



Decisions Concerning Admission to Vocational Schools and School Adjustment

Analysis of the Decisions of the Regional Development and Training Committees

2014/3



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Budapest, May 2014

The MKIK Institute for Economic and Enterprise Research is a not-profit research workshop, which primarily conducts applied economic research. Its main objective is to provide theoretically and empirically based knowledge and analyses on the economic and social processes affecting the situation and the prospects of the Hungarian Economy and the Hungarian enterprises.

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*Decisions Concerning Admission to Vocational Schools and School Adjustment
Analysis of the Decisions of the Regional Development and Training Committees.*
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The analysis was made by:

Zsanna Nyíró, analyst MKIK GVI
Miklós Hajdu, analyst MKIK GVI

Leader of the research team:

István János Tóth, senior research fellow MTA KRTK KTI,
managing director, MKIK GVI

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MKIK Institute for Economic and Enterprise Research
Budapest

Address: MKIK GVI
1034 Budapest, Bécsi út 120.
Tel: 235-05-84
Fax: 235-07-13
e-mail: gvi@gvi.hu
Internet: <http://www.gvi.hu>

"Whereever we go we can see that we have a great surplus in educated professional people. However, when we are looking for somebody to do a particular job, the situation is quite the opposite. This is undoubtedly due to our educational policy carried out 20-25 years ago. Politicians need to look into the future and for this reason they should have considered our present day needs 20-25 years ago. How many times we encounter the following situation: we face a great problem in life, but we do not have the right people with the proper qualifications to solve the problem that would be needed."

[Count Kunó Klebersberg]

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Summary

In Hungary according to the legislation¹ between 2008 and 2012 the Regional Development Committees (in Hungarian: Regionális Fejlesztési és Képzési Bizottság; hereinafter referred to as RFKB), later County Development Committees decided on the changes concerning the number of students allowed to attend vocational training courses every academic year in the given regions, later in the given counties. The present study examines the effect of the decisions made by the committees: how the vocational schools adjusted to these decisions, how the structure of the admission procedures changed during the given period.

The findings of the research underline the results of earlier examinations (Fazekas 2011, Hajdu 2012), according to which the decisions made by RFKBs can only slightly influence the number of students admitted to the vocational schools. Collating the decisions and the actual admission data can show that the effect of the decisions made by RFKBs is uneven. Decisions aimed at increasing the number of students are in greater proportion followed by the appropriate reaction, i.e. an increase in the number, than in the case of decisions aiming at decreasing the number of students. In contrast, the proportion of reactions inappropriate to the decisions is higher in the case of decisions aiming at decreasing the number of students, than in the case of decisions aiming at increasing the number of students. In other words, the changes in the number of students appropriate to the decisions has a greater proportion in the case of decisions aiming at increasing the number of students, while the changes in the number of students inappropriate to the decisions has a greater proportion in the case of decisions aiming at decreasing the number of students. On the whole, these two tendencies lead to an actual increase in the number of students admitted to these vocational schools despite the fact that RFKBs primarily made decisions aiming at decreasing the number of students in the vocations examined by them.

¹ See Act CII amendment of 2007 to Act LXXVI of 1993 on Vocational Training.
http://www.gvi.hu/data/research/2007_CII_trv.pdf

Introduction

The Regional Development and Training Committees operated between 2008 and 2012² according to the amendments of Act CII of 2007 and of Act CXXXV of 2009³ on vocational training in connection with the execution of reforms relating to vocational and adult training of Act LXXVI of 1993⁴ in the Regions of Hungary. According to this Act, in each region it is the RFKB's responsibility

*"to make the necessary decisions on vocational training in the region taking into account the economic needs, the data concerning the labour market demands, as well as the decisions relating to the national school admissions. The RFKB is also responsible to determine the direction of the vocational training arranged by the regional integrated vocational training centre and by the society in charge of organising vocational training and to determine the proportion of students to be admitted ..."*⁵

Therefore, on the basis of Act CII of 2007, the tasks of RFKBs were extended by an additional one, namely, to work out the system of vocational training based on the demands of the labour market.

Besides, the above mentioned Act endows the RFKBs with several other tasks relating to vocational training, such as making decisions, proposals and giving opinion, however the present study only focuses on analysing the effects of the committees' decisions in relation to the admissions to vocational training schools.

The membership of the committees is regulated by the same Act, as follows:

"The membership of the committees is constituted by the representatives of the alliances of the national employers, and employees having representation in OÉT (National Council for the Reconciliation of Interests), and their organisations, the regional economic chambers, the minister of education, the minister responsible for vocational training and adult education, the state organisation responsible for employment, the regional development council, the regional labour council, the educational office in charge of public education (one representative per each

² Act CLXXXVII of 2011 introduced MFKB (County Development and Training Committees) replacing RFKB, however decisions for the academic year of 2013/14 were still made by RFKB, see:

http://njt.hu/cgi_bin/njt_doc.cgi?docid=139866.254833

³ see http://njt.hu/cgi_bin/njt_doc.cgi?docid=126044.181594

⁴ see http://njt.hu/cgi_bin/njt_doc.cgi?docid=111096.158147

⁵ 33. §, Act CII of 2007.

region), as well as the institutions in charge of maintaining vocational trainings (three representatives).“⁶

The committees make basically two types of decisions concerning vocational training programmes in the given school system: 1) vocational trainings which do not receive any state funding (non supported programmes); 2) vocational training programmes entitling to vocational school academic scholarships (supported). Behind the above mentioned two decision making categories, we can find the intention of increasing, decreasing or not changing the number of students to be admitted. The decisions made in the given year affect the number of students to be admitted in the following academic year, e.g. the decisions made in 2012 affected the admission numbers in the academic year of 2013/2014.

The operational expenses of RFKBs – which are covered by the Training Funds of the Labour Market Fund – based on the proposals of the National Vocational Training and Adult Education Council were determined by the Minister responsible for Vocational Training. According to the data of the State Audit Office, in line with the expansion of the duties of the RFKB, the annual budget of 143 million HUF for 2007 was raised to 350 million HUF in 2008, to 397 million HUF in 2009, and to 450 million HUF in 2010. In 2007 and in 2008 payments were identical with the planned amounts; however in 2009 and in 2010 they exceeded the available amount by 19 million HUF and by 93 million HUF respectively.⁷ Therefore, more than one billion HUF (1085 million HUF) was available to cover the operational expenses of RFKBs between 2008 and 2010. We have no data available for the year 2011.

The aim of our present study is analyse how did decisions made by RFKBs influence the number of students admitted to vocational training in the individual vocational groups in the academic year following the decisions compared to the previous academic year. Therefore this analysis examines the influence of the decisions made by RFKBs, and the adjustment of the vocational schools to these decisions. This paper can be regarded as a starting point of a complex impact assessment, in which we analyse the decisions by vocational groups aggregated, to find out what real reactions and changes followed them.

This study was based on the projects run by Fazekas (2011), and Hajdu (2012), as their continuation.

⁶ Ibid

⁷ See: State Audit Office: Report on the supervision of the appropriate use of vocational contribution, 1201, January 2012, page 29. Source: <http://www.asz.hu/jelentes/1201/jelentes-a-szakkepzesi-hozzajarulas-felhasznalasa-celszerusegenek-ellenorzeserol/1201j000.pdf>

The Methodology of the Examination and the Data Used

The data needed for the research were provided, on the one hand, by the database prepared on the requirements of the Government Decree of 331/2012. (XI. 28.)⁸. The Government Decree contains the categorical decisions made by RFBKs concerning the different vocational trainings by county and in the capital city. We calculated the number of students starting the first vocational school year by county in the academic years of 2012/13 and 2013/2014 based on the data from KIR-STAT database.

In order to be able to analyse the effect of the decisions on the number of students admitted to the vocational schools, the data concerning the number of students entering a vocational school in a year need to be assigned to the particular decisions made in the county based on the vocational training identification number. However, while the Government Decree of 331/2012. (XI. 28.) uses the 7 digit vocational training identification number⁹, the KIR-STAT mainly uses the earlier, 15 digit vocational training identification numbers. Unfortunately, the key to the differences in the two systems does not make it possible to assign a one to one correspondence.

Therefore, an empirical research aiming at examining the effects of the decisions made by the RFBKs and how the vocational training schools are adjusting to these decisions, cannot be carried out at the level of the vocations. In fact the system and the structure of providing data for the system lead to the fact that it is only within very narrow limits and besides rough assumptions possible to examine the efficiency and the rationality of the system. The rougher assumptions we use during our analysis, the less we are likely to learn how the decision making system can achieve its aim.

As a consequence, at the level of the vocational trainings, one cannot assign any admission numbers to the vast majority of the decisions – to 1210 out of 1343 decisions. Therefore, we presented both the data concerning the admission numbers, and the decisions made by RFBKs according to vocational groups and we carried out the analysis at this level. We know that in this way it is impossible to know the effects of the vast majority of the decisions, and one cannot draw conclusions based on these (vocational training based) decisions. We lose a lot of information in this way, which would be important for the vocational training to achieve its aim of adjusting to the labour market.

⁸ See: http://njt.hu/cgi_bin/njt_doc.cgi?docid=156522.238871

⁹ Since the Government Decree of 150/2012. (VII. 6.) decided on the introduction of a 7 digit identification number, see: http://njt.hu/cgi_bin/njt_doc.cgi?docid=153810.261268

During the aggregation of the decisions, we established three categories:

- (1) Vocational groups, in which none of the vocations were supported by the committees: consistently not-supported vocational groups,
- (2) Vocational groups, in which all the vocations were supported by the committees: consistently supported vocational groups;
- (3) Vocational groups, which included supported as well as not supported vocations, we can call them “non consistent decisions”.

In the category of consistently not supported vocational groups (1) we included vocational groups, which only include not supported vocations. We regarded consistently supported vocational groups (2) the vocational groups, which only included supported vocational trainings. In the category of the vocational groups containing both supported and not supported trainings (3) we included the vocational groups, which include both supported and not supported vocational trainings. After aggregating the decisions and the number of students admitted to the vocational trainings by county and by vocational groups, we could assign (aggregated level) admission numbers to 283 decisions (aggregated level) in 266 cases. Therefore, in the cases of 17 decisions, the admission numbers are missing, this is due to the earlier mentioned problem, that the KIR-STAT and the Government Decree of 331/2012. (XI. 28.) do not use the same system of identification numbers for the vocational trainings, and the key to the differences in some of the cases does not make it possible to assign a one to one correspondence between the two systems.

In the analysis we examine the effects of the decisions made by RFKBs, the real adjustment of the schools in relation to the changes in the number of students starting their first year at the vocational school during the different academic years. In the given vocational groups we regarded a change a “decrease” in the number of students, if the decrease was higher than 5 heads in a given county in a given academic year compared to earlier years. If the number of students increased by 5 heads, we regarded it as “increase” in the number of students, while any changes, which did not exceed 5 students, and obviously situations with no changes in the number of students, we regarded as stagnation. In the study we compared the direction of changes in the academic years of 2012/13 and 2013/14 to the decisions made by RFKBs in 2012 by vocational groups, *at a county level*¹⁰, the results of which we shall discuss below.

It would have been worthwhile to compare the data of 2012 to data from previous year; however it was not feasible, since decisions made earlier were made at a regional level. Furthermore, instead of the two categories used in 2012 (supported and not supported), they worked with three

¹⁰ Regarding the fact that the data used were not based on real samples, but were created considering the knowledge of the whole lot, we shall refrain from statistic calculation.

categories earlier (supported, outstandingly supported, not supported)¹¹. In addition, the date of the decisions of 2011 – with the exception of three regions – can no longer be reached.

We enclose the database systems used for the analysis as a supplement to our study in separate files.

¹¹ It should be noted, that in the case of the decisions made in 2013, they used three categories again, however they were not exactly identical with the ones used in 2012 (the categories used in 2013 were the following: supported with restrictions, supported, not supported; therefore, instead of the category "outstandingly supported" they introduced the category of "supported with restrictions"). See: http://njt.hu/cgi_bin/njt_doc.cgi?docid=166082.256074

The results of the Analysed Data

The RFKBs made 1343 decisions in 2012 (see Chart 1); among them in only 200 cases they decided on supporting the given vocational training.

In the case of the aggregation of the decisions by vocational groups we can see that in 23 cases in every county where a decision was made on the vocational training belonging to the given vocational groups, they consistently supported the given vocations belonging to the given vocational groups, in 173 cases they consistently decided on “not supporting” the vocational trainings. While in 87 cases among the vocational trainings belonging to one vocational group there happened to be ones, which were either supported or ones which were not supported.

Chart 1 The Number of Decisions Made by RFKBs in 2012, number

		The number of decisions by vocations	The number of decisions by vocational groups
The decision of the committees	consistently not supported	1143	173
	consistently supported	200	23
	vocational groups containing supported as well as not supported vocational trainings	0	87
	Total	1343	283

Source: 331/2012. (XI. 28.) Government Decree,
http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

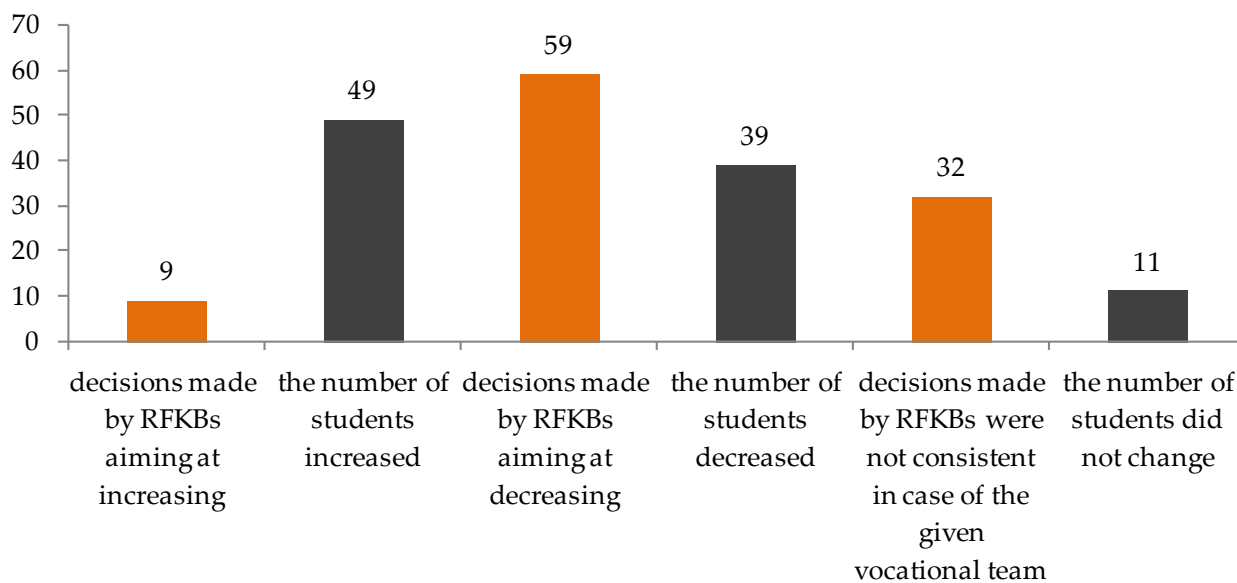
Note: Consistently not supported vocational groups: are those vocational groups, which only include not supported vocational trainings. Consistently supported vocational groups: are those vocational groups, which only include supported vocational trainings. Vocational groups containing both supported and not supported vocational trainings: are those vocational groups, which include both supported and not supported vocational trainings.

For the 283 decisions made at a vocational team level, the number of students entering vocational training was only available in 266 cases; therefore we shall examine those cases below due to a lack of data. See chapter *Methodology of the examination and the data used*.

Concerning the distribution of the decisions it can be stated that at the level of the vocational teams, nearly two thirds of the decisions (59%) were consistently not supported, almost one tenth

(9%) consistently supported. While in nearly one third of the cases (32%) among the vocational trainings belonging to one vocational team one could find supported as well as not supported decisions (see the orange columns in Figure 1). In 49 percent of the examined 266 cases the number of students increased, while in 39 percent it decreased, and in 11 percent it remained unchanged (see the grey columns in Figure 1).

Figure 1 The Distribution of the Decisions made by RFKB, according to their direction, and the direction of the number of students in 2012, percentage (N=266)



Source: 331/2012. (XI. 28.) Government Decree

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

Note: the total sum of the orange columns is 100%, the total sum of the grey columns is 100%.

Chart 2 shows the correlation between the decisions made by RFKBs and the number of students actually starting the vocational training, at a national level. The figures in the cells of the chart refer to the number of decisions made by RFKBs. The decisions printed in semi bold letters can be regarded as of the appropriate direction, in these cases the number of students entering vocational training followed the decisions made by the committees. The decisions of inappropriate direction are printed in italics, in these cases the decisions aiming at increasing the number of students were followed by a decrease in their number, while the decisions aiming at decreasing the number of students were followed by an increase in their number.

Chart 2 The relations concerning the decisions made by RFKBs in 2012 and the changes in the number of students actually starting the first year at the vocational schools between the academic years of 2012/2013 and 2013/2014, number

		Changes in the number of students actually starting the first year at the vocational schools between the academic years of 2012/2013 and 2013/2014			
		Decreased	Unchanged	Increased	Total
The decisions made by the committees by vocational groups	consistently not supported vocational groups	75	20	62	157
	consistently supported vocational groups	6	2	15	23
	vocational groups containing both supported as well as not supported vocational trainings	24	8	54	86
	Total	105	30	131	266

Note: we printed the figures in semi bold letters, in which cases the number of students entering vocational training followed the decisions made by the committees, we highlighted these cells in light grey as well; we printed the figures in italics, in which cases the number of students entering vocational training was opposite to the decisions made by the committees.

Source: 331/2012. (XI. 28.) Government Decree; *KIR-STAT*

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

As we can see in Chart 2, in the cases of 86 decisions, there belong both supported as well as not supported vocational trainings in the given vocational groups, and this can cause difficulty, if we want to examine how the changes in the number of students follow the decisions made by RFKBs. In order to eliminate this problem, we shall examine these cases in the following two ways: we shall regard these 86 decisions as cases when they decided (1) to support or (2) not to support the vocational trainings. Therefore, we are dealing with two different cases:

- Case 1: We regard the vocational groups containing both supported and not supported vocational trainings as supported, i.e.

supported vocational groups + vocational groups including with supported, and not supported vocational trainings = supported vocational groups

- Case 2: we regard the vocational groups including supported and not supported vocational trainings as not supported:

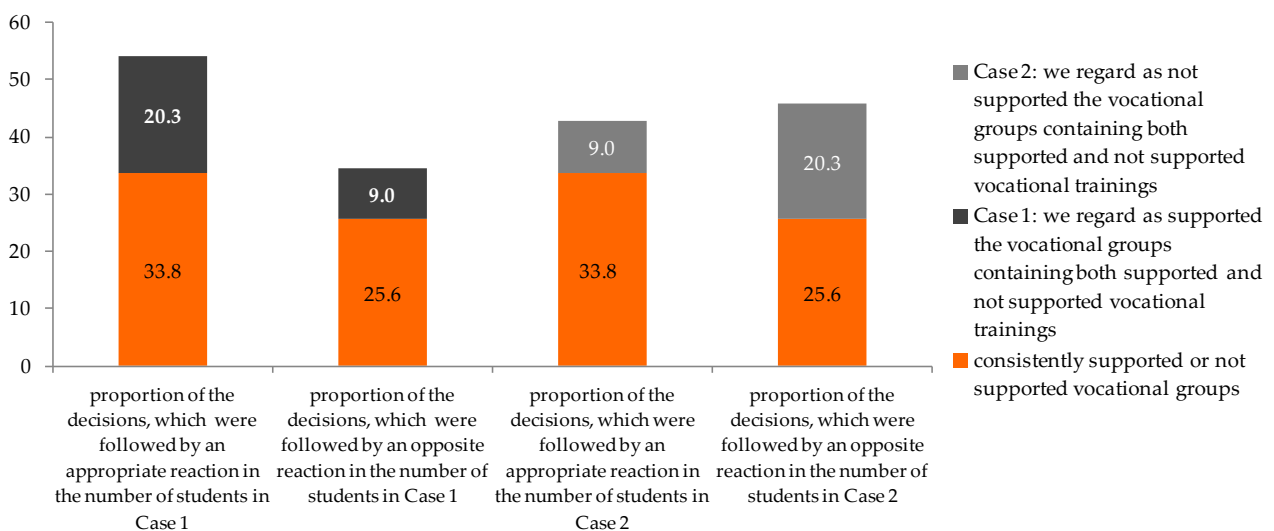
Not supported vocational groups + vocational groups including supported, or not supported vocational trainings = not supported vocational groups

Figure 2 shows that if we do not take into consideration the vocational groups by county, in the cases of which the RFKB supported certain vocational trainings, and not others, then one third of the decisions (33.8%) were followed by the appropriate change in the number of students, while one quarter (25.6%) was followed by the opposite change in the number of students.

In the case, when we regard the vocational groups including both supported and not supported vocational trainings as supported, we can establish that the proportion of the decisions is about 50 percent (33.8%+20.3%), which were followed by the appropriate change in the number of students. The proportion of the decisions is more than one third (25.6%+9.0%), which were followed by changes of the opposite trend concerning the number of students (See Case 1 on Figure 2).

In the second case, i.e. if we regard the vocational trainings including supported and not supported vocational trainings as not supported, then the results show that 43 percent of the decisions (33.8%+9.0%) were followed by the appropriate change in the number of students, while nearly half of them (28.8%+20.3%) were followed by the opposite trend concerning the number of students. (See Case 2 on Figure 2).

Figure 2 The proportion of the decisions made by RFKBs which were followed by an appropriate or opposite reaction in the number of students concerning all the decisions made in 2012, percentage (N=266)



Source: 331/2012. (XI. 28.) Government Decree; KIR-STAT
http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

Note: In the cases of both the decisions aiming at increasing or decreasing the number of students we distinguish three possibilities: an increase, a decrease and stagnation in the number. On the graph we do not show the cases, when following the decisions aiming at an increase or a decrease, the number did not change. As a consequence, if we add the proportions given in Case 1, the total sum is $(33.8\%+20.3\%+25.6\%+9.0\%)$ 88.7%. In order to get 100%, we need to add the proportion of the decisions (11.3%), which were not followed by any changes in the number of students. The same applies to Case 2.

The data on Figure 2 show a lower and a higher estimate for the estimates of the opposite trend, they accounted for 35-56% of all the decisions. In other words, the vocational schools with 35-56% of the vocational groups examined by RFKB made opposite changes in their actual number of students entering vocational training concerning the decisions made by RFKBs, i.e. they decreased the number, where RFKB recommended an increase, and increased the number, where they recommended a decrease.

The above figure is worth examining to find out in which trend - towards an increase or a decrease - were the decisions implemented, i.e. decisions of what direction were followed by the appropriate changes in the number of students.

Chart 3 The number of decisions made by RFKBs aiming at increasing or decreasing the number of students and the direction in the changes concerning the number of students following the decisions according to the three examined categories (by the vocational groups containing consistently supported, consistently not supported, supported, and not supported vocational trainings) in 2012 – if we regard the not consistent decisions as supported, number

	consistently not supported vocational groups	vocational groups including both supported or not supported vocational trainings	total		consistently supported vocational groups	vocational groups including both supported and not supported vocational trainings	total
number of decisions in the direction of decrease, which were followed by a decrease in the number of students	75	0	75	number of decisions in the direction of increase, which were followed by a decrease in the number of students	6	24	30
number of decisions in the direction of decrease, which were followed by an increase in the number of students	62	0	62	number of decisions in the direction of increase, which were followed by an increase in the number of students	15	54	69
number of decisions in the direction of decrease, which were not followed by a change in the number of students	20	0	20	number of decisions in the direction of increase, which were not followed by a change in the number of students	2	8	10
total	157	0	157	total	23	86	109

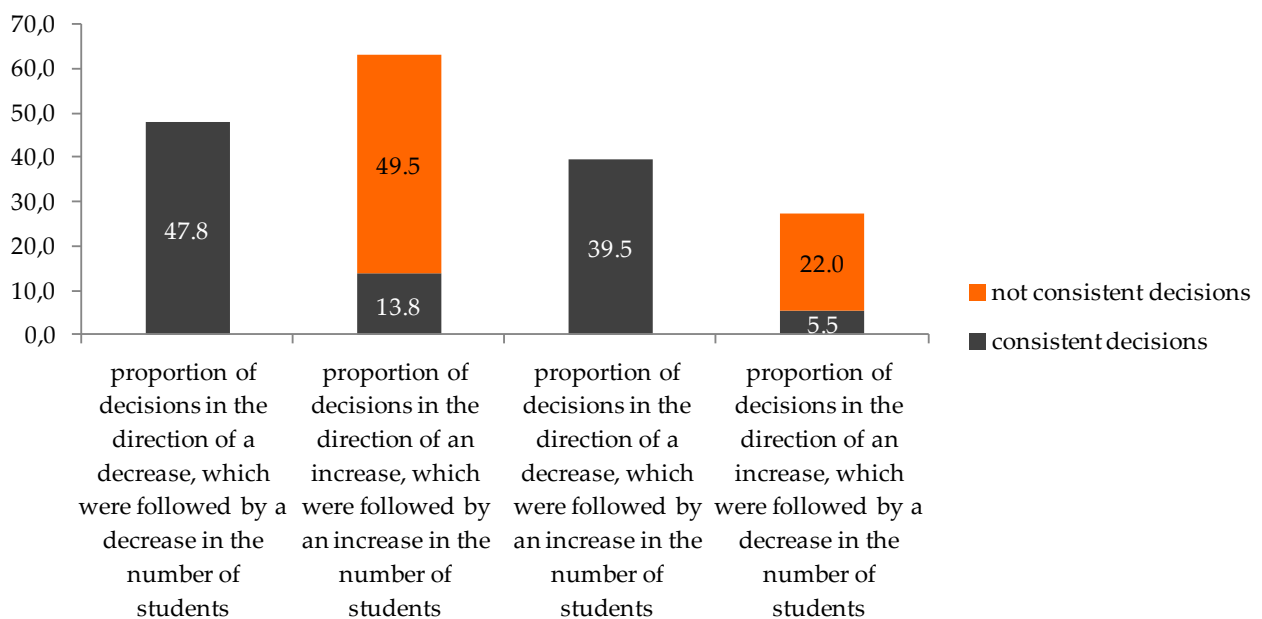
Source: 331/2012. (XI. 28.) Government Decree; KIR-STAT

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

On Figure 3 the proportions shown demonstrate the case when we regard the not **consistent** decisions as supported. (With this we overestimate the importance of the school adjustment to the decisions made by RFKBs.) In this case we can see that the decisions aiming at an increase were followed by appropriate changes to a significantly higher proportion concerning the number of students to be admitted to the schools, than in the case of decisions aiming at a decrease. In other words, a decision aiming at an increase has a 1.3 times bigger chance for completion $((13.8+49.5)/47.8)$ than a decision aiming at a decrease concerning the number of students to be admitted.

The reactions opposite the decisions were more frequent with the inclinations to decrease the number. A decision aiming at a decrease leading to an opposite reaction of an increase had a 1.4 times higher chance $((39.5/(5.5+22.0))$ than a decision aiming at an increase and leading to a decrease.

Graph 3 The proportion of the decisions made by RFKBs aiming at increasing and decreasing the number of students, which were followed by appropriate or opposite reactions concerning the changes in the number of students within all the decisions made in the given direction – if we regard the not consistent decisions as “supported” decisions, percentage (N=266)



Source: 331/2012. (XI. 28.) Government Decree; KIR-STAT
http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

Note: In the cases of both the decisions aiming at increasing or decreasing the number of students we distinguish three possibilities: an increase, a decrease and stagnation in the number. On the graph we do not show the cases, when following the decisions aiming at an increase or a decrease, the number did not change. As a consequence, if we add the proportion of decisions moving in the direction of decrease shown in the Graph (47.8%+39.5%), the total sum is 87.3%. In order to get 100%, we need to add the proportion of the decisions aiming at a decrease (12.7%), which were not followed by any changes in the number of students. Similarly, in the case of the decisions, aiming at an increase, in order to get the 100%, we need to add 9.2%, in which cases the decisions were not followed by any changes in the number of students.

Chart 4 The number of decisions made by RFKBs aiming at increasing and decreasing the number of students and the direction concerning the changes in the number of students following the decisions according to the three examined categories (by the vocational groups containing consistently supported, consistently not supported, supported, and not supported vocational trainings) in 2012 – if we regard the not consistent decisions as not supported, number

	consistently not supported vocational groups	vocational groups containing supported as well as not supported vocational trainings	Total		consistently supported vocational groups	vocational groups containing supported as well as not supported vocational trainings	Total
number of decisions aiming at a decrease followed by a decrease in the number of students	75	24	99	number of decisions aiming at an increase followed by a decrease in the number of students	6	0	6
number of decisions aiming at a decrease followed by an increase in the number of students	62	54	116	number of decisions aiming at an increase followed by an increase in the number of students	15	0	15
number of decisions aiming at a decrease not followed by a change in the number of students	20	8	28	number of decisions aiming at an increase not followed by a change in the number of students	2	0	2
Total	157	86	243		23	0	23

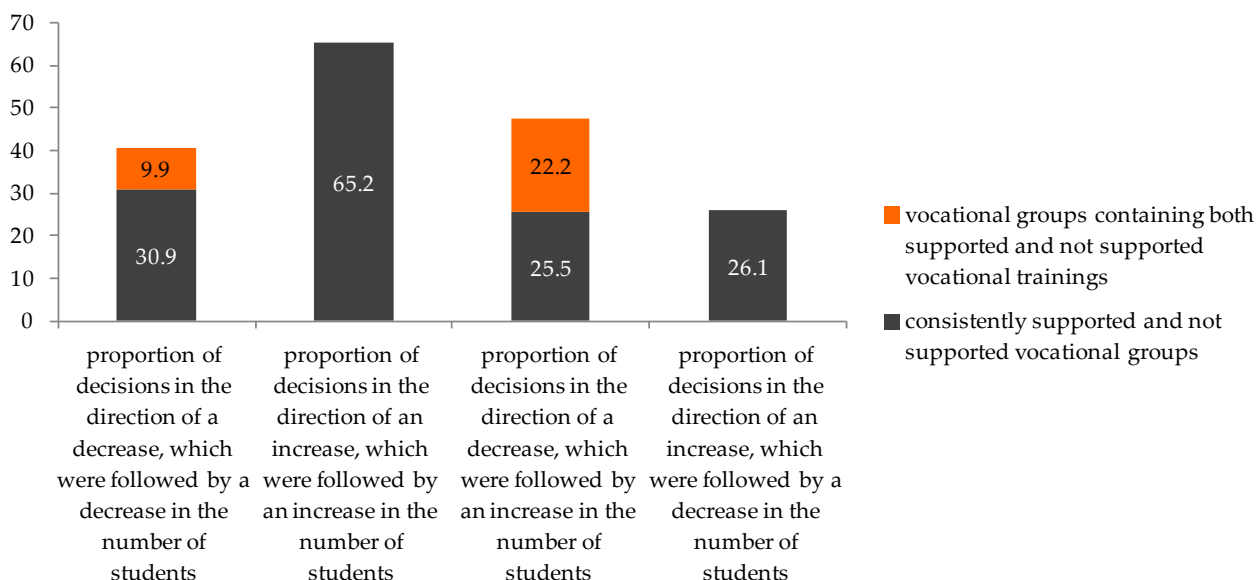
Source: 331/2012. (XI. 28.) Government Decree; KIR-STAT

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

The proportions on Figure 4 show the case when we regard the non consistent decisions as not supported, by this giving a higher estimate concerning the opposite reactions of vocational school adjustment to the decisions made by RFKBs. Similarly to Figure 3, we can also see that the decisions aiming at an increase were followed by changes in the number of students appropriate to the decisions in a higher proportion, than the decisions aiming at a decrease. In other words: the chance for the completion of decisions aiming at an increase was 1.6 times $((65.2/(30.9+9.9))$ higher than with the ones aiming at a decrease. Furthermore, the changes in the number opposite the direction of the decisions were more frequent in this case too following the decisions aiming at a decrease. A decision aiming at a decrease and leading to an opposite reaction in the number of

students has a 1.8 times higher chance $((25.5+22.2)/25.1)$ than with decisions aiming at an increase and leading to a decrease in the number of students.

Graph 4 The proportion of decisions made by RFKBs aiming at an increase or decrease in the number of students, which were followed by an appropriate or opposite reaction in the number of students considering all the decisions in the given direction – if we regard the non consistent decisions as not supported, percentage (N=266)



Source: 331/2012. (XI. 28.) Government Decree; KIR-STAT
http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200331.KOR

Note: In both regarding the cases of the decisions aiming at an increase or a decrease in the number of students we can distinguish three possibilities: an increase, a decrease and a stagnation of the number of students. On the graph we do not show the cases when following the decisions aiming at a decrease or increase, the number did not change. As a consequence, if we add the proportion of decisions in the direction of decrease shown in the Graph (30.9%+9.9+25.5+22.2%), the total sum is 88.5%. In order to get 100%, if we add the proportion of decisions aiming at a decrease (11.5%), which were not followed by any change in the number of students. Similarly, in the case of decisions aiming at an increase, in order to get 100%, we need to add 8.7%, when the decisions were not followed by any changes in the number of students.

The admission to vocational schools in the direction of a decrease in the number of students to be admitted seems to be more flexible, than in the direction of an increase. Therefore, the ability to adjust at the level of the vocational schools is not symmetrical concerning the two potential directions of change i.e. the decrease or the increase of the number of students to be admitted.

In summary, on the one hand, we can establish that the completion of the decisions aiming at an increase have a bigger chance than those aiming at a decrease. Moreover, in the case of the decisions aiming at a decrease, an opposite reaction, concerning the changes in the number of

students, is more typical. And these reactions tend to increase the number of students to be admitted rather than decrease, despite the fact that RFKBs with their decisions were more likely to decrease the number of students to be admitted.

Conclusion

Based on the results it can be seen that there is a serious contradiction between the decisions made by RFKBs in 2012 and the real changes in the number of students to be admitted to the vocational schools. The majority of the decisions made by RFKBs aimed at decreasing the number of students; however the vocational schools in a significant number of cases increased the number of students to be admitted when they were working out the admission numbers.

Therefore, the present regulatory system of the admission numbers in practice tend to move in the direction of increasing the number of students to be admitted (in a structure which is regarded as not desirable by RFKBs) despite the fact, that RFKBs aim at decreasing the number of students to be admitted. This is done for the following reasons:

- 1) decisions aiming at increasing the number of students are followed by appropriate reaction to a greater proportion (i.e. an increase in the number of students) than a decrease following the decisions aiming at decreasing the number of students;
- 2) decisions aiming at decreasing the number of students are followed by opposite reactions to a higher proportion (i.e. an increase in the number of students) than an increase following the decisions aiming at increase in the number of students.

Our earlier studies (Fazekas 2011, Hajdu 2012) also came to the conclusion that the decisions made by RFKBs can only scarcely influence the actual admission numbers of the students. The situation, therefore, did not change in this respect in 2012 either.

Fazekas (2011) concerning the decisions made by RFBKs in 2008 found that in more than half of the vocational trainings the number of students to be admitted did not move according to the decisions made by RFKBs. Nationally on average 31 percent (in the case of the students between the 11th and 15th year), and 40 percent (only in the case of students in the 11th year) of the directions concerning the changes in the number of students to be admitted did not meet the direction of the decisions made by RFKBs.

Hajdu (2012) examined the effect of the decisions made by RFKB between 2008 and 2010. According to the main findings, fewer than half of the decisions made by the committees were followed by a change appropriate to the content of the decision during the three examined years. The analysis of the data then revealed that in the decisions an asymmetry in the direction of increase in the number of students to be admitted could be observed, since in the case of decisions aiming at an increase in the number of students to be admitted there is a higher proportion of appropriate reaction in the numbers than in the case of decisions aiming at decreasing the number – similarly to the results of the present study. According to Hajdu's results in 2012 opposite

reactions in the numbers following the decision during the first two examined years were more frequent in the case of decisions aiming at an increase, than in the case of decisions aiming at a decrease however, this correlation reversed in the third year. In this paper, the results prove the latter finding.

In summary, according to the results of the comparative analyses of the decisions made by RFKBs and the adjustment of the schools between 2008 and 2010, and the decisions made by RFKBs in 2012 only slightly modified the number of students to be admitted. We can also see that vocational schools typically tended to aim at increasing the number of students to be admitted. In order to increase the effectiveness of the decisions made by RFKBs, this makes it necessary to work out a system of incentives, and legal solutions, which makes the vocational schools better adjust to the decisions made by RFKBs.

We could form a more complete picture of the impact of the decisions made by RFKBs on the number of students to be admitted make it possible to compare the given years, however as we referred to it in *The Methodology of the Examination and the Data Used* chapter, the data available do not make it possible.

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