expert Committee; practical training and monitoring, as well as an adult education quality assurance system and staff training for working with adults (Law on adult education of Hungary, 2013). According to the current legislation, the main purpose of adult education in Hungary is comprehensive and professional training, the correction of violations, the development of professional knowledge and competences, the increase of employment opportunities, lifelong learning.

In the context of our study, it is important to highlight the features that distinguish the adult education system in Hungary. Among the most essential are: the use of information and communication technologies; creation of on-the-job training courses; forming a social partnership with a view to further improving and increasing the effectiveness of the whole system of further education; the introduction of a national award and financial incentives for employers to support workplace learning based on Western European models; prospects of non-formal learning and alternative forms of learning; development of distance learning (Hodlevska, 2018).

In the modern educational space Andragogy (Andragógia) is one of the most popular specialties in Hungary. The specialty “Andragogy” was introduced to the classifier of professions in 1993 with the adoption of the Law “On Higher Education”. Specialists are trained at the Bachelor’s and Master’s degree.

It should be emphasized that the peak of the popularity of andragogues in Hungary acquired in the first decade of the XXI century. Thus, in 2010, over six thousand entrants applied for admission to specialty Andragogy at a Bachelor’s degree and over one and a half thousand entrants applied for admission to the Master’s degree. Over time, the number of people wishing to study in this specialty decreased, consequently, admission decreased, but the competition always remained high (see Table 1).

<table>
<thead>
<tr>
<th>Year</th>
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<th>Master’s degree program</th>
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<tr>
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<tr>
<td>2016</td>
<td>620</td>
<td>101</td>
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<tr>
<td>2017</td>
<td>Organization of the Community (Közösségszervezés)</td>
<td>Andragogy (Andragógia)</td>
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<tr>
<td></td>
<td>1170</td>
<td>346</td>
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Table 1

University entrants enrollment for specialty “Andragogy” at Hungarian universities (2010 – 2017)

However, in 2015, the Hungarian government decided to reorganize and rename a number of training programs, among which, unfortunately, specialty “Andragogy” was.
This caused public displeasure, but since September 2017, as a result of the reorganization, this bachelor’s degree has been transformed into specialty “Organization of the Community” (“Közösségszervezés”) (Rétegszociológia Andragógiá- andragógus, 2017; Már jelentkezhettek az andragógáit felváltó szakra, 2017). The legislative basis for this was the Resolution of the Ministry of Human Resources of the Ministry of Human Resources 18/2016. (VIII. 5.) “On the Common Requirements for the Training of Bachelors and Masters of Professional Education, and the General Requirements for the Teachers’ Training” (EMMI rendelet, 2016).

Fig. 1 reflects the dynamics of the recruitment of applicants for specialty Andragogy in 2010 – 2017 (Elmúlt évek statisztikái, 2018). The histogram shows that changing the name of the bachelor’s specialty (“Community organization”) had a positive effect on the number of those wishing to study (346 people), although only 54 people were accepted for training.

Fig. 1. Dynamics of University entrants enrollment for specialty “Andragogy”, “Organization of the Community” in 2010 – 2017 (Elmúlt évek statisztikái, 2018).

Currently, ten higher educational institutions in Hungary are training pedagogical staff to work with adults in the specialty “Organization of the Community” (the Bachelor’s degree level) (Julius 27-etől hatályos egységes szerkezetű felvételi tájékoztató, 2018). These are eight classic universities: the University of Debrecen (Faculty of Humanities); Eszterházy Károly University (Faculty of Pedagogy); Eötvös Loránd University (Faculty of Pedagogy and Psychology); János Neumann University (Faculty of Teacher Training); the University of Nyíregyháza; the University of Pécs (Faculty of Humanities); Szeged University (Faculty of Education); King Sigismund University; János Kodolányi College and the Budapest University of Economics (Faculty of Commerce, Catering and Tourism). Six of these universities (Debrecen; Nyíregyház; Pécs; Szeged, Eötvös Loránd University and King Sigismund University) provide training in specialty “Andragogy” at the Master’s degree (Bölcészettudomány. Andragógia. A képzést. szeptemberben elindító intézmények, 2018).

For conducting research undergraduates have the opportunity to continue their studies in doctoral studies (A Debreceni Egyetem képzési programja, 2018).

Like at universities in other countries, students who have earned a bachelor’s degree in management major may enroll for a Master’s degree in Andragogy. These include
managers of the cultural community, youth community, human resources development, cultural and education manager for higher education and humanities, or employment consultants. At the same time, graduates with other bachelor’s degree qualify for a Master’s degree in Andragogy, but provided that the applicant has 30 credits, 10 of which – in the humanities (History of Philosophy, Social Sciences, Communication, Information Technology, Library Science), 20 – in Pedagogy and / or Psychology. Although, if the credits are not enough, the student can earn them in parallel with the study in the Master’s Degree Program during the first 2 semesters.

The level of Master’s training involves four semesters, which results in the graduate gaining the qualification of an andragogue. 120 credits are earned during the course of study, most of which are professional (40 – 55 credits) and professionally-oriented (32 – 45 credits). A sufficiently large number of hours are transferred to basic subjects, which take at least 16 – 22 credits in the structure of training, while 10 credits are allocated to the subjects of free choice. A considerable number of hours (10 credits) are also allocated for the preparation of the thesis. It should be noted that the specific feature of professional training in Hungary is a serious practical orientation, as the practical training should account for at least 35 % (Andragógia mesterképzési szak, 2012).

The purpose of the Master’s degree training is a specialist who is primarily able to interpret scientific information on adult education, and put the obtained knowledge into practice. A significant task of a professionally trained andragogue is to promote the education of different categories of adults. In order to do this, an andragogue should be capable to develop training programs for adults, use both traditional and innovative forms and methods of teaching; coordinate the adult learning process; provide adult counseling services, and plan and conduct adult education research.

In the course of study in the Master’s Degree Program students have to acquire a great variety of knowledge. In particular, the role of lifelong learning in society and the individual; economic, political and ethical aspects of adult education; adult education theories and methodologies, as well as andragogical theories; features of working with different target groups of adults; teaching methods in an adult audience; modern andragogical researches; research in the field of adult education.

Students should also be well aware of the European Union’s adult education documents and strategies and the various foreign adult education systems.

In the process of studying students must acquire the skills to systematically and creatively solve new and complex problems of andragogy; develop social, political and economic projects in the field of adult education. Extremely essential professional skills of future andragogues have to comprise the ability to systematize their own experience in adult education, including presenting their findings and suggestions to professional and non-professional audience; to create independent scientific works; research, interpret and use information resources and research results of other industries, be able to collect new information, solve new problems, critically process new phenomena. Such skills as managing adult education and training; formulation of adequate targets in the field of adult education; developing and implementing andragogical processes; ensuring the quality of the assessment system are also not neglected. Against this background, special significance is given to the ability of lifelong self-development.

While studying at a higher educational institution, future andragogues should develop such personal skills as adaptability, empathy, flexibility, objectivity, and personal responsibility; as well as group leadership, moderation, animation, mentoring skills; make
decisions in difficult and unpredictable situations; critical thinking (Andragó gia mesterképzési szak, 2012). It should be emphasized that to have a B2 foreign language certificate is obligatory in order to obtain a Bachelor’s or Master’s degree diploma.

In general, the professional activity of andragogues are aimed at adhering to European trends in the development of adult education, which enables Hungary to converge with developed countries. The work of integrating the most vulnerable strata of the population into society, as well as the development of educational, scientific, institutional and methodological skills, is an extremely crucial direction in andragogues’ activity.

Let us analyze the contents of the Master’s degree curricula at selected universities.

The analysis of the Debrecen University curriculum shows that 120 credits are generally allocated for the training of a Master of Andragogy, the basis of which is basic (22 credits) and professional (70 credits) training. The plan also provides electives (10 credits) and 8 credits are allocated for professional training at higher educational institutions. Presenting Master’s thesis completes the study. The chart given below points out the allocation of hours for professional training (Fig. 2).

As it can be seen from the diagram, the largest number of hours (70 credits) is devoted to the study of professional subjects. It consists of 5 modules and provides a study of a range of disciplines that ensure the effectiveness of future professional activity. In particular, these are adult education management subjects – 15 credits (Economics of Education, Management of Adult Educational Institutions, Adult Education Programs and Projects, Adult Education Marketing); Adult Education Methodology – 22 credits (Adult Education and Group Work, Adult Psychological Health, Professional Orientation, Learning and Teaching Theory, Adult Learning Methods, E-Learning); Quality Management Education 10 credits (Adult Education Assessment, Management Quality, Adult Education Quality Assurance). The issues of social andragogy (10 credits), within which such subjects as Labor Market Policy, Gerontology, Socio-Andragogical Sites, are not neglected. A considerable amount of hours is also given to the Andragogical Research Unit, which studies Statistical Analysis in Education, ICT in Scientific Research, Trends and Theory of Andragogy, Analysis of Andragogy Sources, etc.

Basic training involves the compulsory study of disciplines that give an overview of the legal framework of adult education, the European Union’s education system, European
adult education documents, as well as communication features in adult education, human resources development trends; design and organization of adult learning, the labour market, etc.

At Eötvös Loránd University (ELTE) in Budapest, one of the oldest and largest institutions of higher education in Hungary, andragogues are also being trained. The Faculty of Pedagogy and Psychology trains Masters-andragogues according to full-time study.

Overall, the disciplines are similar to those taught at the University of Debrecen, but there are other subjects, the study of which distinguishes vocational training at that university. In particular, the following should be mentioned: Human capital and its legal environment; History of adult policy and education; Ethics. Professional Ethics; Cultural Studies; Information and Media in the 21st century of great importance in the training of future andragogues is the study of scientific theories and their use in andragogy; research and development in the field of andragogy; research methodology. International adult education systems and the internal adult education system are separately studied. Practically oriented disciplines are given serious attention. Future andragogues study the features of adult learning organization; methods of determining the level of knowledge and competence of an adult; development of andragogical competencies – group dynamics and personality development. There is a specific subject, e.g. practice in the field of adult education and career planning. The features of working with different target groups of adults and the methods of developing and managing projects in adult education and distance and e-learning are not disregarded. There are also free-choice disciplines.

The study is completed by writing a thesis (Az andragógia mesterképzés tanterve 2017-től, 2017).

As noted above, since 2015, training in the specialty Community Organization has been carried out at Hungarian universities. Bachelor’s level of training, qualification: cultural community manager; youth community manager; human resources development manager. Term of study accounts for 6 semesters (Közösségszervezés alapképzési szak, 2018). The purpose of training is to prepare a specialist who will be able to organize youth and adults in cultural, ecclesiastical, civic and non-profit organizations, state or municipal institutions, enterprises, integrated multifunctional organizations.

The community organizer is a director, animator in the field of civic education whose activities are aimed at human development. He is able to work with institutions and organizations in the fields of culture, social assistance, adult education and local economic development. Graduates know the basic principles of functioning institutions working in the fields of culture, public education, adult education, the development of youth organizations and their legal regulation.

Students have to earn 180 credits during their studies. It worth mentioning that the basic disciplines make up 40–60 %. For professional orientation 50 credits were allocated; free choice disciplines – 10 credits. In the professional training of an expert who obtains a specialty “Community Organization” practical training is of great importance. In particular, during 3–4 semesters 80 hours are compulsory at the cultural centre or any other institution according to the individual plan and 160 hours are obligatory according to the qualification.

CONCLUSIONS

The professional training of teaching staff to work with adults in Hungary is given a great attention to. The profession of an andragogue can be obtained in both pedagogical and non-pedagogical higher educational institutions. Based on the analysis of training programs for future experts of specialty “Andragogy”, comparing the contents of their theoretical and practical training, we can conclude that in the course of study students acquire knowledge
about the peculiarities of educational work with adults of different age groups and social categories in the fields of formal, non-formal and informal, as well as acquire the ability to support adult learning motivation and to create their own biography. Knowledge about human functioning in the modern labour market, principles of development and training of employees of organizations and features of modern technologies of adult education are an integral part of professional training. Gained knowledge can be useful for analyzing the condition and changes taking place in the area of adult education field, supporting to plan, organize and promote adult education in accordance with current legislation, social, professional and educational standards.

The demand on andragogical training is stipulated by the opportunity to find work in educational departments of various organizations, training companies, labour market institutions, recruitment agencies, editorial boards of educational portals, public organizations operating in the field of adult education, as well as in cultural organizations, and institutions which proposals are grounded on the model of organizing the adult education of different age. Furthermore, graduates can work in governmental and non-governmental organizations and institutions at various levels that are responsible for development of policy and maintenance of adult educational activity.

The prospects of further research include detailed study of the content, courses and disciplines of the andragogical training curricula at the universities of Hungary.

REFERENCES