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ADULT LEARNING AND EDUCATION PROGRAMME



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“I wish to be an equal partner!”

The complex inspection of equal opportunity access to non-formal education for adults with disabilities

THESES OF THE DOCTORAL (PhD) DISSERTATION

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“...I wish to be an equal partner in offices, in stores, in the doctor’s office as well as in education and other institutions! I buy my shoes from my own salary! The charming, nice salesperson turns to my mother: »Does this shoe fit well for your little girl?« For the law of god: I am the one buying it, I am the customer, ask me! „

(visually impaired respondent no. 87, own research, 2018)

1. The problem, justification and topicality of the subject

According to the 2011 Hungarian census data, 20,16% of people with disabilities do not even possess 8. grade primary school education, 36,18% possess 8. grade primary school education, and only 11,41 % have a college degree. During the annual 2011 census, 110.541 people with admitted disabilities have stated that their disabilities limited them in both studying and working. (KSH, 2013)

The lower education level of people with disabilities unequivocally affects their opportunities in the labor market. Adult education may provide for correction of the deficiencies within the formal education system, thus contributing to the improvement of the individual's position in the labor market as well as his or her societal status (Benő, 1996; Varga, 2006; Katona, 2014). Today, the transition from education to work is expected to support a revised bidirectional, as well as a repeated transitional phase, a career guidance ensuring a possible "*rebuilding of a lost bridge*", to which everyone is equally entitled to (Borbély-Pecze, 2010).

The continuous change of the societal environment, economic growth and knowledge-based competitiveness of the last twenty years resulted in an increase of the importance of adult education. The goals by means of adult education involve the improvement of the economy and competitive knowledge, thus adult education is a key factor in the efforts against unemployment and social exclusion, regarding both employment- and social politics (Farkas, 2013). Adult education results in a number of positive externalities regarding the individual, the economy as well as society (Enyedi, 1996; Lengyel, 2012; Farkas, 2013).

An important corner point of the dissertation is the *UN convention on the Rights of Persons with Disabilities* (CRPD) adopted by the United Nations General Assembly in 2006, regarding which the Hungarian government expressed its intentions of being bound to the provisions of the Convention. Article 27 of the convention states that the member states are obligated to provide equal opportunity access to general employment consultancy and career programmes, placement services as well as *equal opportunity access to vocational education and adult education*, in order to fully ratify their right to employment (Haidegger & Kozicz, 2013); article 24 states that a person with disabilities has the right to participate in education on an equal basis to everyone else throughout his or her lifetime.

According to the available statistics, an approximate 10% of the Hungarian working age population participates annually in non-formal adult education, in 2018 this amounted to be 892.312 people. Labor marketwise disadvantaged people – who are in the most need of improving their competencies – are underrepresented in the adult education system. The OSAP data clearly point to the fact that the rate of persons with low education levels participating in adult education is significantly lower. This brings us the conclusion that adult education, aside from the possibility of lowering the inequalities ingrained in formal education, may even enhance them (Farkas, 2013; OSAP, 2018). However, when it comes to the statistics regarding the participation of people with disabilities in adult education, we encounter some difficulties.

Despite the fact that the electronic data provision sheet no. 1665 does not cover disabilities, the analysis of data may give us the assumption that the amount of data provision regarding the inclusive education programmes for educationally disadvantaged people and the rehabilitative education of people with reduced working capacity has increased during the time of the available EU-funded projects (*e.g. TÁMOP 1.1.1., TÁMOP 5.3.8., EFOP 1.1.1-15 and VEKOP-7.1.3-15, EFOP-1.1.6-17., EFOP-1.9.3-VEKOP-17*).

The description of these projects shows that the priority is the promotion of employment for people with disabilities and people with reduced working capacity, by furthering their inclusion in adult education programmes, among others. The currently active programmes and the education programmes supported within the activity systems aimed at occupational rehabilitation within external partnerships may include adult education-certified education institutions operating according to the 2013. LXXVII. Act and according to Government decree 393/2013. (XI. 12.), which are authorized to run the courses listed in the education registry established according to the preliminary labor market prognosis.

Par. 16 of point 2 of Government Decree 393/2013. (XI. 12.) states that the authorization is available to those claimants, who possess – except as provided in chapters (2), (4) and (5) – the appropriate material resources stated in chapter (3) and annex. 1 and 2, as well as personal resources stated in chapter (7). According to chapter (2), the institution practicing the adult education course needs to provide the material resources stated in annex. 2 *if* adults with disabilities are included in the course realized based on the education programme. The institution conducting the adult education course needs to possess the material resources, which enables the independent participation of adults with disabilities in the course, according to his or her condition.

This logic is inherently wrong, as the effective Government Decree 393/2013. (XI. 12.) only orders the provision of material resources in case an adult with disabilities participates in the course (Tausz, 2013). This invokes the question of to what degree this regulation affects the openness and attitude of adult education institutions regarding the participation of adults with disabilities.

The decree lists only 3 target groups in the annexation regarding material resources (people with *hearing-impairment, visual impairment and physical disabilities*), however, the group of people with disabilities may be defined in a much broader spectrum.

The act on adult education incorrectly narrows the definition of “adult with disabilities” to people who are *requiring disability allowances*. According to the legislative framework of adult education, the equal opportunity access to adult education for people with non-severe disabilities is uncertain; participation in the education courses aimed at the inclusion of the target groups is only provided for people with reduced working capability with complex certification – *primarily receiving rehabilitative care* –.

The inspection of adult education financing and the current normative adult education support system regarding supported participation is justified. Adult education normative support was practically replaced by various EU tenders, programmes and sources; according to the 2009 report of the State Audit Office, the adult education normative support has practically ceased by 2008 (Pulay, 2010). Regardless, the 2013 LXXVII. Act on adult education states the normative support of adult education. However, no information or database can be found on the utilization of normative resources, the supported, beneficiary institutions or the concerned adults participating in the courses within this framework; according to the last available information, this form of support was practically ceased in 2008. These facts provide an extremely inconsistent situation.

The European Disability Strategy (2010-2020) states the principle that the integration of people with disabilities in the open labor market requires both EU and national efforts (European Commission, 2010).

In Hungary, the National Disability Programme pertaining to the 2015-2025 period is an important basis for reference regarding the research issues; based on the census data of people with disabilities, the programme emphasizes that the data regarding the highest school degrees are significantly lacking compared to the rates regarding society as a whole. The intervention areas and thematic goals of the program include vocational education and adult education (3.3). It lists *infrastructural development, creating incentives to the education institutions and the education of teachers* as important tasks in order to emphasize the *up-to-date knowledge in relation of disabilities* regarding the relevant education courses.

The Hungarian Framework Strategy for the Policy of Lifelong Learning for the 2014-2020 period also lists the improvement of the employability and facilitating the integration of labor marketwise disadvantaged people – including people with disabilities and reduced working capabilities – by means of *education, training and adult education*. It holds adult programmes aimed at the development of various competencies necessary for true integration. *Government Decree 1705/2016. (XII. 5.) states the action plan for the framework strategy regarding lifelong learning*. Within the action plan, the development of education programmes supporting the improvement of the employability of disadvantaged people within the labor force – *with an emphasis on people with disabilities and reduced working capabilities* – by means of developing the education courses enabling the competencies necessary for lifelong learning, and providing access to labor market services. By means of focused actions, the establishment of a support system and developments in quality and content, the effectiveness and labor market relevance of adult education needs to be improved. (Magyarország Kormánya, 2014; Európai Unió Fejlesztéspolitikáért Felelős Államtitkárság, 2016)

During the Ombudsman project entitled *“The Dignity of Work”*, the various disability advocacy groups unanimously reported that the personal and material resources necessary for the integrated education courses are not available. The opportunity to participate equally in the integrated education courses provided by the various acts and regulations is provided for everyone, in theory. True participation is defined by the attitude of colleagues working in non-formal adult education institutions as well as the financial form of the education courses (Zemplényi, 2013, Haidegger & Kozicz, 2013, Hangya, 2016).

Social participation is a crucial element, even the basis of social inclusion, which can be approached by three means: *consumer participation, social activity* and the *various levels of social involvement* (Piskur et al., 2014, p. 3). The groundwork of social participation is formed by *human rights*; in order for a person to be a full member of society, he or she needs to *exercise his or her rights* (Verdes & Tóth, 2010). The 2. principle of the paradigm of *independent living, consumerism*, is especially important for us (DeJong, 1979, p. 438). The consumer sovereignty of a person with disabilities is a question of principle in a modern society; it directs the focus on the importance of personalized services. People with disabilities are the consumers of different services, which they have a right to according to their individual needs (Katona, 2014).

*“In today’s power relations, action as a consumer is a guarantee for non-subordination, equality and **partnership**.”*

(Nagy, Könczei & Hernádi, 2009, p. 98)

2. Dissertation structure

Fundamentally, the dissertation is based on *three pillars*. Firstly, the processing of relevant Hungarian and international professional literature, secondly, the inspection of related policy documents and the legislative framework, thirdly, empirical research involving 4 segments of research.

The dissertation can be divided into *8 chapters*. In the first, introductory chapter, the following will be introduced: the theoretical background of the dissertation, its disciplinary embeddedness, the justification and relevance of the subject choice, the national effects of social politics, Hungarian and EU documents as well as strategies and action plans in relation to the subject. In the *second chapter*, different approaches, interpretative frameworks and the related model system regarding disabilities are covered. The statistics presented in the dissertation cover the school degrees and labor market situation of people with disabilities, as they are significantly intertwined. In the same chapter, a short analysis of the relation between the career-supporting orientation and the correctional function of adult education regarding adults with disabilities is shown. Regarding the education opportunities of adults with disabilities, it is unavoidable to analyze the Hungarian occupational rehabilitation institutional system and the system of employer interests significantly defined by the legal framework, its definition of disability and reduced working capability regarding employment, and the education- and training oriented occupational rehabilitation system of activities.

The *third chapter* inspects the institutional structure, aim and functions of the national non-formal adult education – which is yet again subject to change –, the difficulties regarding participation statistics and the adult-education opportunities of adults with disabilities – including education programs provided by EU-supported projects –, as well as the regulatory environment of the education platform. In this chapter, we inspect the conditionalities of the earlier adult education accreditation and the adult education certification, with special regard to the participation of adults with disabilities in education courses, moreover, the legally specified personal and material requirements for the participation of adults with disabilities in adult education will be introduced. In the same chapter, we present the inconsistent state of the normative support of adult education and the possible system of criteria for the inclusive adult education, and within that, the possibility for the introduction of the inclusion index in adult education, the organizational self-assessment matrix developed by AEMA, equal opportunity access, universal planning and the system of criteria for the Universal Design for Learning.

In the *fourth chapter*, the preliminary researches regarding the dissertation realized in the 2010-2014 period is shortly presented, including, among others, a study on the operation of accredited adult education institutions in relation to the provision of equal opportunity access.

The *fifth chapter* lists the dissertation's empirical researches' hypotheses, presumptions and research questions related for certain research parts. In *chapter six*, the paradigm of the research, the applied methods, the ethical foundations of the performed research parts and are introduced, as well as short introduction of the applied participative research method. In this chapter, the results of the performed research parts are presented. In *chapter seven*, the hypotheses related for the research parts are inspected, as well as the most important results, and the last, *eighth chapter* lists the summary and the conclusions formulated according to the results.

3. On the theoretical background of the dissertation – disciplinary embeddedness

The basis of the dissertation's theoretical background is andragogy, which is historically a fairly young science, *with a unique subject and research methodology* (Bajusz & Németh, 2011; Baka, 2010; Kraiciné & Csoma, 2002). Andragogy is a scientific branch depicting the regularity of the adult phase of lifelong learning, as in pedagogy for childhood or gerontology for the elderly. In such context, it is a direct continuation of pedagogy within the system of human sciences, utilizing the same co-sciences (Pöggeler, 1957; Durkó, 1999; Zrinszky, 2002, 2009; Maróti, 2002; Feketéné Szakos, 2003; Reischmann, 2004; Cooper & Henschke, 2007; Csoma, 2009). The subject of andragogy is the educator and the learning adult, including all factors including nurturing, sociological, psychological, legal, methodological, economic and environmental. From a systematic standpoint, general, theoretical, didactic, comparative, historical and methodological aspects of it can be embellished. (Lada, 2006)

Various trends are linked to multicultural adult education, which put the context of adult education in the forefront, for example, socially critical and feminist approaches (Merriam, Caffarella & Baumgartner, 2007, p. 187; Zrinszky, 2008, p. 150). The critical multicultural adult education concerns itself with the marginalized status of disadvantaged social groups and minorities and the treatment thereof by means of adult education tools (*e.g.*: Cassara, 1990; Ross-Gordon, 1991; Tisdell, 1995; Banks & Banks, 2001; Baumgartner, 2008; Kumi, Yeboak & Wayne B., 2011; Feketéné Szakos, 2014; Kaya, 2014). An important goal of multicultural adult education is the understanding of *otherness, the differences and diversity*, and the *active adaptation to these factors*.

A particularly important trend regarding the dissertation is the theory of *emancipatory adult education*, the socially critical andragogy (Zrinszky, 1996; Kezar & Rhoads, 2001; Juhász, 2005; Koltai & Zrinszky, 2006; Szilágyi, 2011).

Andragogy is a multidisciplinary, synthesizing science which – aside from the development of its own knowledge material – regards, utilizes and infuses the conclusions of various different scientific fields (Arapovics, 2011; Feketéné Szakos, 2014). The science of adult education typically describes itself as gathering information by means of practice and acting for practice (Sz. Molnár, 2013; Feketéné, 2014). Within the professional field of *“adult education, practice and theory are inseparable”* (Feketéné Szakos, 2014, p. 19).

The field of empirical research parts presented in the dissertation is the non-formal, labor market-focused adult education (Tót, 2009). According to the Hungarian terminology, only non-formal general, language and occupational education are regarded as adult education. During the research, we inspected the characteristics and operational requirements of the non-formal education courses established by the adult education institutions according to the education programmes; our conclusions pertain to this professional area. We only discuss formal education and training to a degree which is relevant to adult education (Farkas, 2013). According to the 2013. LXXVII. Act, the definition of non-formal adult education are education courses in which the participants are not in student status – as defined by the act on national public education or the act on national higher education – with the education institute.

The processed professional literature involves the field of *education science, within that, aside from the professional literature of adult education and andragogy, the fields of economics, law, sociology, special education, disability studies*, emphasizing the multi- and interdisciplinary as well as integrating nature of the dissertation.

As the dissertation focuses on the Hungarian situation, Hungarian sources are of primary use, however, it involves the inclusion of foreign language professional literature regarding the aspects of inclusive adult education and disability studies. The dissertation does not undertake the unearthing of the vast array of Hungarian and foreign special education professional literature in relation to the education of people with disabilities, however, it signals that the collaboration of the two education science disciplines can be beneficial in the matter of the education of adults with disabilities; nevertheless, the dissertation is orientated more toward the perspective of disability studies.

It is especially important to the field of critical disability studies to be utilizable and useful, it never states only one answer as right (Goodley, 2017, p. 15). The field of critical disability studies as critical discipline is especially appropriate regarding the education of people with disabilities. The field of disability studies is deliberately and passionately obligates itself to the effort of understanding and stopping the negative discrimination of people with disabilities. *It voices opinions against discriminating or segregating activities*, and it attempts to change the exclusionary mindset of people, which is the cult of physical integrity, the discrimination from the viewpoint of disability. The field of critical disability studies always reacts to- and reflects on some form of shortage and creates opportunities to nourish ambitions applicable to our own scientific fields (Goodley, 2017, p. 13).

For those educational researches, which do not analyze disability within the general framework of special education, a fairly new approach may present a possible field for research; DSE (*Disability Studies in Education*) as in inclusive education science¹, concerns itself with the equal opportunity access to education for people with disabilities, community life and employment. In order to realize the goal of the expected societal changes, it collaborates closely with people with disabilities and their organizations under the principle of “Nothing about us without us” and motivates the education institutions to establish a system of equal opportunity access (Connor et al., 2008).

4. Research strategy, research methods

The research is deliberately **practice-oriented, progressive, applied research**, aiming for exploration and analysis. The practice-oriented research generates knowledge, which is then contributed to the solution of the research problem.

The conduct of primary empirical research parts were always preceded by secondary collection of information (desk research), document analysis and the preparation of research plans (Falus, 2014). Our empirical researches are explorative and descriptive in nature, and we are aware the limitations thereof. Exploration may be an accepted and typical goal in a situation which the researcher turns to a new field of interest, or the phenomenon itself is fairly new and unexplored. There are 3 reasons for exploratory inspections. (Babbie, 2008, p. 106)

The defining basis for the realized empirical research parts is the field of disability studies, a young discipline, which – by its theory, approach and practice – prescribes to *accessibility* in all aspects of life (Hoffmann, 2017).

Among the preliminary researches, the quantitative method is predominantly present, however, the nature of the subject and the research problem motivated me to include several open questions within the half-structured questionnaire surveys as well as to realize the qualitative research part as means of supplement.

¹ Translation by Magdolna Flamich and Rita Hoffmann, 2014

In case of the questionnaires, test surveys were conducted in all cases, and the necessary changes were made according to the received recommendations. In relation to the institutional and professional questionnaires, the validity of content was supported by field-professionals and adult education experts. In relation to content validity and the equal opportunity access to measurements, we have regarded the colleagues, the directors of the disability advocacy organizations and the adults with disabilities as experts (Falus, 2014).

As in the field of disability studies, it is especially important and effective to conduct inclusive research involving people with disabilities, the research part exploring the adult education experiences of adults with disabilities was realized by means of participative research. During the research part, the accessibility of the online questionnaire required particular attention for hearing-impaired persons using sign language (the *sign language adaptation is available in the DVD attachment within the dissertation*), visually impaired persons and for people with disabilities, who require a supporting person's assistance to fill out the questionnaire. The SINOSZ, MEOSZ and MVGYSZ organizations deserve gratitude for the conduct of this task. As participative research colleagues, the colleges of the 3 organizations contributed to the efficiency of the research; they have always provided the necessary critical voice, helped the accuracy of the measuring tools with test-preparations and asking questions, secured the contact network and aided in the transfer of the results to the people with disabilities.

During the research inspecting the experience of adults with disabilities in adult education, the groundwork regarding the ethical criteria was the document entitled *Principle of Research Ethics for Disability Studies (Kutatásetikai alapvetés a fogyatékoságtudományhoz)*, created in the Disability Studies Doctoral Workshop (FDM) and was finalized in 2015. The introduction of the document states that its aim is to define frameworks and regulations within research ethics, which can be held accountable by the people concerned, among others. It provided a stable direction to conduct the researches – complying with its objective. Regarding the fact that a person with disabilities is typically rendered subordinate in the everyday societal structure regarding power, we made an effort to explore the causal links of power in my exploratory-descriptive research; we have made an effort to “*free the main concepts from the shackles of oppressive connotations*”. We did not and do not hold our own views as universal, we identify them as situated knowledge, stemming from its temporary and historically specified nature. According to that, we have tried to critically position onto and reflect to our own, previously prejudiced thought patterns (Könczei, et al., 2015). The persons participating in the research were regarded as equal in every section of the research, and by principle, we have provided the participants access to every section of the research, by means of providing accessible information.

During the research, we have made an effort to explore and define the correlation of interests in the background of the subject in a critical context. We took special care to acknowledge that the research itself is a power relation, thus the provision of equal opportunity access was a fundamental requirement during the interpretation, publishing and promotion of the research design, the processes and the results. The people with disabilities are not subjects of the research (Könczei, et al., 2015); they are professional partners, whom without I would not even be able to write these lines.

5. Research questions and hypotheses

The dissertation can be viewed as a status-assessment or as the inspection of the system. During the empirical researches, we were searching for the answer to the following question: to which degree are the various participants within the non-formal adult education system prepared to provide equal opportunity access² for adults with disabilities, in relation to the conditionalities set in the legislations within the education platform. During the empirical researches, we aimed at including as many participants as possible:

1. *certified adult education institutions conducting non-formal adult education (NFSZH, PMKH) (n=136)*
2. *advocacy groups for people with disabilities in relation with annex. 2 of Gov. Decr. 393/2013. (XI.12.) (MVGYOSZ, MEOSZ, SINOSZ) (n=3)*
3. *Adults with disabilities above the age of 16 (visually impaired, hearing-impaired and persons with reduced mobility) in relation to annex 2 of Gov. Decr. 393/2013. (XI.12.) (n=761), as well as*
4. *adult education experts and adult education programme experts (NSZFH, MKIK) (n=314).*

In relation to the planned 4 research parts, we have formulated the following research questions:

1. CERTIFIED ADULT EDUCATION INSTITUTIONS (n=136)	
K1	How do the certified adult education institutions conducting non-formal adult education regard their position in relation to the inclusion of persons with disabilities and reduced working capacity?
K2	<i>According to their own viewpoint, how can certified adult education institutions conducting non-formal adult education help and support the required integration processes?</i>
K3	<i>Is it self-explanatory for colleagues working in certified adult education institutions conducting non-formal adult education, who is regarded as an adult with disabilities, according to the act on adult education?</i>
K4	<i>The education tools and furnishings listed in the annex. a of Gov. Decr. 393/2013 (XI.12.) really provide for equal opportunity access?</i>
K5	<i>Are the colleagues in certified adult education institutions conducting non-formal adult education possessing the knowledge necessary to provide equal opportunity access for their courses?</i>
K6	<i>Did the certified adult education institutions conducting non-formal adult education apply for sources, which improved the integration of people with disabilities and persons with limited working capabilities in the education course?</i>
K7	<i>Are the education locations of certified adult education institutions conducting non-formal adult education accessible?</i>
K8	<i>Did the certified adult education institutions conducting non-formal adult education request adult education normative support for the education of people with disabilities?</i>
K9	<i>How transparent is the regulation within the framework of the new authorization procedure for the colleagues of the certified adult education institutions conducting non-formal adult education during the involvement in education for people with disabilities?</i>

² According to point ha), par. 4 of the 1998. évi XXVI. Act: "the service is equally accessible in case its utilization – with the level of independence suitable for the recipient – is accessible, predictable, definable and perceptible for everyone, especially for people with reduced mobility, visually impaired persons, hearing-impaired persons and people with mental and communication deficiencies."

K10	<i>How informed are the adult education experts and adult education programme experts regarding equal opportunity access, to what degree can they support the conditionalities of accessible education courses for the institutions?</i>
K11	<i>In which courses of the colleagues of the certified adult education institutions conducting non-formal adult education have adults with disabilities and adults with reduced working capacity participate?</i>

2. ADVOCACY GROUPS FOR PEOPLE WITH DISABILITIES IN RELATION WITH ANNEX. 2 OF GOV. DECR. 393/2013. (XI.12.) (N=3)

K12	<i>What experiences do the Hungarian advocacy groups for people with disabilities have regarding equal opportunity access to non-formal adult education I?</i>
K13	<i>What opinions do the Hungarian advocacy groups for people with disabilities have regarding the learning opportunities of adults with disabilities and their consequent employment opportunities?</i>
K14	<i>According to Hungarian advocacy groups for people with disabilities, what is the definition of equal opportunity access to education?</i>
K15	<i>What opinions do the Hungarian advocacy groups for people with disabilities have regarding the education tools and furnishings listed in the annex. a of Gov. Decr. 393/2013 (XI.12.)?</i>
K16	<i>Do the Hungarian advocacy groups for people with disabilities have – if any – suggestions regarding the change of the education tools and furnishings listed in the annex. a of Gov. Decr. 393/2013 (XI.12.)?</i>

3. ADULTS WITH DISABILITIES ABOVE THE AGE OF 16. (VISUALLY IMPAIRED, HEARING-IMPAIRED PEOPLE AND PEOPLE WITH REDUCED MOBILITY IN RELATION TO ANNEX. 2 OF GOV. DECR. 393/2013. (XI.12.) (N=761)

K17	<i>What experiences do adults with disabilities have regarding equal opportunity access to non-formal adult education?</i>
K18	<i>What opinions do the people with disabilities have on adult education opportunities and consequent employment opportunities?</i>
K19	<i>Did people with disabilities participate in tender-funded education courses, and if yes, what positive consequences did it bring for the individual (both socially and economically)?</i>
K20	<i>What is the definition of equal opportunity access to education to adults with disabilities?</i>
K21	<i>What is the opinion of adults with disabilities regarding the education tools and furnishings listed in annex a of Gov. Decr. 393/2013 (XI.12.)?</i>

4. ADULT EDUCATION EXPERTS AND ADULT EDUCATION PROGRAMME EXPERTS (NSZFH, MKIK) (N=314)

K22	<i>Do the mandatory further education courses of the adult education experts and adult education programme experts listed in the experts' register contain information regarding the conditionalities of the participation of adults with disabilities in the education course?</i>
K23	<i>Do they feel necessary to have further education programmes regarding disabilities within the scope of their mandatory education courses?</i>
K24	<i>Do they encounter requests or questions regarding the conditionalities of the participation of adults with disabilities in the education courses from certified adult education institutions?</i>
K25	<i>Is it a difficulty for the experts, if the adult education institution colleagues approach them for consultation concerning the subject?</i>
K26	<i>In their opinion, which system of requirements is more effective regarding the facilitation of the inclusion of adults with disabilities in the non-formal adult education: the earlier conditionalities according to the 2001. Cl. act, or the conditionalities according to the new 2013. LXXVII. act?</i>

The formulated hypotheses and presumptions are both inductive and deductive, as a part of them relies on practical experiences, while other parts are based on existing theorems, making an effort to formulate presumptions for their practical utilization (Falus, 2014). We have set up the following hypotheses for the 4 research parts:

1. CERTIFIED ADULT EDUCATION INSTITUTIONS (N=136)	
1/H1	<i>For the certified adult education institutions conducting non-formal adult education, the conditions set in Gov. Decr. 393/2013 (XI.12.) provide difficulties; they have issues providing equal opportunity access for persons with disabilities participating in the education course. The adult education institution is most likely to be adverse regarding the conditions set in Gov. Decr. 393/2013 (XI.12.), if the fear and adversity of the teachers can be ascertained in the background.</i>
1/H2	<i>A person with disabilities has already participated in an education course of most of the certified adult education institutions conducting non-formal adult education.</i>
1/H3	<i>People with disabilities appear as a target group for certified adult education institutions conducting non-formal adult education, if tender funds provides for- and supports participation.</i>
1/H4	<i>The certified adult education institutions conducting non-formal adult education require more information regarding the target group-specific conditionalities of people with disabilities.</i>
1/H5	<i>It would help the certified adult education institutions conducting non-formal adult education, if specific conditions and tools would be listed in annex. 2 of Gov. Decr. 393/2013. (XI. 12.) related to the act on new adult education, helping the equal opportunity access of education course-participants with disabilities. However, the list does not provide sufficient help, as the education institutions do not possess knowledge regarding the listed tools, and the source of additional information for clarification is not clear.</i>
1/H6	<i>The adult education normative support is an important supporting tool for certified adult education institutions conducting non-formal adult education for the provision of the participation of people with disabilities.</i>

2. ADVOCACY GROUPS FOR PEOPLE WITH DISABILITIES IN RELATION WITH ANNEX. 2 OF GOV. DECR. 393/2013. (XI.12.) (N=3)	
2/H1	<i>According to advocacy groups for people with disabilities, no LLL system is present supporting the participation of adults with disabilities aiming to study.</i>
2/H2	<i>According to advocacy groups for people with disabilities, annex. 2 of Gov. Decr. 393/2013. (XI. 12.) is insufficient, it requires modifications.</i>

3. ADULTS WITH DISABILITIES ABOVE THE AGE OF 16. (N=761)	
3/H1	<i>The majority of adults with disabilities have not yet participated in adult education.</i>
3/H2	<i>According to adults with disabilities, the material resources described in annex. 2 of Gov. Decr. 393/2013. do not support equal opportunity access for education courses, and several of the items are unknown to them.</i>
3/H3	<i>According to adults with disabilities, the education of the educators is particularly important, according to their experiences, the teachers, education organizers and evaluators have issues reacting to their special needs.</i>
3/H4	<i>People with disabilities are willing to learn, however, no education system supporting lifelong learning exists which would help their inclusion or career management.</i>

4. ADULT EDUCATION EXPERTS AND ADULT EDUCATION PROGRAMME EXPERTS (NSZFH, MKIK) (N=314)	
4/H1	The mandatory further education courses of the adult education experts and adult education programme experts listed in the experts' register do not contain information on the conditionalities of the participation of adults with disabilities in the education course.
4/H2	The adult education experts and adult education programme experts listed in the experts' register deem it necessary that the mandatory further education courses contain information regarding disabilities.
4/H3	According to the adult education experts and adult education programme experts listed in the experts' register, the provision of a further education course informing them on the methodologies of providing equal opportunity access for adults with disabilities is necessary.
4/H4	According to the adult education experts and adult education programme experts listed in the experts' register, the adult education institutions are obligated to provide equal opportunity access for adults with disabilities, however, they are required to pay attention to a number of special conditions in case of their participation, which is a difficulty for the education managers, the teachers and the evaluators.

6. EMPIRICAL RESEARCH 2015-2019

The empirical research parts – *along with the preliminary researches* – were conducted in the 2010-2019 period.

Preliminary researches – 2010-2015 (own edit)

WHEN	METHODOLOGY	METHOD	SAMPLE		
2010	QUALITATIVE	UNOBTRUSIVE OBSERVATION AND INCLUSIVE OBSERVATION	ADDETUR 2 COURSE CONTACT CLASS (ENGLISH CEFR B1-THRESHOLD AND "BASIC IT COURSE FOR ADULTS WITH DISABILITIES" COURSE. (N=2)		
2010	QUALITATIVE	HALF-STRUCTURED INTERVIEW/IN-DEPTH INTERVIEW	VISUALLY IMPAIRED, HEARING-IMPAIRED AND PEOPLE WITH REDUCED MOBILITY OVER THE AGE OF 16 PARTICIPATING IN ADDETUR EDUCATION COURSES (N=18) AND INSTITUTION MANAGERS (ADDETUR, MEREK) (N=2)		
			SAMPLING	TOOL	SAMPLE
2011	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	full-scale research	ONLINE AND PAPER BASED QUESTION-AIRRE	ACCREDITED ADULT EDUCATION INSTITUTIONS OPERATING IN THE SOUTH-ALFÖLD REGION (N=64)
2011/ 2012	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	full-scale research	ONLINE AND PAPER BASED QUESTION-AIRRE	ACCREDITED ADULT EDUCATION INSTITUTIONS (N=297)
2014/ 2015	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	Non-probability sampling /purposive and snowball	ONLINE (SIGN LANGUAGE ADAPTED) AND PAPER BASED QUESTION-AIRRE	DEAF PERSONS AND PERSONS WITH HARD OF HEARING (N=1987)

Empirical researches – 2015-2019 (own edit)

WHEN	METHODOLOGY	METHOD	SAMPLING	TOOL	SAMPLE
2015/ 2016	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	<i>full-scale research</i>	ONLINE QUESTIONNAIRE	CERTIFIED ADULT EDUCATION INSTITUTIONS (N=136)
2015/ 2016	QUALITATIVE	INTERVIEW	<i>full-scale research</i>	ONLINE QUESTIONNAIRE	HUNGARIAN ADVOCACY ORGANIZATIONS FOR PEOPLE WITH DISABILITIES (N=3)
2017/ 2018	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	Non-probability sampling /purposive and snowball	ONLINE QUESTIONNAIRE	VISUALLY IMPAIRED, HEARING IMPAIRED PEOPLE AND PEOPLE WITH REDUCED MOBILITY ABOVE THE AGE OF 16 (N=761)
2018/ 2019	QUANTITATIVE	HALF-STRUCTURED QUESTIONNAIRE CONSULTATION	<i>full-scale research</i>	ONLINE QUESTIONNAIRE	ADULT EDUCATION EXPERTS AND ADULT EDUCATION PROGRAMME EXPERTS (N=314)

6.1. Inspection of certified adult education institutes regarding equal opportunity access for adults with disabilities

"... In my opinion, a person with disabilities is someone who holds himself as such or someone, who requires help. We have/had many students with reduced mobility who were offended if we tried to facilitate their mobility, we did not regard them as people with disabilities; we only made the accessible ground floor room available for their group..."

[answering adult education institution 89, own research, 2016]

The goal of the research part was to learn about the operation of the certified non-formal institutions conducting adult education, which is an important area for the occupational rehabilitation of people with disabilities. The research inspected the equal opportunity access possibilities of people with disabilities, with special regard to the legislative requirements related to non-formal adult education.

The method of the research part was primary data collection, half-structured questionnaire survey (*by means of an online questionnaire system*). The research is based on full-scale sampling. The sample is made up by the register of certified adult education institutions – according to the data base of the National Vocational and Adult Education Office (hereinafter: NSZFH).

In case of the certified adult education institutions, the complete population was 1287 institutions. The test-survey preceded the sending of the questionnaire, and it was also preceded by consultation with adult education experts, with special regard to legislation-related issues. The request containing the questionnaire links was sent to the managers of 1194 institutions via e-mail. As the NSZFH data base does not contain electronic or phone addresses for the institutions, the first phase of the research was the collection thereof. In April 2016, we have sent the request for 93 institutions – addressed to the institution managers – via postal service due to the lack of a website or electronic address. In order to increase the motivation for responses, the questionnaire was sent out 2 times.

The response was given – as well as the processing of data – voluntarily and anonymously. The 43-question questionnaire contains primarily closed questions, however, several open questions are also included.

The questionnaire sent out to certified adult education institutions contains a total of 6 thematic units. The number of received questionnaires is 136, 11% of the total population.

Structure of the research questionnaire (own edit)

I. INSTITUTION GENERAL DATA
II. OPERATIONAL AND EDUCATION DATA OF INSTITUTION
III. PARTICIPATION OF ADULTS WITH DISABILITIES IN ADULT EDUCATION
IV. INSTITUTIONAL EXPERIENCES ON THE PARTICIPATION OF ADULTS WITH DISABILITIES
V. PROVISION OF ACCESSIBLE PARTICIPATION CONDITIONS
VI. DISABILITY-SPECIFIC KNOWLEDGE, PARTICIPATION IN FURTHER EDUCATION

6.2. Resolution of advocacy groups for people with disabilities in relation to annex. 2 of Gov. Decr. 393/2013. (XI.12.)

The research part explored the opinion of national advocacy groups for people with disabilities. In the request, the organization managers, professional managers and colleagues related to education and employment were addressed. The research questions – *by their request* – were sent to the organizations online. The research sample is made up by the national advocacy groups for people with disabilities – in relation to annex. 2 of Gov. Decr. 393/2013. (XI.12.) – who perform the advocacy work for Hungarian disability groups listed in annex. 2 of Implementing Regulation no. 393/2013:



Hungarian Federation of the Blind and Partially Sighted (MVGYOSZ)



National Federation of Associations of Persons with Physical Disabilities (MEOSZ)



Hungarian Association of the Deaf and Hard of Hearing (SINOSZ)

Regarding the research subject, the opinion and experiences of civilian advocacy groups is not insignificant or avoidable. These organizations conduct every activity with the people concerned, under the principle *“Nothing about us, without us”*.

The advocacy groups replied to the following questions:

- (1) To what degree do they agree with the definition “adult with disabilities” according to par. 2 of the 2013 LXXVII. act? Is it an acceptable definition? Is the definition clear?
- (2) To what degree do they agree with the material requirements stated in annex. 2 of Gov. Decr. 393/2013, especially regarding the group represented by the given organization.
- (3) Is the table in annex. 2 helping the adult education institutions in the provision of equal opportunity access?
- (4) In their opinion, does the provision of specific conditions required from the institutions – listed in the new adult education regulation – help equal opportunity access to adult education?
- (5) Do they have a suggestion for change regarding the education tools and furnishings listed in the implementing regulation?
- (6) What does accessibility to education mean for visually impaired people/people with reduced mobility/hearing-impaired people?
- (7) As advocacy groups, what experiences or observations do they have regarding equal opportunity participation in non-formal adult education?
- (8) What is their opinion on the degree of contribution of adult education to increasing employment opportunities?

6.3. Inspection of equal opportunity access to non-formal adult education for adults with disabilities – participative research

*“I have written in the application that I am a person with reduced mobility. They wrote me and told me they will find an accessible place. They got me on the programme, however, the place was not accessible, of course. I wrote them, called them. **They were really sorry.** Then, after three months, the school sent me a letter about terminating my student status due to the excessive number of absent days. That’s it. And it would have been free of charge.”*

(respondent with reduced mobility 94, own research, 2018)

The goal of the research was to learn about the experiences of people with disabilities in relation to equal opportunity access to non-formal adult education; what are their opinions regarding accessible adult education and consequent employment opportunities; what equal opportunity access to education *means to them*.

The research sample is made up from the members of Hungarian advocacy organizations for people with disabilities, who conduct the advocacy activities for Hungarian disability groups listed in annex. 2 of Implementing Regulation 393/2013: Hungarian Federation of the Blind and Partially Sighted (MVGYOSZ), National Federation of Associations of Persons with Physical Disabilities (MEOSZ), and Hungarian Association of the Deaf and Hard of Hearing (SINOSZ).

Before the development of the measuring tool as well as during the conduct of the research, several personal meetings took place, wherein we have consulted with the directors of the advocacy organizations and the college personally invested in the subject.

The research method was primary data collection, half-structured questionnaire survey; participation in the research was voluntary and anonymous. The target group was comprised by visually impaired, reduced mobility- and hearing-impaired persons above the age of 16.

The distribution of the research questionnaire was assumed by the advocacy organizations on their websites, accessible e-mails, direct e-mails and Facebook pages.

The surveying of the target group was realized in an accessible way, thus the informing, the declaration of consent and the news on the request was also realized in a sign language-adapted form for deaf people – with the aid of SINOSZ –; to the suggestion of MGVYOSZ, we have used an online questionnaire interface accessible for blind people. Thus, the research was further complicated by the fact that the data arrived from two separate online platforms, as the MGVYOSZ-suggested platform did not facilitate the upload of videos, which is the key element of information-access to sign language-using deaf people.

Presentation: questionnaire news and the sign language-adapted version (own edit)



The 5 sections of the questionnaire contain a total of 74 questions. The deadline for the first phase of questionnaires was April 30th, 2018, which was extended – following consultation with the advocacy organizations – to May 18th.

Research questionnaires' structure (own edit)

I. GENERAL QUESTIONS
II. QUESTIONS REGARDING DISABILITIES
III. EXPERIENCES REGARDING PARTICIPATION IN ADULT EDUCATION
IV. CRITERIA FOR ACCESSIBLE STUDYING IN ADULT LIFE
V. EMPLOYMENT

Participative research partners during the research part: *Margit Sáfrány* (deaf person), *Tamás Vincze* (deaf person), *Péter Zalán Romanek* (deaf person), *Zsuzsanna Kácsor-Macska* (visually impaired person), *Orsolya Németh* (visually impaired person), *Sándor Nagy* (visually impaired person), *Judit Hegyes* (person with reduced mobility). The recording and editing of sign language adaptation was done by *Zoltán Antal Falkus* (deaf person).

6.4. Inspection of the practices of adult education experts and adult education programme experts regarding the equal opportunity access to adult education courses for adults with disabilities

*“The non-formal adult education institution system is concerned with adhering to professional and efficiency requirements. The organizations cannot – or just a small fraction of them can – support the adult-educational needs of adults with disabilities by self-financing means on a market basis. The material and personal resources are also more costly for them. However, the equal opportunities for adults with disabilities is a social requirement, **this cannot be left to the market to decide**. The result of the research will hopefully show the path toward the next necessary actions.”*

(respondent expert 266)

The fourth research part inspected the subject matter-specific knowledge elements, attitude and work-experiences of adult education experts and adult education programme experts.

NGM Decr. 14/2014. (III. 31.) determines the detailed regulations on the conduct of adult education expert and adult education programme expert activities. The experts are obligated to pass an exam within six months from the certification, followed by a successful passing of an exam every two years. The topics of the expert’s further education courses are listed in the annex. of the decree (*I. Adult education expert – adult education management specialization, II. Adult education expert – language specialization, III. Adult education programme experts*).

The content of the four modules listed in the decree do not describe the fact clearly whether the adult education experts receive apt knowledge in the mandatory further education regarding equal opportunity access to education for disable persons.

The method of research is full-scale sampling, half-structured survey. The research sample was based on two expert’s registers. One is the active experts (620 people) and inactive experts (52 people) listed in the Pest County Government Office adult education expert’s register, and the active experts (613 people) and inactive experts (13 people) listed in the MKIK adult education expert’s register. The exact date of the download of the expert’s register for the ground data base for deployment was January 4th, 2019. During the clearance of the sample, it was an important goal to have an expert fill out the questionnaire only once, regardless of him or her being listed in the adult education expert’s register or in the adult education programme expert’s register, or in both.

There were a considerable number of persons listed in both registers, thus we have applied screening; the cleared sample produced 777 active experts, 55 inactive adult education experts and 13 inactive adult education programme experts. The next step was to inspect the 842 persons based on available e-mail addresses. There was no e-mail address in the case of 71 people, however, 14 e-mail addresses were successfully supplemented.

Following the deployment of the questionnaire, we have received reply regarding 21 e-mails on the e-mail address not existing. In view of that, a total of 764 people have received the questionnaire. The number of completed questionnaires is 314, 41% of the cleared sample.



7. Validation of the research hypothesis

1. CERTIFIED ADULT EDUCATION INSTITUTIONS (n=136)

1/H1

Based on the responses of the certified adult education institutions, the hypothesis is validated. A considerable number agrees with the statement that the requirements prescribed in annex. 2 of Gov. Decr. 393/2013 (XI.12.) provide a problem and hardship for them. In relation to the hypothesis, two statements are relevant in question no. 27 in order to gather information regarding the attitude of the institutions. Out of the 136 respondent institutions, 29 have checked the “completely” answer option, 35 have checked the “mostly” answer option, while 42 institutions have checked the “rather yes” answer option regarding whether do the provision of requirements listed annex 2. of Gov. Decr. 393/2013. (XI. 12.) is a difficulty for them.

The statement is also presented in an inverted formulation within question 27, further clarifying and confirming the validation of the hypothesis. To the question “to what degree do you agree with the statement that *participation of people with disabilities in adult education courses is not a difficulty for certified adult education institutions*”, 48 out of the 136 respondent institutions have marked the answer “rather yes”, 24 have marked the answer “rather no” and 1 have marked the answer “no”.

The validation of the hypothesis is further confirmed by the fact that the analysis of the 6 statements of the Likert-scale within question 27 of the 1. questionnaire (Cronbach’s Alpha: 0,718) show two clearly separable group patterns – also by interpretation – emerged during the factor-analysis (Kaiser-Meyer-Olkin index: 0,674; Bartlett-test significance value <0,001). The first component contains (according to the decrease of the factor weight): statements no. 7, 3, 5, 1. The second component contains: statements no. 4, 2. It can be ascertained here that the provision of the requirements listed in Gov. Decr. 393/2013 is certainly a difficulty, and according to the institutions, the teachers also perceive the participation of adults with disabilities as a difficulty.

An also significant alignment is shown in institutions, where – according to the institutions – the participation of people with disabilities is a difficulty for the teachers and in institutions, where the provision of the requirements listed in Gov. Decree 393/2013 (XI.12.) is a difficulty. (Pearson Chi-squared test, $X^2=46,401$, $df_{\text{degree of freedom}}=25$, $p=0,006$)

1/H2

The hypothesis is validated according to the descriptive statistics based on the replies of the certified institutions conducting non-formal education participating in the research, as 47,8% of the 136 respondent institutions had people with disabilities participating in their courses several times, and 11,8% of the institutions had a person with disabilities participating in their courses once. 20,6% of the institutions could not evaluate the question, and 31,6% of the institutions answered no. We can assume that the 20,6% of institutions marking the answer “*I cannot evaluate*”, there may have been a course with a person with disabilities participating in it; however, we cannot state that as a fact.

1/H3

The hypothesis is validated based on the replies of the certified adult education institutions participating in the research. Out of the 136 respondent institutions, 69,9% have marked high-school graduates, 52,2% have marked persons with higher educational degree as target groups, 50,7% have marked persons with basic-level graduation as target groups. Only 21,3% have marked people with reduced working capabilities (13,2%) and people with disabilities (8,1%), which show us that they are not the focus target groups for the institutions.

16% of the 136 institutions conducted education courses with special focus on people with disabilities. To the question “did some form of tender source support the inclusion of people with disabilities”, 42% of out of the 64 respondent institutions have answered yes, and 8% plans to acquire tender sources for this objective.

To the statement “*Would it be necessary to continuously provide tender sources for certified adult education institutions in case of the participation of people with disabilities in adult education*”, 79 institutions have marked the answer “completely”, 31 institutions have marked the answer “mostly yes”, 22 institutions have marked the answer “rather yes” (n=136).

This brings us to the conclusion that the institutions regard the participation of people with disabilities in the education courses as an additional burden, and wish to provide the remedies for the difficulties and additional costs stemming from personal and material requirements with the acquisition of additional sources.

There is a correlation between the disables persons participating in the institutions’ education courses and the institutions’ acquirement of external tender sources supporting their inclusion in the education courses. (Pearson Chi-squared test, $X^2=134,897$, $df_{\text{degree of freedom}}=9$, $p=0,000$)

1/H4

Based on the descriptive statistic of the replies of the certified adult education institutions, the hypothesis can be validated. One of the initial assumption of the research was that the institute colleagues possessed insufficient information regarding the equal opportunity access of people with disabilities. In question 27, we have included two statements regarding the hypothesis.

Regarding the first statement of *“would the provision of a further education course for the adult education institute colleagues necessary, which would provide them with information in order to secure equal opportunity access in the institutions”*, 47 of the 136 respondent institutions fully agree, 37 mostly agree while 38 rather agree. Only one institution has marked the answer “definitely not”, 3 have marked the answer “mostly not” and 10 have marked the answer “rather not”.

Regarding the statement *“would the provision of a further education course for the adult education experts necessary, which would provide them with information in order to secure equal opportunity access in the institutions”*, nearly half of the 136 respondent institutions, 55 fully agree, 38 mostly agree and 36 rather agree.

The validation of the hypothesis is further confirmed by the fact that 51% of the respondent institutions are not sure about the definition of adult with disabilities, according to the current legislation of adult education (n=136), furthermore, only 18% of the institutions are completely familiar, 60% are partially familiar and 22% are not familiar with the material tools and their functions listed in annex. 2 of Gov. Decr. 393/2013. (XI. 12.). (n=136)

1/H5

According to the descriptive statistic based on replies of the certified adult education institutions, the hypothesis is partially validated, as 51 (37,5%) out of the 136 respondent institutions rather agree with the statement that *“annex. 2 of Gov. Decr. 393/2013. (XI. 12.) helps their institution in providing equal opportunity access for adults with disabilities in case of need”*. 26 (19,1%) institutions mostly agree and 10 (7%) completely agree with this statement. However, there are a considerable number of institutions, which rather not agree, (30 / 22,1%), mostly not agree (16 / 11,8%) or do not agree at all about annex. 2 helping them.

Regarding the statement *“The certified adult education institutions consider the list of requirements and tools necessary for specific education facilitating equal opportunity access for people with disabilities in annex. 2 of Gov. Decr. 393/2013. (XI. 12.) as supportive”*, 56 (41,2%) institutions rather agree, 35 (25,7%) mostly agree, 19 (14%) agree completely, making up a total of 80,9%.

One of the best methods for vanquishing the lack of information is participation in subject-specific education course or consultancy. 76% of the institutions (136) have never participated in further education courses with the goal of learning about various groups of people with disabilities or the acquirement of specific knowledge necessary for equal opportunity access. 68% of institutions not yet participating in such further education courses have indicated their willingness to supplement this deficiency.

1/H6

According to the descriptive statistic based on the replies of the certified adult education institutions, the hypothesis can be validated with regard to the results and answers. Out of the 136 respondent institutions, 51 (37,5%) fully agree, 47 (34,6%) mostly agree, 32 (23,5%) rather agree with the statement *“normative support can be an important supporting tool for certified adult education institutions in facilitating the participation of people with disabilities in education courses”*.

However, the current requirements of adult education normative support-acquisition are not clearly defined for certified adult education institutions. Out of the 136 institutions, 29 (37,5%) fully agree, 34 (25%) mostly agree, 43 (32%) rather agree with this statement.

2/H1

The hypothesis can be partially validated by means of content analysis based on the statements of advocacy organizations for people with disabilities, however, the results are subject to reservations, as not all advocacy organizations were involved; the current research part focused on the opinions of advocacy organizations for people with disabilities stated in the 2013 implementing regulation. According to SINOSZ, *“LLL could be a chance”*, however, *“neither the institutions, nor the persons willing to participate in further education are aware of the opportunities; more accurately, both parties are more likely to encounter the limits earlier, thus giving up before the beginning.”* According to MEOSZ, *“due to the fact that accessibility is no longer obligatory, the current adult education system cannot be used by people confide to wheelchairs.”* Furthermore, the MEOSZ indicates, that *“adult education and lifelong learning is a fundamental right of people with disabilities, to which the Hungarian Government assumed duty for (see article 24 of CRPD), which plays a central role in compatibility, employability, social inclusion and personal development.”* They reference the National Disability Programme (2015-2025), they emphasize career-oriented planning and the lack of its current realization.

The organizations are supportive, and handle the issue aptly, according to the statement of e.g. MVGYOSZ, *“We are committed to the concept of lifelong learning.”*

2/H2

The hypothesis can be validated by content analysis. By observing the replies of the organizations, it is clear that the advocacy organizations rather not agree with the material requirements listed in annex. 2 of Gov. Decr. 393/2013. (XI. 12.).

MEOSZ	MVGYOSZ	SINOSZ
<ul style="list-style-type: none"> ○ <i>accessibility needs to be a basic requirement for adult education certification, and according to the paradigm of universal planning,</i> ○ <i>the personalized material resources are needed to be provided by the principle of "rational adaptation", if the individual was admitted to adult education (e.g. personal aid, provision of digital tools, etc.)</i> 	<ul style="list-style-type: none"> ○ <i>the presence or provision of certain material tools does not necessarily result in the realization of equal opportunity access to education</i> ○ <i>the concept of equal opportunity access is not limited to the acquisition of the course material; it involves the physical and information communicational areas as well</i> ○ <i>the legislation puts unnecessary constraints on the education institutions</i> 	<ul style="list-style-type: none"> ○ <i>the list of actual requirements may have its benefits</i> ○ <i>the definition of the tools listed is a problem for the institutions</i> ○ <i>there are several ambiguously defined, ill-considered material requirements</i> ○ <i>the material requirements are unsuitable</i> ○ <i>the listed material requirements do not correlate with the actual needs</i> ○ <i>the requirements need to be detailed separately for deaf persons and for persons with hard of hearing</i>

3/H1

Regarding the research, one of the most important issues is to explore whether people with disabilities are present in adult education as participators. According to the responses of persons participating in the research, the hypothesis cannot be validated. The research results regarding the previously introduced certified adult education institutions show that 47,8% of the institutes have involved people with disabilities as participants in their courses (n=136). The participation rate of people with disabilities also support this fact, as 24,4% of the respondents have participated in adult education courses once (186 people), while 40,5% of the respondents (308 people) have participated in adult education courses several times. Nearly 33% (248 people) have never participated in adult education courses (n=760).

If the question is analyzed regarding the 3 disability groups (adults with hearing impairment, visual impairment and reduced mobility), no significant difference can be seen between the groups. (n=721)

3/H2

According to the persons participating in the research, the hypothesis can be partially validated. The material tools listed in annex. 2 of Gov. Decr. 393/2013 were listed regarding all three target groups. The persons completing the questionnaire had to indicate whether the listed tool supports accessible learning, also the option of whether they are familiar with the given tool was added. The persons completing the questionnaire had to answer according to the type of disability regarding the list of tools, thus in case of multiple disabilities, one person expressed opinion regarding several material tools related to disabilities.

Following the evaluation of the material tools listed in the decree, the respondents could write in the form of an open question, what kind of personal and material resources do they require for accessible participation in education courses. Based on the answers, it is obvious that personal resources are of much more importance, several people have indicated that an object is not that useful without a person, and there were opinions on the teacher being the key factor. Sign language-using deaf people duly missed a sign language interpreter or written notes, applicable lighting and a noiseless environment; visually impaired people missed digitized study material, visual demonstration; people with reduced mobility missed personal help and the importance of physical mobility.

3/H3

According to the descriptive statistic based on the replies of people participating in the research, the hypothesis can be partially validated. According to 96,5% of the respondent people with disabilities (691 people), the provision of further education related to the subject is necessary for employees working in adult education (n=716). Also, according to 80% of the he respondent people with disabilities, the teachers, education managers and evaluators have difficulties reacting to special needs (n=687)

If the hypothesis is analyzed regarding the 3 disability groups, we get significant differences. People with reduced mobility encounter significantly more issues regarding education management. However, hearing-impaired people significantly stated that they cannot report any difficulties, and they have marked the answer „no difficulties/I do not have special needs” in a higher rate (Pearson Chi-squared test, $X^2 = 97.462$, $df_{\text{degree of freedom}}=6$, $p<0.001$).

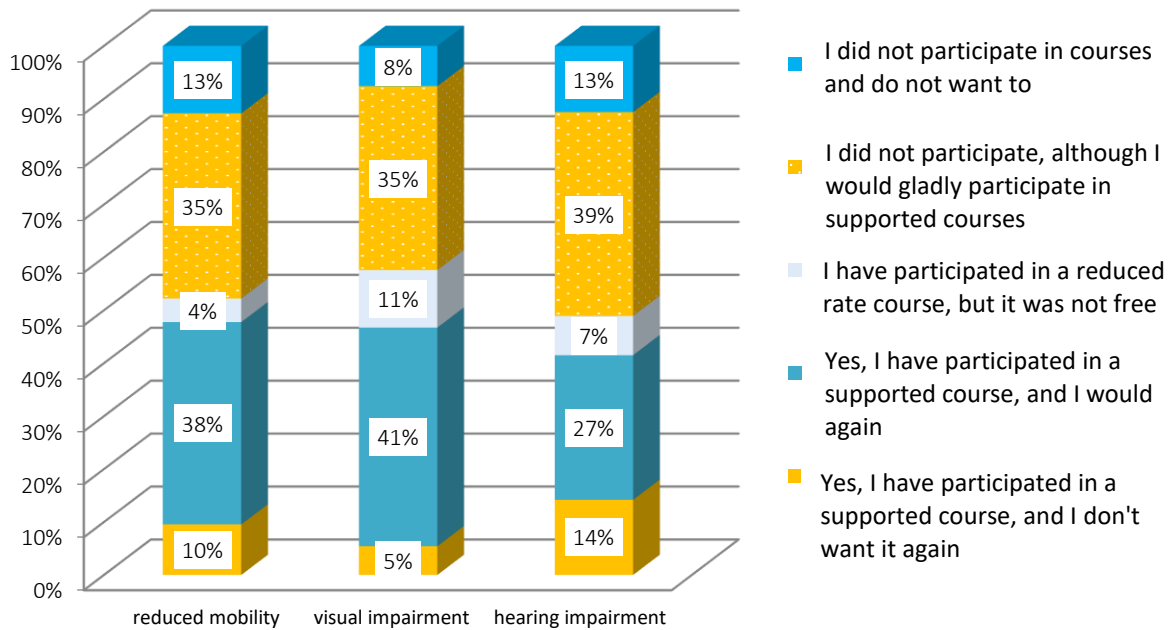
In relation to the teachers, visually impaired people encountered significantly more difficulties. However, hearing-impaired persons significantly stated that they did not have any difficulties. (Pearson Chi-squared test, $X^2 = 68.175$, $df_{\text{degree of freedom}}=6$, $p<0.001$)

In relation to questions regarding evaluators, visually impaired people encountered significantly more difficulties. However, hearing-impaired persons significantly stated that they did not have any difficulties. (Pearson Chi-squared test, $X^2 = 44.432$, $df_{\text{degree of freedom}}=6$, $p<0.001$)

3/H4

According to the descriptive statistics based on the replies of the persons participating in the research, the hypothesis can be validated. According to 85% of the respondent persons, the people concerned would gladly study, however, there is no educational system supporting their lifelong learning (n=683).

Significance can be demonstrated between the 3 disability groups in case of motivation related to participation in supported education courses. (Pearson Chi-squared test, $X^2=19.223$, $df_{\text{degree of freedom}}=8$, $p=0,014$) People with hearing-impairment having already participated in supported courses would likely not participate again.



The results of the Likert scale found in the questionnaire completed by adults with disabilities are also connected to the hypothesis. The people completing the questionnaire needed to determine the rate of their agreement with the listed statements on a 6-level scale. Including all 11 statements, it can be ascertained that reliability is strong. (Cronbach's Alpha: 0,838). Thus, during the factor analysis, the 11 statements can be treated as a whole, resulting in the pattern two distinguishable groups. The resulting 2 component reaches the necessary level, and explains 53,21% of the variance. The Kaiser-Meyer-Olkin value reaches a strong level: 0,864. The significance value of the Bartlett-test is also $< 0,05$, thus the statements are applicable for factor analysis. The first component explains 26,93% of the variance, the second component explains 26,27% of the variance. The equalization in the explanation pattern of the two components is interesting. The *first component* contains the following statements (according to the decrease of the factor weight): 5, 6, 7, 8, 9. According to the definition of the statements, those people gave a higher value on the scale, who view the situation more negatively, they feel that their effectiveness related to adult education / adult career management is hindered and they expect more regarding the attitude of teachers and institutions. The 3. statement may be viewed as an odd one out; a reply to this does not demonstrate positive or negative attitude. The *second component* includes: 2, 10, 1, 11, 4. The majority of these statements suggest respondents, who are aware of the deficiencies, however, they also see ways for development.

4/H1

According to the descriptive statistic based on the respondents participating in the research, the hypothesis can be validated. 81% of the respondent experts (252 people) indicated that the mandatory further education courses did not contain disability-specific information. (n=313)

4/H2

According to the descriptive statistic based on the respondents participating in the research, the hypothesis can be validated. 18,5% of the respondents feel it is very important, 42,7% think it is mostly important, 29,3% have marked the answer “rather yes” (n=313).

4/H3

According to the descriptive statistic based on the responses of the persons participating in the research, the hypothesis can be validated. According to 94,5% of the respondent experts, (n=309) further education courses with such content are necessary.

4/H4

According to the descriptive statistic based on the responses of the experts participating in the research, the hypothesis can be validated. According to 89,6% of the respondent experts (273 people) (n=305), the adult education institutes are obligated to provide accessibility to their education courses.

According to 96,7% of the respondent experts (296) (n=306), if an adult with disabilities wishes to study, the education institutions are obligated to regard a number of special conditions. According to 76,7% of the respondent experts, the education organizers, the teachers and the evaluators have difficulties reacting to special needs based on the answers given to the Likert scale in question 28. (n=304)

Regarding the validation of the hypothesis, the replies to question 18 are also indicative. According to 70,9% of the respondent experts (222 people), the possible special requirements stemming from the participation of adults with disabilities provide difficulties for the education organizers (n=313). 66,1% of the respondents (207 people) indicated that the same situation would be a difficulty for the teachers, and 57% (181 people) indicated difficulty for evaluators. (n=313)

Several cross tables were created related to the questions regarding expert’s activities. According to the replies of the experts, a significant alignment is shown between the difficulties of the education organizer and institutional attitude. This reveals that by their opinion, the education organizers view the establishment of special conditions related to disabilities as significantly more difficult, and at the same time, they are also likely to view the institutional background as unprepared. (Pearson Chi-squared test, $X^2=49,879$; $df_{\text{degree of freedom}}=18$; $p < 0,001$)

Similarly, according to the experts, the teachers also significantly view their own situation as hard regarding the provision of the conditions, and feel that the institutional background is ambiguous as well, as if it has difficulties adapting to the needs of adults with disabilities. (Pearson Chi-squared test, $X^2=39,509$; $df_{\text{degree of freedom}}=18$; $p=0,002$)

Based on the replies of the experts, a pattern similar to the teachers emerges in the case of the evaluators. In this case, they find the realization of special conditions difficult, in which the adult education institution is not up-to-date either. In this breakdown, a significantly isolated smaller group can be seen, who do not see the realization of special conditions as difficult; they have provided higher values for institutional realization as well (7-8-9). (Pearson Chi-squared test, $X^2=29,606$, $df_{\text{degree of freedom}}=18$, $p=0,041$)

Based on the conclusion related to the last three cross tables, it can be assessed that not the personal competence of the particular education organizer, teacher or evaluator is the only factor in rendering the realization of special conditions difficult. Based on the responses of the experts, none of the participators see the support of a sufficient institutional background; the uneasy realization of the special conditions is also present at an organizational level.

8. Summary and conclusions, the practical usability of the results

- The results shown may contribute to the **foundation of an inclusive adult education system**, which may support the opportunities of people with disabilities in the labor market, and contributes to the awareness of personal needs; which in a long term would result in a more effective education-oriented occupational rehabilitation activity system.
- The research results provide useful professional supplemental information to employees and experts within the adult education field, and support awareness of people with disabilities of their rights, as well as their independence. An emphasized goal is to have the person with disabilities receiving the service as an **equal**.
- The fact that the dissertation does not analyze the subject from the viewpoint of special education can be regarded as a **recent approach**. The problem described and analyzed in the dissertation represents a marginal area within the field of Hungarian adult education, thus the research results are suppletory. The Hungarian professional literature sources were insufficient in supporting the research and exploratory work, thus it is important to conduct further future comparative inspections and establishing collaborative work with foreign research facilities.
- In Hungarian andragogical researches, **no participative research** can be found inspecting the connection points between non-formal adult education and disability studies.
- The basis of the disciplinary background of the dissertation is andragogy, *disability studies* (DS) – aside from multicultural adult education –, critical disability studies (CDS) and the fairly new discipline of the inclusive disability studies in education (**DSE**).
- The dissertation attempts the **introduction of a new expression**, the concept of **inclusive adult education**, and the adaptation of the **inclusion index** to the field of adult education, which obviously requires social and professional consultation; however, its intentions and goals are beyond dispute.
- The research results illuminate the **hiatus** in our country between the legislations, strategic aims, available theories and the reality of everyday practices, definitely requiring **inspection and re-checks**.

- Regarding the experiences of adults with disabilities within adult education, it was also confirmed, that **those people are engaged the least, who are in the most need** of updating their earlier competencies, or to supplement the professional qualification which they did not acquire in formal education.
- Sadly this goal is not supported by Hungarian trends related to the employment of people with reduced working capabilities and people with disabilities either, as the exemption from **rehabilitative support** is the top priority on the employer side. the primary motivating goal for employment thus is not the recruitment and hiring of reduced working capability persons with high-level professional knowledge; it is the expansion of the statistical personnel with the **“title” in the goffmann sense**, which is the person with complex qualification certifying reduced working capacity. However, not every person with disabilities possesses this employer-preferred “stigma”. It can only be found as a requirement in the field of state supported occupational rehabilitation as well as EU-supported occupational rehabilitation.
- Regarding the legislative framework, it can be ascertained that incongruence can be discovered in the case of **definitions**. The adult education legislation **incorrectly narrows** the definition of “adult with disabilities” to persons **eligible for disability allowance**; in view of that, Gov. Decr. 393/2013 does not provide the target group’s listed material requirements for equal opportunity access, which is every adult with disabilities defined by the 1998. XXVI. act. With that, the **legislature** clearly commits **exclusion, negative discrimination**, however, not even the **enforcer of such legislation** can be absolved from responsibility.
- It can be ascertained that the adult education regulation concerning people with disabilities is not aligned with the personal needs of the interviewed adults with disabilities, nor is it aligned with the standpoint of the surveyed certified institutions conducting non-formal adult education, the adult education experts, the adult education programme experts or with views of advocacy organizations for people with disabilities defined in Gov. Decr. 393/2013. (XI. 12.). A revision is necessary by a method controlled by people with disabilities under the principle of **“nothing about us without us”**. The dissertation and the performed empirical research parts clearly intend to facilitate this revision.
- From the replies of adults with disabilities, it is clear that the difficulty is not originating from the lack of material tools listed in Gov. Decr. 393/2013. (XI. 12.) or other material requirements; it is **the non-collaborating, not cooperating adult educator**, the deficiencies due to education organization, the lack of the adaptation of- and equal opportunity access to education materials, difficulties emerging during evaluation, personal attitude, pity, and the trap of **“I do not know how to deal with this person”**.
- However, based on the research results, we have to recognize the system of interest of the definitively **for profit market-based** adult education institutions, not necessary committed to the service principle of **“for everyone”**, or to universal planning; it prefers the most simplistic legislative requirements, which generate the least monitoring points.

- It is an unavoidable **critique** for the policy that the education of people with disabilities is not only important in case of available **significant tender sources**. Regarding this, the established intention for cooperation within the described **AEAE project** is a perfect example for initiatives ceased due to lack of support as well as the **cooperation matrix**, which has lost its initial activity due to lack of support, and it completely ceased in Hungary.
- As the replies of the respondent adult education institutions demonstrate, tender sources and support significantly improves motivation for inclusion, moreover, the lack of accessibility is also explained by the lack of financing and the fact that participation of people with disabilities in education courses result in **further costs**. This attitude is enhanced by the list of material tools in the implementing regulation of the adult education act. The **"possibility of optional decision"** of certified institutions conducting non-formal adult education can be regarded as a well-identifiable **repression** in relation to the participation of adults with disabilities.
- Despite the **legislature's positive intentions**, the measure turned **contraproductive**; the institution may exercise a dismissive attitude toward an interested adult with disabilities, as it is within its **"financial interest"** to do so due to the possible extra costs of providing the material tools. This attitude is further generated by the fact that the institutions are unfamiliar with the majority of the listed tools, their functions and they are also unavailable to them.
- Based on the research results, it is demonstrated that the majority of respondent people with disabilities are unaware of the material tools listed in the decree, despite the fact that the most qualified expert of the condition and needs of the person with disabilities is the person with disabilities. The aim of the dissertation is to bring attention to the fact that in an ideal situation, the challenges of learning the education material would be the only obstacle, not the access to the educational course's location. **Adapted personalized learning, differentiating and personalized education diagram** described in the dissertation as well as the CAST-implemented **UDL principles, universal planning, the spreading of inclusive curriculum design in adult education** could generate some steps forward.
- The results of the research parts show that **one important key of the solution is none other than adult education itself**, as perhaps one of the most important conclusion to be made is that the education of educators as well as the subject-specific further education of adult education experts clearly needs more effort.
- The primary goal of the dissertation was **assessment and exploration**. Based on the information acquired from the research parts, further research is warranted, particularly along the paradigm of qualitative strategy. The preparation of focus group interviews inspecting the adult learning experiences and learning biography of people with disabilities is already done.

- The research did not directly involve two actors; **adult educators** and the **authority, the legislature**. Future data collection needs to be expanded to these areas as well. The former target group will be addressed with the establishment and presentation of a targeted education programme; the latter target group will be addressed with **suggestions regarding the new**, currently forming **legislative framework**. Also, building onto the research part analyzing the experts, an **education material aligned with the further education modules of adult education experts and adult education programme experts will be created**.
- Despite the intention of the planned change for the legislative framework of adult education, the conclusions in this dissertation provide supplementary information for the development of the adult education system.

Continuous change can be witnessed within the field of adult education, however, some aspects remain obviously permanent. Adult education is a particularly important tool, even a cornerpoint of the labor market as well as the occupational policy, serving a number of social interests. However, the expectations of labor markets and adult education are obvious, despite the changes. There is a necessity for continuous learning, for the updating of knowledge and competencies, none excluded.

Diversity is none other than the reality of everyday life, which may seem utopian, however, it is a though routed in reality; a fact which cannot be disregarded. Every adult has the right to adult education. An adult with disabilities *is an adult*, with every inseparable attribute stemming from that, and with the right of self-determination. We need to recognize that every adult student is 'able' and not 'unable'.

We have countless things to do; the first is recognition and admittance, the adoption and acceptance of the "*we need to do something*" attitude (Heller, 1996, p. 155). This is a hard but also exciting task for the adult education system.

Inclusion is an endless process, bringing change. The deadline for beginning walking on the path of change is *yesterday*, and *responsibility is shared by all*.

„...That which is only natural, cannot be a gesture...we have an abundance of things to do...”
(Szabó & Borza, 2009, p. 9)

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10. SELF-PUBLISHED WORKS, CONFERENCE STATEMENTS AND CONFERENCE PRESENTATIONS IN RELATION TO THE DISSERTATION SUBJECT

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