



Saida Ayupova
Péter Róbert

**Formal Adult Education in
Small- and Medium-Sized Enterprises
The Case of Hungary**

SP4 – National report

*Based on the interviews and case studies prepared by
Ágnes Szölősi and Anna Józán*

Status: Version 15.12.2010.

1. Introduction

Formal adult education in workplace remains an under-researched area within the Hungarian context. Although general statistical information on participation rates is being gathered on a regular basis, this is not a very frequent source; the last survey by the Hungarian Central Statistical Office (KSH) has been carried out in 2005 in the framework of CVT (Continuing Vocational Training Survey).¹ A more in-depth analysis of employees' participation in adult education in relation to such variables as patterns of support/non-support, motivating factors and major obstacles is even more required. Strong patterns of cooperation between enterprises and educational institutions have yet to emerge. Human resource development (HRD) departments within small- and medium-size enterprises tend to favor informal methods of improving employees' professional qualifications by organizing and conducting trainings, seminars, etc. Such trends highlight the gaps in education system, which is often not capable of keeping up with technological developments in various sectors of industry. This report will look at the patterns of participation, types of support available to employees, general satisfaction levels with education received, and give recommendations on further steps to advance formal adult education in workplace.

In light of this research eight enterprises were identified and contacted. Employees and managerial staff were interviewed, and their responses were assessed and compared in order to get a more in-depth understanding of the challenges that further integration of formal adult education in SMEs is currently facing. Both, employees and employers, expressed their concerns with the type of education available for full-time workers, listed a number of factors that motivate workers to take part in this activity and presented the range of resources available for an employee who makes a decision to participate in formal adult education.

In accordance with the theoretical, methodological and statistical background developed for the SP4 (LLL2010 WP No.19), the selected enterprises represent two sectors of industry: five are in

¹ European Company Surveys by the European Foundation for the Improvement of Living and Working Conditions (Dublin) is another source but participation in further training (particularly in formal adult learning) does not get a strong focus.

the manufacturing and three are in the service sectors. The size of the enterprises ranges from ten to two hundred full-time employees. The sample can be further classified by a general level of education of employees within the enterprises. Two of the eight enterprises have the majority of their workers with ISCED level 0-2; three with medium qualifications of 3-4; and three with high ISCED of 5-6. The median level of education within an enterprise corresponds with the type of work that is being performed. Enterprises focused on producing goods and services, which require minimal technical skills that could be acquired on the job through internal trainings, fall in the lower level of ISCED group. The significance of certification is substantially less for these enterprises in comparison to the ones that perform high-skilled tasks, especially when the nature of the enterprise-client relations requires such certification. (Table 1. in Annex provides a general overview about the SMEs with the main characteristics.)

2. Formal adult education and its relevance for SMEs

The interplay between the school system and the world of work produces an arena for the formal adult education. From the viewpoint of schooling, the following four Acts, adopted by the Hungarian Parliament, organize and regulate the educational and training system.

1. Act LXXIX of 1993 on Public Education;
2. Act LXXVI of 1993 on Vocational Education and Training;
3. Act CXXXIX of 2005 on Higher Education; and
4. Act CI of 2001 on Adult Education.

The major goal of these acts is to transform and modernize the education system of Hungary, which inherited the communist style of organization. It is based on the principle of vertical or transversal transition within the system in order to eliminate dead ends and ensure smooth transition from one level of education to another (Ministry of Education and Culture of Hungary, 2008).

Education system in Hungary consists of the general school (*általános iskola*) [ISCED 0-2], the general secondary school (*gimnázium*) [ISCED 2-4], the vocational secondary school (*szakközépiskola*) and the vocational school (*szakmunkásképző iskola*) [ISCED 2-4]. The duration of vocational schools is usually three years. Such institutions offer training in approximately two hundred professions. Upon completion they grant a skilled worker's certificate. Secondary vocational schools provide a more general education at the end of which students receive a certificate of matriculation and a skilled worker's certificate or technician's certificate (National Institute for Public Education).

Higher education in Hungary consists of a dual system of colleges (*főiskola*) and universities (*egyetem*). College training takes between three and four years. University training takes between four and five years. A number of higher education institutions offer evening or correspondence courses within the framework of adult education. Students, upon successful completion, receive diplomas, which are equivalent to those granted to full-time students (The European Education Directory). Adult learners can take part in any of the above-mentioned levels of education.

According to the Institute of Vocational and Adult Education, the following data provides a statistical overview of adult education opportunities in Hungary:

- Number of registered institutes of adult education: 7987 (Sep 2010)
 - Number of accredited institutes of adult education: 1469 (Sep 2010)
- Number of accredited adult education programs: 6365 (Sep 2010)
- Number of courses: 39406 (2009)
 - Number of accredited courses: 17470 (2009)

Transformation of the education system along the Bologna process started at the end of 2002, when the Hungarian Accreditation Board started to develop a framework for the first-cycle ('Bachelor') programs. The 2005 Higher Education Act introduced the new system, according to which university studies got split into a Bachelor phase and a Master phase. Introduction of the new system meant complete re-design of the curricula, which was a more difficult task for universities than for colleges (INCHER-Kassel).

The process of transformation requires time and careful planning. As a result, Hungarian system currently operates under both systems, pre- and post-Bologna ones. However, the Bologna system remains unpopular in Hungary. One of the main reasons is the requirement to take classes, in particular during the first year of studies, which are not related to a student's field of study. This used to be less the case in the former, more vocational oriented colleges (*főiskola*). This is the well-known problem of the degree of vocational-specificity of the educational systems and it is similarly an important issue for the secondary level of schooling. For this lower level of education, the vocational character of the Hungarian school system, which used to be widespread, has also declined.² This, potentially, is one of the reasons why adult education is not as widely spread in Hungary as in many other European countries. An enterprise, or an individual, would be less motivated to invest in education, which spends considerable amount of time and effort on classes that are not necessarily relevant for the type of work performed at this enterprise.

According to the Eurostat Yearbook 2010, in the year 2008 only 3.1% of the population between the age 25 and 64 took part in adult education. This is far away from the benchmark of 12% participation rate in lifelong learning. Moreover, the participation rate has been on decline. For example, in 2003 the percentage of the population in adult education was 4.5.³ In part, low participation is the result of Hungary's shift from state-operated to open economy, which created a gap between skills required by the newly developed market and education provided by the vocational education system, as mentioned above.

The labour force of Hungary in the year 2009 was 4.167 million people between the ages 15 and 74. In 2008, 19 percent of the adult population (ages 25-64) had a college or university degree. Half a million of adults participated in various formal learning programs outside the schools (for example, labor market training programs, language programs, etc.). The same year within the framework of European Lifelong Guidance Policy Network, The Hungarian LLG Council was founded. Combined with the Hungary Development Plan 2007-2013, its major target group,

² The present educational governance has announced intentions to make efforts for (re-)building stronger links between the school system and the enterprises. An investigation of the Bologna system from the perspective of vocational specificity is, however, not the agenda yet.

³ In comparison, Finland's rate for adult education in 2003 and 2008 were 22.4 and 23.1, respectively; Denmark – 24.2 and 30.2; Slovenia – 13.3 and 13.9.

among others, is adult learners, who will be able to benefit from guidance and counseling services (National Institute for Vocational and Adult Education). However, vocational education system is still not standardized, which results in lower participation.

Eurostat CVTS-3 data from 2005 (European Foundation, 2010) also shows rather low percentage of participants in all enterprises for Hungary – 16%, while the concept of formal adult education is rated as low and narrow. Despite of a slight increase between 1999 and 2005, a comparatively small percentage of enterprises offer trainings and other educational opportunities, meaning that there is a lower average participation in CVT. According to the data, changes in employees' participation rates in company-supported CVT are closely related to the growth in the size of enterprises and the growing number of employees taking part in training. Employees' access to training is significantly bigger in larger enterprises and smaller in those where number of employees is below 50. In terms of gender, the Eurostat data for 2005 shows that 7% of women and 11% of men working at SMEs participated in adult education. Regarding economic sector, participation is the biggest in finances – though there is a decrease in the rate of attendance in training in this sector between 1999 and 2005. The international CVTS-3 data (Central Statistics Office, 2007) reveal that about a quarter of the trainings are conducted on environment, health and safety, and only 1% on language learning. Total expenditure of training as a percentage of total labour costs is a meaningful indicator. In comparative perspective Hungary takes a middle position (1.5%) which is higher than in Spain, Portugal, Romania, Bulgaria or even the UK. However, the same percentage is higher in Ireland, the Netherlands, Sweden, Denmark and Czech Republic and Slovakia. Another indicator, the proportion of enterprises providing training as a percent of all enterprises, ranks Hungary similarly. Its 34% is higher than comparable value in Bulgaria, Poland, Romania, Lithuania, but it is much lower than the same proportion in the Scandinavian countries, the Benelux countries, in UK and Ireland, In Austria and Germany and even in Estonia and the Czech Republic. The Hungarian firms perform at the level of Southern Europe in the regard.

3. Patterns of support /non-support identified for formal adult education in enterprises

SME's attitude towards formal adult education

It is not possible to provide a single model for patterns of support or non-support for formal adult education within SMEs that would encompass all of the cases. However, a range of trends could be identified based on the interviews conducted from the perspective of the employees as well as of the managerial staff.

The attitude of the employers towards formal adult education is generally two-fold. On one hand, they tend to believe that education provided at such institution is, in many cases, outdated and focuses primarily on theoretical aspects of a relevant field. Therefore, in order to maintain their employees' qualification level in terms of continuous technological developments within a particular field, companies favour non-formal approaches. Internally organized professional trainings are seen as a more suitable way of educating workers and this seems to be an understandable view, given what has been told about the low vocational character of the Hungarian school system.

On the other hand, despite the lack of trust in formal adult education, companies are willing to provide their employees with various types of support in pursuing higher levels of education ranging from financial assistance to allowing some time flexibility. Interviews with the managerial staff of the sample identified the following reasons for such assistance. Some see such education as a way to improve a worker's social skills.

Maybe it is communication skills that improve at college, students are trained, they have to study, meet more people and have to pass exams, and thus their communication skills might improve. (HU-4, p.4)

For others, employees' participation in formal adult education allows them to broaden general knowledge in the area of their work. Theoretical knowledge supplements practical knowledge, thus, diversifying the views of an employee on the whole process of production.

The formal education focuses not only on a certain area of specialty, but our colleagues participating in it can get on a higher level at fundamentals too. It is very useful for us, because he or she gets a different view concerning our process. It is very important because our technology is a special one and we can't hire anybody on leader positions. If someone from our colleagues is ready to participate in formal education, he or she becomes more valuable for us, because we can employ that colleague as a leader, as he has wider professional knowledge, moreover he or she knows every processes of our manufacturing. (HU-8, p.6)

Yet, for others, formal adult education provides workers with certification, which is highly valued in the enterprise either because of the possibility of promotion or because of the clients' request for it.

Knowledge is more important [than certificates], but – since we work for the pharmaceutical industry, where validating is extremely important – and the official documentation of qualification is prescribed in planning projects, certificates has also become important. (HU-2, p.5)

Despite the difference in attitude of the employers in SMEs towards formal adult education, the overarching consensus lies in the importance of internal professional trainings. Companies employ different strategies to maintain and further develop employees' professional knowledge and skills. Some conduct trainings on a regular basis multiple times a year. Others show flexibility towards developments on the market and adjust their trainings accordingly, when necessary. A few have established cooperation with their providers, thus, outsourcing trainings to them.

Professional trainings provide specialized knowledge relevant to a particular field. In many cases, it seems to be the only opportunity for employees to remain professionally up-to-date since they work in a very specific field, which is not covered by courses in educational institutions. On top of that, many enterprises offer language courses to their employees, free of charge.

Type of support offered by SMEs to employees

Regardless of who initiates employee's participation in formal adult education, companies, for the most part, are willing to provide some type of support. Two such types have been identified throughout the case studies: 1) financial assistance to cover the costs of education; 2) time flexibility and study leaves.

Financial assistance, when available, entails covering the costs of education and, in some cases, the costs of travel. Such support is usually conditioned upon an employee's commitment to work for a company for a specified amount of time. In case of breaching the contract, the employee would be obligated to re-pay the company the expenditures on his/her education. Some HRD policies require a company and an employee to enter into a written agreement that outlines rights and responsibilities. Others have no such routine. According to them, the procedure is not necessary due to the long-standing relations between the managerial staff and employees based on mutual trust.

Despite the fact that most of the enterprises are willing and capable of providing financial assistance to the employees who participate in formal education, some deliberately choose not to accept such form of support. According to one of the participants:

It frightens me away from applying [for] financial support that usually it is required to stay at that particular company after completing the programme as long the educational programme lasted. I don't want to be engaged so long for an enterprise. [...] It would be appropriate for me to stay at the enterprise under the period of the educational programme. (HU-6, p.6)

In some cases, companies receive state funding to pay for tuition fees of their employees. The amount of support can vary from partial to full coverage of costs. Companies find state co-funding very helpful as well as motivating for HRD to have employees take part in formal adult education. At the same time, a large number of companies do not have this opportunity either because they do not qualify for state subsidies or because they find the application process too complicated, resulting in companies not meeting the deadlines.

The other type of support that companies, for the most part, are willing to provide is time flexibility. This usually implies granting a number of days off to take examinations, a few hours a week to accommodate class schedules and a possibility to work from home during exam periods. However, not all companies are equally flexible in terms of time accommodation. Some are able to offer their workers a possibility to work at home or have their work on-hold for a short period of time. Others are much more rigid due to the nature of work performed by an employee. Employee's absence could be a major problem for a company. At the same time, even companies with the least flexibility on granting employees' time off of work tend to, at least, partially accommodate their time needs. According to one of the general managers:

We are lucky, because in return for free time provided by us, our employees are prepared to work in their free time – even on weekend – in order that they would not to be behind their work. (HU-6, p.6)

Cooperation with educational institutions

Some companies have established patterns of cooperation with institutions providing formal adult education to their employees. In many cases, such cooperation serves as the main recruitment tool for companies, who, after offering placements for vocational training to students and upon their successful completion of the program, hire them as full-time employees.

Others choose not to cooperate with external educational institutions either because they cannot find an institution that would fit the specificities of work performed by the company or because

of the change in educational process, (described above: decline of vocational specificity, introduction of the Bologna system) due to which students no longer have time for vocational trainings.

Employees' motivation to participate in formal adult education and evaluation of the support provided by the enterprises

An appropriate context in this regard is to link the results from the SME case studies to those from the survey of adult learners (Róbert et al., 2009). Accordingly, the majority of the employees choose to participate in formal adult education for job-related reasons. On average, approximately 60% of adult learners expressed this motivation. However, for example, approximately 70 percent of those taking part in post-secondary education do so for job-related reasons, while the other 30 percent for other personal reasons. (See Figure 1 in Annex for more details). Among the factors that triggered individuals' motivation in continued education are the following: obtaining a certificate, increasing a general knowledge level, improving job-related skills and a possibility of getting promoted within a company or higher-paid job outside of it. (For the full list of motivations, see Table 2 in Annex).

Although most of the participating enterprises do not guarantee increased pay after graduation, the importance of certification tends to be higher for those companies, which employ highly-qualified workers. Moreover, career growth opportunities are not available in most of the companies interviewed due to the long-set hierarchical structure, which does not allow for much upward movement on the career ladder even after graduating from a program.

As it has been mentioned earlier, the enterprises are willing to provide either financial assistance or time flexibility or a combination of both to employees participating in adult education. As a result, those employees who received financial assistance tend to be more satisfied with the support received than those who did not have the same opportunity. The same tendency applies in terms of the enterprises' capability to provide study leaves.

An extract from Table 1 in Annex provides an overview about the situation in this regard.

Correspondence of potential outcomes of taking part in an educational program with ISCED levels

	ISCED 0-2	ISCED 3-4	ISCED 5-6
Increased pay after graduation?	Yes	Not necessarily	Not necessarily
Importance of certification for the company	Not important	Somewhat important	Rather important
Possibility of career growth within a company?	No	No	Some opportunities

4. Evaluation of formal adult education by employees

Employees’ (dis)satisfaction with education received and relevance of education to the job performed within SMEs.

Again from the perspective of the adult learner survey, between 62 and 77 percent of the participants in formal adult education are satisfied with education received. There is inverse relationship between the level of satisfaction and the level of education received, with more people satisfied with lower-level of education (ISCED 0-2) than those satisfied with higher-level of education (ISCED 5-6). (See Table 3 and 4 in Annex for more details). This could be explained by the fact that those participating in primary and lower-secondary types of programs fill in the gap in general knowledge; whereas, those participating in tertiary education may have a more narrow focus, also in terms of their interests and this does not meet what they get in the curriculum in the higher education.

Case studies reveal a similar pattern. For the most part, employees participating in formal adult education are satisfied with the education received to some extent. Only two of the eight participants gave negative feedback to their experience. Others’ evaluation ranged from ‘fully satisfied’ to ‘partly satisfied.’ According to the participants, the main advantage of their

participation in the programs is the opportunity to broaden their knowledge in a job-related area. For some this means gaining theoretical background to supplement their practical knowledge.

I already mentioned that I do the same thing in my job and in my studies, although as far as I hadn't learned it [in a theoretical way], I did not know this. So now, when I study it in a theoretical way, now it is vice versa, I study the theory and actually I translate the practice to theory. And it is much easier like this. (HU-4, p.6).

For others, participating in educational and training programs is required due to the new area of work that he/she was transferred or promoted to, thus necessitating acquiring new skills and relevant knowledge.

Although I don't use the acquired knowledge in my daily work yet, it is a great advantage for me that I got an insight into HR-decisions and, participating in this programme, I could pick up useful communicational skills. (HU-7, p.7).

Combining work, studies and private life

Participating in educational programs requires the participants to split their time between work, studies and private life. For some of the participants it does not present a major obstacle. According to some of the interviewed participants, timing of the lessons and the exams, which is based on individual discussions, is well adapted to the working obligations. Those who do not experience any significant conflict between work and education tend to receive support in terms of time flexibility.

Yet other participants find it challenging and demanding to balance work, education and private life. For example, those married and with children identify the lack of time to spend with their families as one of the main difficulties. Another one is the timing of exams, which take place all throughout the year. Preparing for an exam might require two or three evenings per exam, which does not leave the participants with much free time.

5. Outlook, conclusions, recommendations

This study represents one of the first attempts to take a closer look at patterns of participation in formal adult education in Hungary. Due to the lack of research in this area, cross-industry and cross-sector comparisons are not available. However, identifying the challenges for further integration of formal educational programs in small- and medium-sized enterprises based on the feedback received from individual participants allows us to suggest the potential areas for improvement.

The understanding of formal adult education lies in the distinction between who provides education (institutionalized form of education as opposed to company-organized professional trainings) and the outcome of the study (official certification from an accredited institution as opposed to a company's acknowledgement of employee's participation). Formal adult education is perceived as an opportunity to broaden and deepen one's knowledge, which is ultimately supposed to lead to either increased pay or higher job position or both. However, despite commonly acknowledged benefits of receiving formal education, the participation rates for Hungary remain low. The situation in Hungary is not much better for the participation in CVTs as the referred survey data also mirrored.

According to the Eurostat Yearbook 2010, 53.2 percent of adults said that the main obstacle to participation in education and training was the conflict with work schedule; 42.3 percent said they cannot afford paying the fees; 39.9 per cent of adults in Hungary identified 'lack of employer support'. As one of the interviewed participants puts it,

I think, that if the timing of the educational programmes would be well adapted to the working hours and the companies would provide time off work for learning, more people would participate in the programmes. (HU-6, p.8)

The following recommendations could lead to increased rates of adult participation in formal education:

SP4 – Case of Hungary

- Reforms at the national and regional levels should focus on facilitating and simplifying the process of applying for state subsidies to fund or co-fund adult education. The measures should simplify the procedure not only for companies' applications for state funding, but also on an individuals' level.
- The network system between companies and educational institutions should be researched and further enhanced. Cooperation with educational institutions could potentially improve SMEs' perception of formal education, thus, increasing their motivation to have employees take part in the programs.
- The curriculum of educational institutions providing adult education should be reformed in order to be more reactive to technological developments and market needs.
- More institutions offering adult education should be established within easy reach in areas with large populations.
- Such institutions should re-asses the system of examination in order to better accommodate time restrictions of adult learners.
- More funds should be allocated within HRD to support employees' participation in formal adult education.
- Such participation should be encouraged by the managerial staff with such motivating factors as increased pay upon completion and/or a possibility of career growth.
- Enterprises should focus on developing a system that would allow for more time flexibility for workers who take part in adult education.

References

- Borbély, Tibor Bors and László Zachár, *Report of 2009*. Budapest: National Institute for Vocational and Adult Education
- Central Statistics Office, 2007. *Continuing Vocational Training Survey, 2005*. Dublin: CSO
- European Education Directory, The. *Structure of Education System in Hungary*. <http://www.euroeducation.net/prof/hungarco.htm>
- European Foundation, 2010. *Continuing vocational training in enterprises*. Dublin: European Foundation
- Eurostat, 2010. *Europe in Figures. Eurostat Yearbook 2010*. Luxembourg: Publication Office of the European Union
http://epp.eurostat.ec.europa.eu/portal/page/portal/product_details/publication?p_product_code=KS-CD-10-220
- International Center for Higher Education Research – Kassel, 2008. *The Bologna Process Independent Assessment*. Volume 2.
http://ec.europa.eu/education/higher-education/doc/bologna_process/independent_assessment_2_cases_appendices.pdf
- Markowitsch, Jörg and Günter Hefler, 2008. *SMEs Promoting Lifelong Learning*. LLL2010 Working Paper No. 19. Tallinn
- Ministry of Education and Culture of Hungary, 2008. *Education in Hungary: Past, Present and Future*. http://www.nefmi.gov.hu/letolt/english/education_in_hungary_080805.pdf
- National Institute for Public Education, *The Hungarian education system*. <http://www.oki.hu/oldal.php?tipus=cikk&kod=EduHun96-04-Hungarian>
- Róbert, Péter, Tót, Éva, Balogh, Anikó, Salát, Janka, 2009. *LLL2010 Subproject 3 National Report Hungary*. (Manuscript)

ANNEX

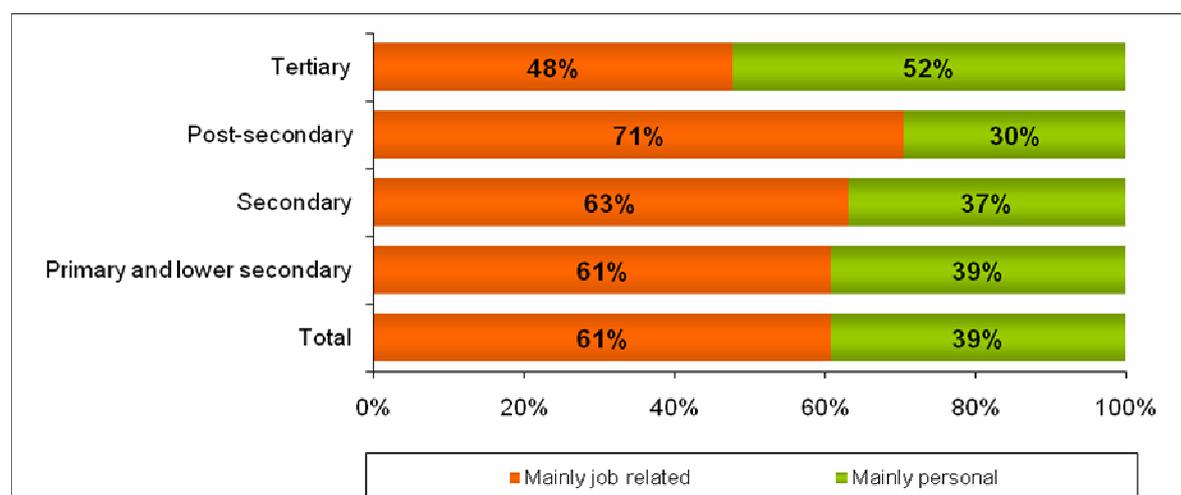
Table 1. Comparative summary table of SMEs

	HU-1	HU-2	HU-3	HU-4	HU-5	HU-6	HU-7	HU-8
Sector	Manufacturing	Manufacturing	Service	Service	Service	Manufacturing	Manufacturing	Manufacturing
# of employees	50-249 (curr. 55)	10-49 (curr. 24)	50-249 (curr. 200)	10-49 (curr. 17)	11	94	45	172
ISCED	80% 5-6	95% 5-6	80% 5-6	60% 3-4	60% 3-4. All in 5 now	80% 3-4	80% 0-2	60% 0-2
Career growth?	n/a	n/a	Yes	No	No	No	No	No
Initiative to participate	Usually employees	Both	Usually employees	Employees	Employees	Usually management	Usually management	Both
Importance of certification for the company	Software developers – important. Coordinators – not	Relatively important (mainly because of the clients)	Important	Not really	More important for clients than for the manager	Not important	Not demanded (mainly training on the job)	Not demanded (mainly training on the job)
Type of education	Mainly NFE ⁴	Mainly NFE	Mainly NFE	Mainly NFE	1 NFE	Mainly NFE	Mainly NFE	Mainly NFE
Education un/related	Both	Related	Related	More or less related	Related	Related	Related	Related
Type of support	No financial support. Some days of study leave	Financial and some study leaves	Financial and study leaves	Financial and study leaves	Time flexibility	Financial and very little time flexibility	Financial	Financial
Satisfied with support received?	Not really	Generally, yes	Generally, yes	More or less	Yes	Yes	Yes (highly satisfied)	Yes (highly satisfied)
Cooperation with univers.	No	Yes	Not anymore	No	No	Yes	Yes	Yes

⁴ NFE = Non-Formal Education

% workers in FAE	9%	16%	4-5%	17.6%	90%	4.3%	4.4%	6%
Who's paying?	Individual	company	company and/or partners	individual	individual	company	company	Company
Increase pay after graduation?	Not necessarily	No (but possibility to create new software products and sell them)	Yes (but not necessarily)	Not really	Yes	Not necessarily	Yes (if in accordance with job)	Yes (but not necessarily)
State funding available?	No	No	No	No	No	Yes	No	Yes
Satisfied with education received?	Not really	Yes	Yes (fairly satisfied)	Generally, yes	No	Only partly	Yes, fully	Generally, yes
Does education received help in daily work?	Yes	Yes	Yes, more or less	No but could be helpful in feature	No	Yes, more or less	Yes	No

Figure 1. Job related vs. non-job related motives by level of course



Source: Róbert et al. SP3 National report Hungary

Table 2. Order of motives to participate in formal adult education

I chose this study program...:	%
... to obtain certificate	85,8%
... to learn more on a subject that interests me	83,1%
... to learn knowledge/skills useful in my daily life	78,9%
... to earn more	74,0%
... to do my job better	72,6%
... to be less likely to lose my current job	57,6%
... to contribute more as a citizen	54,7%
... because my employer required me to enroll in the programme	54,0%
... to get a job	52,8%
... to meet new people	52,4%
... to contribute more to my community	46,3%
... to gain awareness of myself and others	38,7%
... to participate in group activities	37,4%
... to get a break from the routine of home and work	36,5%
... because someone advised me to do it	25,0%
... because I was obliged to do it, e.g. to claim benefits, to avoid redundancy	22,8%
... to start up my own business	19,7%
... because I was bored	5,2%

Source: Róbert et al. SP3 National report Hungary

Table 3. Satisfaction with the general progress of the entire study program by level of course

	Dissatisfied	Cannot decide	Satisfied	N
Tertiary education	12,6%	25,9%	61,5%	247
Post-secondary education	10,2%	11,3%	78,5%	265
Secondary education	13,7%	11,2%	75,1%	241
Primary and lower level of secondary education	13,2%	10,0%	76,8%	250
Total	12,4%	14,6%	73,1%	1003
Chi ² sig=0,000				

Source: Róbert et al. SP3 National report Hungary

Table 4. Satisfaction with what you can go on to do after completion by level of course

	Dissatisfied	Cannot decide	Satisfied	N
Tertiary education	17,0%	38,1%	44,9%	247
Post-secondary education	12,9%	27,8%	59,3%	263
Secondary education	12,5%	32,5%	55,0%	240
Primary and lower level of secondary education	13,3%	27,3%	59,4%	249
Total	13,9%	31,3%	54,8%	999
Chi ² sig=0,023				

Source: Róbert et al. SP3 National report Hungary