

7 ADULT EDUCATION AND TRAINING AND OVER-QUALIFICATION

7.1 WORKPLACE AND NON-FORMAL EDUCATION AND TRAINING OF YOUTH

JÚLIA VARGA

Participation in non-formal education and training may play an important role in the adaptation of individuals to changing labour market demands. In this subchapter, we will examine a subject that is under-researched in Hungary: changes in the rates of participation of youth in non-formal education and training, and the differences in the probability of participation observable based on various characteristics.

Information on the participation in non-formal education and training is available from three statistical data collections. The first one is the Adult Education Survey of Eurostat (AES), which collects data in the countries of the European Union on the 12 months before surveying, about the participation of adults in formal and non-formal education and training and the characteristics of these.¹ The second is also a Eurostat survey.² The third data source is the labour force surveys of the HCSO, the regular quarterly surveys of which include the question whether the respondent had participated in non-formal education and training during the four weeks preceding the survey.

In the various waves of the labour force surveys, the extent of the detailed-ness of the questions regarding participation in non-formal education and training changed several times; until 2014, questions about participation were asked in more aggregated groups, while since then, 12–13 different groups of non-formal education and training have been distinguished for data collection about the participation in these. The data collection process increasingly intends to map all non-formal forms of education and training.³

The three types of data sources show substantially different participation rates. We have not been able to establish a reason for this based on the information available to us. According to the AES surveys, the participation rate of youth between the ages of 25–34 in non-formal education and training in Hungary has grown from 9.7 per cent in 2007 to 44.3 per cent in 2011, and then to 56.6 per cent in 2016.⁴ The value recorded in 2016 was higher than the average of the EU-28 or the eurozone (*Figure 7.1.1*).

The labour force survey has documented significantly lower participation rates. In 2018, 10.1 per cent of 25–34-year-olds participated in training, while this is 17.8 per cent on average in EU-28 countries, and 19.5 percent⁵ in eurozone countries.

1 There have been three surveys so far (in 2007, 2011/2012 and 2016/2017). The first pilot survey was conducted in Hungary in 2007 as a complementary survey to the labour force survey of the HCSO, and then the subsequent surveys were independent ones. The sample size was 5800–6500 people.

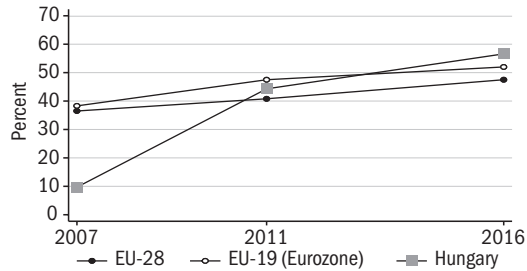
2 The survey, named Continuing Vocational Training of Enterprises (CVTS), collects data on vocational trainings supported in some form by enterprises/companies in organisations that employ at least 10 people. The CVTS survey has also been conducted three times so far, in 2005, 2010 and 2015.

3 The surveys collect data on participation in the following non-formal forms of education and training: vocational courses that do not provide qualification, non-formal trainings within the National Qualification Register (OKJ) system, participation in various seminars and conferences, work-related and team-building trainings at the workplace, language courses, computer courses, IT trainings, courses organised within distance learning. All forms of e-learning, webinars, private lessons, health-related courses, trainings held by authorities, driver training, lectures and courses related to sports, music, and other hobbies.

4 The Eurostat explicitly notes that due to changes in methodologies, the AES-results of 2007, 2011, and 2016 are not comparable directly, and thus “the results cannot be used for interpreting the changes in lifelong learning participation rates between 2007 and 2016”. [Eurostat Eurostat Adult Education Survey. Reference Metadata in Euro SDMX Metadata Structure (ESMS) 15.2. Comparability – over time].

5 Eurostat.

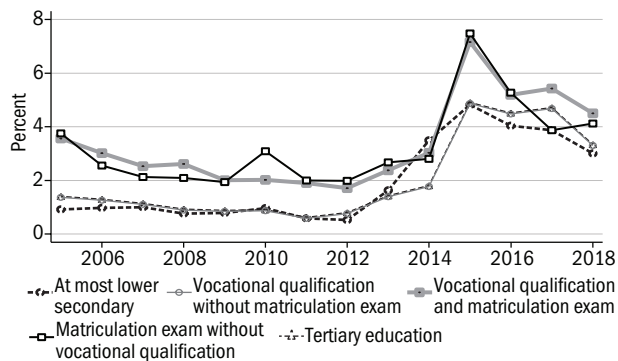
Figure 7.1.1: The participation rates of 25–34-year-olds in non-formal education and training, according to the data of the AES surveys



Source: Author’s compilation based on the Eurostat AES surveys.

Figure 7.1.2 shows the changes in the participation of 25–34-year-olds by educational attainment groups between 2005 and 2018.⁶ Between 2005 and 2012, the already very low participation rates of 25–34-year-olds decreased continuously in all educational attainment groups, and then between 2013 and 2015, a higher rate of youth reported participation in training. A part of the increase may be due to the rearrangement of the classification system (see footnote 3). Participation rates started declining again after 2015. Throughout the entire period, participation rates were the highest in the “secondary school diploma with vocational qualification” and “secondary school diploma without vocational qualification” groups. After 2014, the lowest rates of participation in education and training were found in “the eighth grade of elementary school or less as educational attainment” category.

Figure 7.1.2: The participation rates of 25–34-year-olds in non-formal education and training, according to the data of the labour force survey, broken down by educational attainment



Source: Calculated from the data of waves 53–108 of the labour force survey.

⁶ The annual data are the average of the quarterly data.

⁷ Binary outcome probit model, whether they participated in education or training (yes/no).

Aggregating the data of the four waves of the labour force survey of 2018, we examined the probability of the participation of 16–34-year-olds in non-formal education and training with a simple probability model as well.⁷ The results – the significant marginal effects – are summarised in *Table 7.1.1*.

Table 7.1.1: The determinants of the probability of non-formal training among 16–34-year-olds, 2018

Variable	Marginal effect dy/dx
Educational attainment level	
Vocational school (vocational qualification without a secondary school diploma)	0.031** (0.01529)
Secondary school diploma without vocational qualification	0.042*** (0.01304)
Higher education	0.057*** (0.01548)
Labour market status	
Employed	0.049*** (0.00948)
Sector	
Agriculture	-0.042*** (0.00733)
Industry	-0.032*** (0.00867)
Machinery	-0.036*** (0.01006)
Construction	-0.048*** (0.00534)
Other	-0.037*** (0.01022)

The other control variables used in the model were: Gender, Educational attainment: vocational qualification with a secondary school diploma, Labour market status: unemployed, Region binary variables, Place of residence: village, Budapest.

Reference category: Female, the eighth grade of elementary school or less as educational attainment; inactive, city or town, Southern Transdanubia, vehicle industry. Standard errors in brackets.

Significant at the ***1 per cent, **5 per cent, *10 per cent levels.

Source: Author's compilation.

Youth with a vocational qualification were 3.1 per cent more likely, youth who obtained a secondary school diploma in a grammar school (secondary school diploma without vocational qualification) was 4.2 per cent more likely, and youth with a higher education diploma was 5.7 per cent more likely to participate in training in 2018 than the reference category of youth with the eighth grade of elementary school or less as educational attainment. Youth in employment were 5 per cent more likely to participate in non-formal education and training than inactive youth. Those working in certain sectors (industry, construction, agriculture) were less likely to participate in non-formal education and training than the reference category of those working in the vehicle industry. We did not find significant variabilities in the probability of participation in education and training based on the rest of the characteristics recorded (gender, the region of residence, type of municipality, other sectors).