

# Balázs Török: Electronic Administration in Schools (Part 2) – Starting Using the System

Our survey was conducted in 2010 in 155 institutions (primary schools, and different types of secondary schools: high schools and vocational training schools). This research paper is a summary of the institutions' experiences about their accredited electronic school administration systems (AESAS). Some schools did not introduce AESAS. They had various reasons as why to avoid the use of this system. Some had their own administration software, others feared it would cause extra work, and some argued they would not introduce AESAS due to possible institutional restructuring, infrastructural deficiencies, or changes in the educational management. In those institutions which did introduce AESAS, the product was usually chosen in accordance with the wish of the maintaining body of the school. 10% of school secretaries and school administrators were entirely satisfied with the preparation they had received before the introduction of the new system. Once AESAS was introduced, schools had different experiences with it. Typically, the ratio of schools where directors and administrators thought that a certain area improved significantly due to AESAS was between 20 and 40%. They highlighted secure data storage, accurateness of data, easy search of data and the transparency of administration as the main advantages of the system. The ratio of those who have not experienced significant changes after the introduction of the electronic administration system was between 30 and 50%, according to the survey. 9% of those who filled in the questionnaire felt that the effectiveness of administrative work took a turn in the wrong direction, and 18% noticed that administrative work became less convenient with AESAS. It was usually double administration (that is, both on paper and electronically), multiple data storage (recording the same data in more than one system), and a stricter inner administrative discipline in the background that led to these negative attitudes.

## Tibor Bors Dr. Borbély-Pecze – Katalin Gyöngyösi – Ágnes Juhász: Lifelong Career Guidance in Public Education (Part 1)

This article presents the „lifelong guidance” approach in career guidance to stakeholders in public education, explaining changes in the role of schools and teachers in guidance activities and pointing out the importance of guidance as a field of pedagogical work for reshaping relationships among students, parents, schools and the world of work.

In the first part, the authors provide an explanation of lifelong guidance understood as a policy area and as a functioning system, suggested for adoption to replace the traditional interpretation of guidance as a means of early selection and as directive counselling for one-time career choices of youngsters. An overview is provided of the history of Hungarian career guidance and a detailed description is given of its current state and embeddedness in public education.

In the second part, following from the state of affairs outlined previously and drawing on lessons learnt from career guidance history in Hungary and on international experiences, suggestions for a possible national model for lifelong guidance for use within the public education system and at a national education policy level are formulated and an inventory of career education tools developed.

