UNIVERSITY OF MISKOLC

Faculty of Economic Sciences

Doctoral School of Business Theory and Practice

STRATEGIC MODEL FOR THE DEVELOPMENT OF THE SYSTEM OF PUBLIC EDUCATION INSTITUTIONS OF THE HUNGARIAN REFORMED CHURCH

PH.D. DISSERTATION THESES

ÁBRÁM TIBOR

Head of Doctoral School:

Prof. DR. KÁROLY BALATON

professor

Scientific supervisor:

VERESNÉ Prof. DR. MARIANN ÉVA SOMOSI

university professor of economics

Candidate

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1. Introduction

1.1. Research problem, justification of the choice of research topic

Starting from the 1989-90s, the legal conditions for the (re) establishment and operation of church-run public educational institutions were re-established in Hungary. As a result, a significant reformed system of public education institutions has been established in Hungary over the past 30 years. The maintainers of the institutions are the Hungarian Reformed Church and its internal ecclesiastical legal entities: dioceses, dioceses, congregations.

In the initial period, the restart of the Reformed public education institutions and the transfer of their right to maintain them took place according to an unplanned, well-thought-out strategy at the national, regional and local levels. A decisive factor in the start-up of the Reformed institutions, in the settlement of the ownership of the former ecclesiastical real estate, was the intention of the congregation: in many of the properties reclaimed in nature, school was reopened in many places. Congregations that applied for their former properties in the form of an annuity presumably fell for a longer period of time from the opportunity to start school. In the later period, the Reformed institution-building and the adoption of the right to maintain were significantly influenced by the current political and educational situation, which was sometimes more supportive and less supportive in terms of restarting church institutions or taking over the right of maintenance.

As a result, the Hungarian Reformed public education system can be considered a heterogeneous system with limited coordination in its multi-sustainable, system-level operation.

In the 2018/19 school year, Reformed public education in Hungary will perform 294 public education tasks in 172 settlements, 406 places of work within 176 institutions.

The institutional system includes 80 kindergartens, 107 primary schools, 34 grammar schools, 15 vocational grammar schools, 6 vocational secondary schools, 23 primary art schools, 3 special needs pedagogical pedagogical institutions, 23 boarding schools, as well as a pedagogical service, a traveling special education and network of special education teachers. there is a pedagogical professional service institution. The number of multi-purpose institutions is 46. Out of the 118 ecclesiastical legal entities that maintain 176 institutions, 108 are parishes.

Although the Synod of the Hungarian Reformed Church has created the legal conditions for system-level operation and the institutional network background of system-level pedagogical professional service and pedagogical professional service, the need for a unified Reformed public education institutional system development strategy has become increasingly felt. An attempt was made in 2008-2010 to develop a Reformed education strategy, but this was interrupted, with the exception of one study volume to no avail.

Meanwhile, the development of the Reformed system of public education institutions has been so significant, and the institutions perform such diverse tasks that the preparation of a unified, vision-driven and coherent strategic system for the development of public education institutions cannot be postponed.

The compulsion to prepare a strategy is not only professional and quality-enhancing, but in addition to continuing the previous strategy-making attempt (Márkus, 2009), there are two external drivers that explicitly, but with their combined effect, explicitly urge the preparation of a reformed public education institution development strategy. (EJB, 2015). This multilateral compulsion is intended to catalyze research and dissertation at the system level, using also the professional knowledge and knowledge that the author has in the Reformed public education system for the past nearly 30 years, as a head of church and national ecclesiastical responsibilities, and for our institutional system. to offer for use.

Nearly thirty years after the relaunch of the Reformed public education institutions, the public education institutional system of the Hungarian Reformed Church (MRE) still has no institutional system development plan and strategy. Despite the lack of strategy, the system elements of the reformed public education institutional system are secured. There is reformed sectoral legislation, the MRE has a national and regional institutional governance organization, although not all of them operate with sufficient efficiency. At the national level, there is a pedagogical professional service and a pedagogical professional service. Earlier, an attempt was made to prepare a strategy for the development of the Reformed public education system, which reached only a stage of assessing the situation and formulating possible goals, but overall it remained ineffective, as it was not further thought and implemented. (Márkus 2008, Reformed Education Strategy Draft 2008).

This is a shortcoming that jeopardizes the efficiency and effectiveness of the functioning of the institutional system, as well as its efficient operation. That is, the lack of system-level planning has a negative effect on both the institutions and the maintainers responsible for the legal and (cost) efficient operation of the institutions. In this professional situation of public education, it is justified and necessary to carry out preparatory work aimed at preparing and supporting the process of developing the Hungarian Reformed public education institution system development strategy.

1.2. Research questions, research hypotheses, target areas of strategy-methodological analysis

Research questions. In the course of my research, I sought answers to the following eight questions:

1. Is the strategy-receiving capacity (strategy receptiveness) of the Reformed institutional system adequate to accommodate the national Reformed public education strategy? (K1)

2. Do Reformed public education institutions have adequate methodological preparation to prepare their own institution-building strategy based on the Reformed education strategy? (K2)

3. What are the competencies and organizational skills of the Reformed public education institutional system that provide sustainable, high added pedagogical value? (K3)

4. With regard to the Reformed system of public education institutions, what is the structure of the competence and organizational ability ranking providing sustainable high added pedagogical value? (K4)

5. What sector-specific, distinguishable strategic elements (competencies and organizational capabilities) can be identified with regard to the Reformed public education system, which can ensure the sustainable operation of the Reformed institutional system with high added pedagogical value? (K5)

6. What are the basic features and good practices that can be used for the Reformed education strategy of (a) the public education strategy (s) defining the Hungarian national public policy policy area; and training strategy, and (c) the educational strategy of foreign churches (the Netherlands, Germany, Australia, and ACSI) that operate a significant Protestant school system, whose strength field characteristics and good practices can be taken into account in the strategic model of Reformed public institution development? (K6)

We examine the operation of the Hungarian Reformed system of public education institutions in a threefold field. (a) The Hungarian national public education policy field, (b) the strategic field of education and training of global organizations (EU, OECD, UNESCO, World Bank), (c) the field of good practice of education and training of foreign churches and organizations with a significant Protestant institutional system .

7. What were the internal (mainly due to the internal organizational and operational peculiarities of the MRE) and external (mainly due to the peculiarities of the Hungarian public education policy and social policy) reasons for the failure of the previous Reformed education strategy-making experiment, and what are their consequences in preparing the Reformed educational strategy? (K7)

8. What are the most important, sector-specific strategy-methodological recommendations that can be proposed for incorporation into the educational strategy as elements of the MRE public education institution system development strategic model? (K8)

Hypotheses of the research

Based on the literature of the research areas and my own experience and knowledge of the research area, I formulated four hypotheses, three of which are inductive and one deductive.

Hypothesis H1 - regarding the strategy receptiveness of the Hungarian Reformed institutional system and the factors hindering strategy making.

H1a Hypothesis element The high strategy receptiveness of the Hungarian Reformed public education institutional system (SR average> 7.43 on the normalized strategy reception scale) makes the institutional system suitable for the reception and implementation of an effective value-driven strategy-making process.

H1b Hypothesis element The factors hindering the value-driven strategy-making of the Hungarian Reformed public education institutional system are currently (a) the lack of a strategic approach, and (b) the lack of strategy-methodological preparedness in the Reformed public education institutions.

I test hypotheses H1a and H1b with the focus group questionnaire survey "Strategic approach, strategy reception, strategy-methodological readiness" conducted as primary research. H1a and H1b inductive hypothesis.

Hypothesis H2 - the Hungarian Reformed institutional system in terms of competencies and organizational skills relevant to sustainable high added pedagogical value.

Hypothesis H2 In the Hungarian Reformed institutional system, human resource-related competencies and organizational skills precede both mission-related (ideological) competencies and organizational skills, as well as (structural) competencies and organizational skills related to organizational and community efficiency. capabilities.

I test Hypothesis H2 as the second element of the primary research with a questionnaire survey conducted in three groups on the topic "Competences and organizational skills supporting sustainable high added pedagogical value". H2 is deductive hypothesis.

Hypothesis H3 - the Hungarian Reformed Institutional System VRIO-K in relation to strategic competencies and organizational capabilities.

H3a Hypothesis element In the VRIO-K analysis, there is a significant ranking correlation between competencies and organizational skills ranked in the top 10 and top 20 by at least two of the focus groups A, B and C in terms of competencies and organizational skills.

H3b Hypothesis element Key competencies and organizational skills for strategy making appear among the top 10 competencies and organizational skills with a significant ranking correlation.

I test Hypothesis H3 as the second element of the primary research with a questionnaire survey of three groups on the topic "Competences and organizational skills supporting sustainable high added pedagogical value" and Spearman's ranking correlation study. H3 deductive hypothesis.

Hypothesis H4 - the receptor-specific adaptability of the strategy-methodological tool made primarily for the for-profit environment to the Hungarian Reformed institutional system.

Hypothesis H4 The strategy-making methodological elements (VRIO) developed primarily for the corporate and for-profit environment can be made suitable for the strategy-making methodology of the (reformed) public education institution system with sector-specific expedient modifications.

H4 is a deductive, methodological hypothesis, which is also intended to test the validation of a measurement tool designed to test hypotheses H1, H2, and H3. The VRIO method developed by Barney and Hesterly (2006), mainly for corporate and for-profit environments, may be suitable for non-profit (public education) strategy-making methodology with appropriate sector-specific adaptation.
The methodological hypothesis means that the hypothesis is not primarily focused on the direct object of the research, but formulates a methodological assumption related to strategy-making, which we consider relevant for later strategy-making.

Areas of strategy - methodological analysis

A proposal, methodological consideration for each element of the strategy-making process that can complement the research results, can serve as a cornerstone and consideration for the strategy-making process manager and the strategic planning coordination group in making preliminary plans and ownership decisions built into the strategy-making process. As the subject of the strategy-methodological analyzes, I chose the key areas from the point of view of strategy creation, as well as the areas representing sector-specificity. The strategic methodological considerations apply to the following areas:

SM1 Internal and external drivers motivating strategy making
(1) mission
(2) vision

SM2 Positioning the target state of the mission- and vision-driven strategy
(3) mission and vision driven strategy goal state
positioning relative to the baseline is innovative
province

SM3 The issue of organization and distinctiveness in the MRE public education institution system development strategy
(4) the issue of distinctiveness
(5) mapping or model transmission

SM4 Reformed institutional system model
(6) proposed reformed institutional system model

SM5 Spiritual capital and social capital
(7) the issue of the stewardship of spiritual and social capital in the institutional system development strategy of the Hungarian Reformed Church

Examining the factors influencing the nature of the strategy

The examination of the factors influencing the nature of the strategy is intended to provide support to the client and project owner of the strategy creation in the decision-making phase. Different combinations of selected factors may result in different strategies in nature.

SM6. Examining the factors that determine the nature of the strategy created as a result of strategy creation. What criteria and factors can the client of the strategy decide on the nature of the strategy?

In the results of the primary research, theses (T) were formulated during the testing of the hypotheses. I made research findings (KM) in the context of the research questions (K6 and K7) examined in the results of the secondary research. During the strategy-metrological analysis, I made strategy-methodological findings (MM).
The system of theses (T), research findings (KM), strategy-methodological findings (MM) serves as a framework for the strategy client and project manager within the strategic model.

1.3. The main elements of the conceptual system of the research, the methods and tools of the research, the research methodology plan

The concept of a strategic model

The strategic model is a complex decision-making, planning-preparation and strategy-making process control tool that also takes into account the preliminary aspects of the prospective strategy client and project owner, and in particular the sector-specific characteristics of the target group affected by the strategy.
The purpose of the strategic model is to support the planning preparation and planning process of the strategic planning management team and to be integrated into the strategy creation process as a customer process control tool.
The strategic model aims to be both a conceptual and a functional, decision-making and operational model. In the decision-making phase, the Synod presidency intends to provide support on key issues and decision-making situations related to strategy-making. During strategic planning, it is responsible for supporting the internal decisions of the strategic planning working group. During operational planning, the strategic model aims to help define certain elements of the strategy, incorporating research conclusions, proposing positioning issues,

analyzing the nature of the strategy, and launching new research deemed necessary in the light of the research results.

Elements and structure of the strategic model

The elements of the strategic model of the development of the public education institution system of the Hungarian Reformed Church, built within the framework of the present dissertation and research, are described in the 1st ed. in Fig. and No. 2. shown in Table.
In addition, new elements can be added to the strategic model already in the process of implementation.
The interdependence of the individual activities and their break-free, smooth fit are ensured within the framework of the project coordination.

ELEMENTS OF THE STRATEGIC MODEL FOR THE DEVELOPMENT OF THE HUNGARIAN REFORMED CHURCH PUBLIC EDUCATION INSTITUTION SYSTEM ELEMENT INTENDED
1 Primary research Online questionnaire survey on strategy receptiveness and methodological embeddedness of strategic planning among Reformed public education institutions
Identification of the sector-specific, sustainable high added pedagogical value of the competencies and organizational abilities of the Reformed public education institution system using the VRIO-K method.
2 Secondary research The (a) Hungarian national public education strategic force, (b) the strategic aspirations of global organizations (EU, OECD, UNESCO, World Bank) in public education policy, and (c) the research of public education good practices of countries and international organizations with significant Protestant public education networks. and analysis Investigation of the reasons for the failure of the previous public education strategy-making efforts of the Hungarian Reformed Church
3 Strategy-methodological analyzes Professional and methodological guidance for the strategy-making process by formulating strategy-methodology recommendations.
4 Strategy characterization Outline possible strategies for decision makers according to a given system of criteria

Fig. No. 1. Elements of the Strategic Model of Public Institution Development System Development of the Hungarian Reformed Church (Source - own editing)

Brief presentation and interpretation of each element of the strategic model

The strategic model consists of primary research (P1 and P2), secondary research (SZ1 and SZ2), and strategy-methodological analyzes (strategy elements and strategy nature). These serve primarily to support the research hypotheses, both in terms of methodological hypothesis (H4) and hypothesis H1, as well as hypotheses H2 and H3 for key elements of the strategy. In confirming or rejecting the hypotheses, we formulate research theses based on the results of the research.

Secondary research (SZ1 and SZ2) seeks answers to research questions related to the force system of strategy-making - Hungarian public education force, public education forces of organizations with a global public education strategy, and public education force of Protestant churches and church organizations operating the institutional system / network. exploring the reasons for the ineffectiveness of public education strategy-making efforts. The results of secondary research are mostly formulated in the form of research findings (KM), but some of the more pronounced research findings are included in the system as theses.

Primary and secondary research were supplemented with strategy-methodological analyzes. The strategic-methodological analyzes cover the topics of mission and vision, the principle of distinct distinctiveness, the organization and distinctiveness of the Reformed institutional system, generative modeling, the institutional system model, spiritual capital and social capital, respectively. The results of the strategy-methodological analyzes are recorded in strategy-methodological findings (MM). Strategy-type analysis offers alternatives for the project promoter and implementers.

Based on the results of the primary research, we made three types of statements: during the testing of the hypotheses on the research results, we formulated theses. Based on the results of the secondary research, we formulated research findings (KM). Based on the strategic methodological analyzes, we made methodological findings (MM).

Strategy receptibility

During the conceptualization and operationalization of the research, we introduced the concept of strategic receptiveness (SR) and defined it with the following function:

$$SR = ((S10I + 0.5 * S5I + 0.3 * S3I + SmI) + (S10P + 0.5 * S5P + 0.3 * S3P + SmP)) * (1 + SL)$$

The above function was defined to interpret strategy acceptability, where

S10I is the importance of 10 years of institutional strategic planning

S5I is the importance of 5 years of institutional strategic planning

S3I is the importance of 3-year institutional planning

SmI is the importance of institutional marketing strategy

S10P is a 10-year practice of institutional strategic planning

S5P is a 5-year institutional strategic planning practice

S3P is a 3-year institutional planning practice

SmP is an institutional marketing practice

SL external assistance acceptance skills for strategy making

From the results of the primary research, we formed values normalized to 1 for the variables included in the SR for scaling considerations. Thus, SRmin = 0.7, SRmax = 11.2.

A key consideration in determining the threshold above which strategy receptivity is considered high was that at least three of the five criteria important to the strategy should be highly rated. These aspects are: (1) institutional development strategy is important, (2) institutional development strategy is important, (3) institutional marketing is important, (4) institutional marketing is important, (5) the institution accepts external assistance to prepare its own institutional strategy.

For SR interpreted in this way, SR ≤ 4.2 is considered low strategy receptivity, 4.2 <SR ≤ 7.7 medium strategy receptiveness, and 7.7 <SR ≤ 11.2 high strategy receptivity.

As an additional criterion for high strategy receptiveness, in addition to SR average> 7.7, we set that at least half of the institutions should be true SR ≥ SR average. and the image of strategy receptiveness.

SL alone provides a eloquent picture of the institution's willingness to learn strategically, the segmentation of which among the three possible responses complements the examination of strategy acceptability.

The importance of external acceptance skills (SL) for the institutional adaptation and implementation of the elements of the national strategy in the case of external network or professional counseling support is essential for the ability to teach and the willingness and willingness to learn in institutions. It is a particularly important component of strategic receptiveness, as it can be a guarantee that the institution is able to participate in national strategic thinking and development.

Spiritual capital, the ability to increase spiritual capital

Due to its basic mission, the public educational institutions of the Hungarian Reformed Church carry the mission of faithful stewardship. It also means that the various forms of capital entrusted to them must, to the best of their knowledge, be faithful to the attitude of a good farmer. Cash capital received from the central budget for the performance of public education tasks, real estate property received from the maintainer for the performance of the tasks, professional-pedagogical movables are as much a part of loyal stewardship as human resources, spiritual capital, social capital or cultural capital.

The measurement of cash flow can be tracked in the annual budget, the management of real estate and professional-pedagogical movables in the relevant inventories. Measuring and evaluating non-economic, non-objective forms of capital is difficult. The fundamental question of stewardship, however, is not how much we have, but how much we have grown, by how much, at what rate. This strategic approach is biblical, as it is consistent with the ideological message of the parable of the Talents (Matthew 25: 14-28).

Cultural capital growth (knowledge, knowledge, skills) is regularly measured in our institutions.

Let's turn our attention to spiritual capital and social capital in the context of strategy.

This is all the more important as the modern pedagogical approach of the 21st century places great emphasis again on developing social competencies that enable young people to cooperate, provide mutual assistance, manage conflicts and develop other skills that enable active and useful participation in society. support.

With regard to the compilation of the pedagogical program and system of activities of public educational institutions, the main aim should not be to measure the components of students' social capital and spiritual capital, but rather to plan activities and pedagogical processes that result in optimal growth of social capital and in the process of growth of spiritual capital. For this, a model with spiritual capital and social capital gradient analysis is provided in the next chapter.

The social capital formula proposed by Fukuyama (Fukuyama, 1999, p. 12) used to define and measure social capital is accepted as linear. Thus, the four components of social capital in the model: trust, relational capital, norms within the institutional system, the social activity of the institutional system can be described by the following extended formula that can also be interpreted for the institutional system: $\sum_i^k \frac{r_{t_i}}{r_{d_i}} \cdot c_i \cdot n_i + \sum_j^k a_j \cdot z_j + \sum_i^k b_i \cdot v\, m_i + \sum_i^k d_i \cdot ca_i$.

The first term is related to trust, the second term is related to relational capital, the third term is related to norms within the institutional system, and the fourth term is related to the social activity of institutions. Supplement the formula proposed by Fukuyama with the spiritual capital components of the individual and the community (group). We used a simple model for the individual and community interpretation of spiritual capital. Considering the linear combination of spiritual capital as faith maturity (fm), individual (psi) and community (gsi) credit embeddedness, and individual (gi) and community (hi) credit activity $\sum_i^k (fm_i + g_i \cdot ps_i + h_i \cdot gs_i)$. The latter two are related properties, so they are included in the formula as a product. Thus, we get an interpretation of social capital and spiritual capital that can be useful to the strategy in terms of capital growth.

The formula proposed by Fukuyama provides social and spiritual capital (SSC) by supplementing spiritual capital

$$SSC = \sum_i^k \frac{r_{t_i}}{r_{d_i}} \cdot c_i \cdot n_i + \sum_j^k a_j \cdot z_j + \sum_i^k b_i \cdot v\, m_i + \sum_i^k d_i \cdot ca_i + \sum_i^k (fm_i + g_i \cdot ps_i + h_i \cdot gs_i)$$

With the introduction of the above function of social capital and spiritual capital, the aim is not primarily to examine the amount of capital, but to determine the members involved in the change over time by forming the first differential quotient of the function over time. As an element of the strategic model, it draws attention to public education institutions to plan institutional activities and processes that promote the growth of social and spiritual capital, ie the (positive) rate of change in social and spiritual capital should be high. Consideration should be applied to institutions in combination with marginal benefit theory, as

2. New and novel findings of the research

Results of Hypothesis H1

H1a The high strategy receptiveness of the Hungarian Reformed public education institutional system (SR averaging> 7.45 on the standardized strategy receptivity scale) makes the institutional system suitable for receiving and implementing an effective value-driven strategy-making process.

H1b The factors hindering the value-driven strategy-making of the Hungarian Reformed public education institutional system are currently (a) the lack of a strategic approach, and (b) the lack of strategy-methodological preparedness in the Reformed public education institutions.

What is the strategic approach and strategy reciprocity of the Reformed institutions, and how prepared is a Reformed public education institution and the Reformed public education institution system for value-driven strategic planning and implementation today? A fundamental issue is to examine the willingness of the system of public education institutions to accommodate strategic thinking and strategy-making activities, for which a development strategy is being prepared.

Examination of hypothesis element H1a

Examination of the hypothesis related to strategic receptiveness:

H1a Hypothesis element The high strategy receptivity of the Hungarian Reformed public education institutional system (SR average> 7.45 on the normalized strategy reception scale) makes the institutional system suitable for the reception and implementation of an effective value-driven strategy-making process.

To examine hypothesis element H1a, the primary research P1 provides data. The strategic approach of the institutions is to be mapped out by a group of 9 statements, which "To what extent do you agree with the following statement? The statement relates to the development strategy of a public educational institution. " begins with an introductory section.

In connection with the strategic approach of the institutions, we examined the relationship between the Hungarian public education situation and the strategic approach (32, 33), the relationship between the educational institution's preparation in the strategic approach and practice, and the organizational culture (34, 36, 37, 39), and the responsibility of the head of the institution for the future and the responsibility of the institution for the future (35, 38, 40).

Institutions have a relatively high standard deviation (standard deviation: 2.02) but rather disagreement (average: 2.67) about the statement that "There is no point in thinking about an institutional development strategy because the content and organizational regulators of the Hungarian public education system are so fast and they often change to not allow for strategic thinking. " (Question 32) The impact of the Hungarian public education legal and professional environment on institutional strategy can be stimulating or crippling. Reformed institutions do not perceive (or in recent years no longer perceive) the crippling effect of rapidly changing boundary conditions on strategy-making.

In question 33, we examined the extent to which the existence of mandatory tasks prescribed by law, the Public Education Act and other legislation limits the freedom of public education institutions to formulate strategies. The mean given to agree with the statement is 4, the middle of the scale, which, when compared with a remarkably high standard deviation (standard deviation: 2.14), shows that almost half of the institutions tend to agree and the other half disagree.

Statutory regulations generate goals the most, so finding the most efficient and effective path to goals can lead to an effective institutional strategy.

Rather, the institutions disagree with the statement that "The educational bodies of public educational institutions are not prepared for strategy-making, so this does not necessarily have to be forced." (mean: 2.6, standard deviation: 1.55), rather agree with the statement that "With regard to Hungarian public education institutions, the preparation of a development strategy has not yet become part of the planning culture." (mean: 4.67, standard deviation: 1.45), albeit to a rather small extent, but rather disagree with the statement that "Sufficient further training is available to acquire strategic thinking and knowledge at both the institutional and pedagogical levels." (mean: 3.47, standard deviation: 1.77), and to a lesser extent they disagree with the statement that "In many cases, any completed development plan remains just a written document, unfortunately it is most often overwritten by life, making it less usable. . " (average: 3.47, standard deviation: 1.91)

A key area in developing a strategic approach is the responsibility of the head of the institution and the institution for the future. Three questions examined this area. (35, 38, 40)
In their responses to statement 35, the institutions are somewhat more in agreement with the statement that "Strategy-making is primarily a task and responsibility of the heads and management of the institution." (mean: 4.67, standard deviation: 1.91). Institutional Opinion on Statement 38 "The institution building strategy also reflects the responsibility in which the institution thinks about its responsibilities." (mean: 3.47, standard deviation: 1.77), as well as a small agreement with the statement, confirms the previous statement that strategic thinking as a responsible thinking about the tasks and future of the institution is not yet an integral part of public education institutions. / organizational and managerial culture of heads of institutions.
This seems to contradict the answer given to statement 40. "Development strategy is an effective tool for modern and effective institutional governance." (mean: 5.87, standard deviation: 1.46). The institutions mostly agree with the statement. A simultaneous examination of statements 38 and 40 confirms that, at the level of operational leadership and management, the statement of tangible measures in everyday life takes precedence over the institutions' strategic approach to responsibility for the future.
Regarding the importance of strategic planning, it can be stated that for all three periods, the institutions consider planning to be relatively important. Importance of the 3-year development plan: 6.27 (89, 57%, 0.96 standard deviation), importance of the 5-year development plan: 5.8 (82, 86%, 0.86 standard deviation), importance of the 10-year development plan: 4 .87 (69.57%, 0.99 standard deviation). Thus, even the 10-year development plan, which is considered the least important, has a significance index of nearly 70%. In terms of importance, as the time horizon increases, the importance of planning decreases. Presumably, among the reasons we find, in addition to the two already mentioned, the global economic phenomenon that the defining characteristics of the market strategy change so rapidly that it is impossible to base and build a long-term consistent strategy on it. This may also be one explanation for the public education perception of 10-year strategic planning. This may be especially true given the consistency of public education strategies over the past 25 years.

Thesis T1 Although the majority of institutions have a formal mission statement and vision, their strategic organization in the Hungarian Reformed institutional system shows a lower level compared to the business sector. The current level of organicization may prove insufficient to accommodate and produce a mission- and vision-driven development strategy.

Four issues address the development of a strategic approach that is also related to strategy receptiveness. Three of these examine the importance of strategic planning over different time horizons. This is complemented by an assessment of whether institutions would be willing to use external assistance to develop their own institution building strategy (question 28), how important it is for an institution to have a marketing strategy or plan (question 31), and require external assistance. (Question 30). In the context of strategy receptiveness, five components need to be examined in the definition given by the research, partly separately and then through the strategy receptivity function. These are strategic importance (SnI, n = 10, 5, 3), strategic practice (SnP, n = 10, 5, 3), institutional marketing importance (Sm), institutional marketing practice (Pm), and external help to accept one's own strategy (SL)

67% of institutions stated that they would like to use external professional assistance to develop their own institution development strategy, but so far there has been no external opportunity to help with this. 27% of institutions are self-taught to prepare a strategic development plan, but would welcome some professional advice. Only one institution stated that everything is going well in the institution, there is no need for an institution building strategy.

The 67% openness to external assistance in the preparation of one's own institution development strategy and the 27% of institutions willing to accept external professional advice (ie 94% openness in total) show a strong and high willingness to share knowledge. The high level of willingness to share knowledge is also indicated by the fact that institutions have identified an average of 3 areas in which they would primarily require external professional assistance (question 30). Examining the frequency of each strategic area in which the institutions ask for help, we find that 73.3% of the institutions indicated school marketing, 60% indicated support for the spiritual growth of students and teachers, and 40% indicated the area of organizational development, 26.7% indicated human resource development and community development. Only one institution indicated the area of local mission formulation and pedagogical planning. Surprisingly, only two institutions would ask for outside help in shaping the Christian values and image of the institution.

Conduct a comparative study between the questions examining the importance of 10th, 5th, 3rd year planning that determine the time horizon of strategic planning and the question examining the importance of marketing strategy.

Given the existence of development plans, our preliminary expectation that the time horizon of the leadership program is decisive in the institutional planning process is confirmed. While the order of importance decreases as the time horizon increases, in terms of existing development plans (27% of institutions have a 3-year development plan, 34% of institutions have a 5-year development plan, while only 6% of institutions have a 10-year development plan). has the number of 5-year development plans, and the number of institutions with 3 and 10-year development plans is relatively small. It is noteworthy, however, that there is a significant proportion of institutions that do not have a development plan, but "there are some described areas we want to improve". For the 3- and 10-year time horizons, 67% of the institutions stated so, while for the 5-year time horizon, 53% of the institutions. True, in the latter case, the proportion of institutions with a development plan was the highest.

Institutions consider the existence of a marketing strategy and / or marketing plan to be more important (importance: 5.13 (73.3%), standard deviation: 1.06). The marketing strategy is considered more important by the institutions than the 10-year development plan (importance: 4.87, standard deviation: 0.99).

13% of institutions have some form of marketing strategy, 27% have no marketing strategy at all, and 60% of institutions that use some marketing elements, but this is not considered a marketing strategy.

Institutions feel that distinctiveness is important, and we assume that they are aware that this can be demonstrated through school marketing to families seeking the institution. Nothing justifies this more than Question 30, "In what areas would external support be useful for the institution you run?" 73.3% of the institutions marked school marketing, ranking first on the external support list.
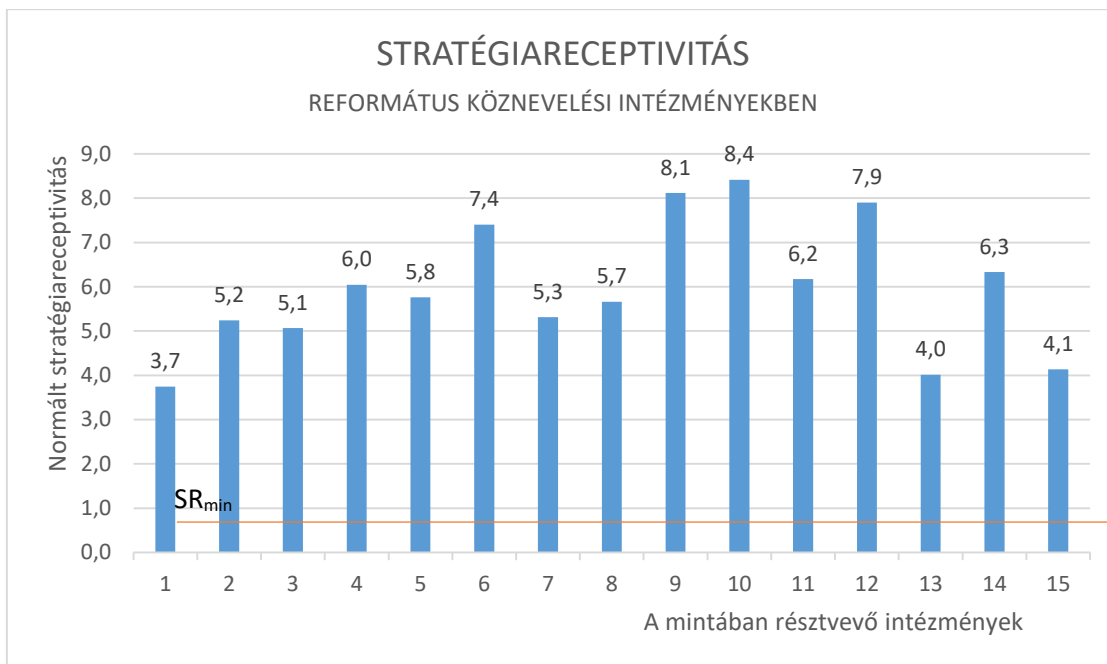
Fig. 2. The value of normalized strategy receptivity in the examined institutional sample
(SRmin = 0.7; SRmax = 11.2; SRav = 5.95)
(Source: own editing)

Neither of the two criteria set by Reformed public education institutions for high strategic receptiveness is met. The sample set mean of the strategy receptivity SRm = 5.95, does not meet the SR mean> 7.7 criterion defined in the model for high strategy receptivity. The additional condition is that in addition to the numerical condition set for the average price of high strategic receptivity, we also expect that SR> SR average is not met for more than half of the elements of the examined institutional sample, as the strategic receptivity of 7 institutions is higher than 5.95. while 8 institutions are below average.

It is hopeful that the SL study shows that only one institution feels that it does not need help planning its strategic processes, 4 institutions state that they are self-taught, but they welcome some help, while 10 institutions state that (66 , 67%) that they would be happy to accept external assistance, but so far there has been no opportunity to do so.

Thesis T2 The time horizon of strategic planning of the examined institutional system is low, instead of the time horizon of strategic planning it approaches the time horizon of operational planning. Strategic planning has not yet become part of organizational culture. Institutions currently prioritize school marketing over long-term strategic planning.

Thesis T3 The strategic reception of the Hungarian Reformed institutional system is medium. The shortcoming expressed in T1 may be exacerbated by the medium level of strategy reception, so external professional assistance is essential for the effective strategy adoption and strategy development of the institutional system.

Thesis T3 clause
It can be reassuring that as an important component of institutional strategic receptivity, institutions are open to external professional assistance for the preparation of development strategies (66.7%), mostly (a) school marketing (73%), (b) the spiritual growth of students and teachers. support (60%), (c) organizational development (40%), (d) conscious formation of organizational culture (33%), and (e) human resource management (26.6%) and (f) community development (26.6%).) would benefit from external assistance.

Examination of hypothesis element H1b

Hypothesis element H1b The factors hindering the value-driven strategy-making of the Hungarian Reformed public education institutional system are currently (a) the lack of a strategic approach, and (b) the lack of strategy-methodological preparedness in the Reformed public education institutions.

H1b. To test the hypothesis element, the P1 primary research provides data.

Examining the strategic approach

A key area in developing a strategic approach is the responsibility of the head of the institution and the institution for the future. Three questions examined this area. (35, 38, 40)
In their responses to statement 35, the institutions are somewhat more in agreement with the statement that "Strategy-making is primarily a task and responsibility of the heads and management of the institution." (mean: 4.67, standard deviation: 1.91). Institutional Opinion on Statement 38 "The institution building strategy also reflects the responsibility in which the institution thinks about its responsibilities." (mean: 3.47, standard deviation: 1.77), as well as a small agreement with the statement, confirms the previous statement that strategic thinking as a responsible thinking about the tasks and future of the institution is not yet an integral part of public education institutions. / organizational and managerial culture of heads of institutions.
This seems to contradict the answer given to statement 40. "Development strategy is an effective tool for modern and effective institutional governance." (mean: 5.87, standard deviation: 1.46). The institutions mostly agree with the statement. A simultaneous examination of statements 38 and 40 confirms that, at the level of operational leadership and management, the statement of tangible measures in everyday life takes precedence over the institutions' strategic approach to responsibility for the future.
The emergence of a strategy approach in pedagogical planning was examined in question 10. From the analysis of the given answers, it can be stated that very few institutions use measurable, quantifiable input data in their pedagogical planning, many institutions focus on competence development, while others focus on institution-specific features in pedagogical planning.
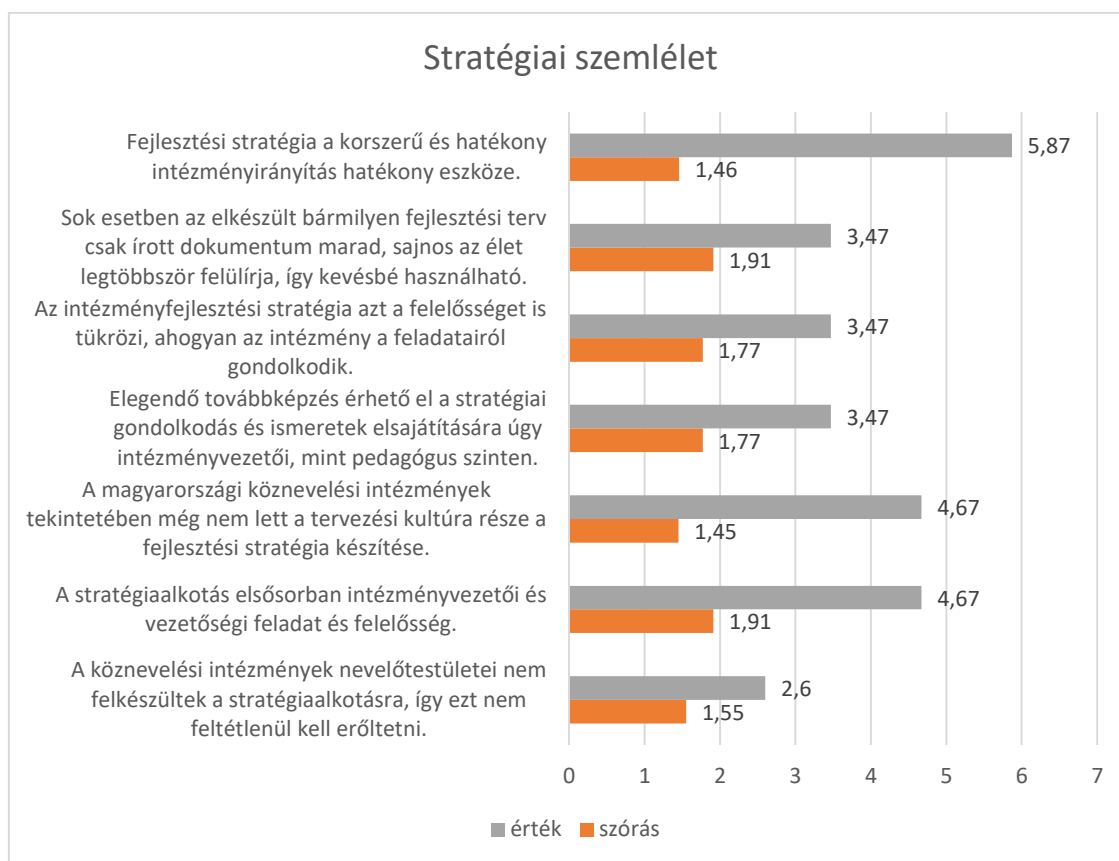
Fig. No. 3. Assessment of the statements characterizing the strategic approach on the examined institutional sample (Measured on a scale from 1 to 7, plotting the mean and standard deviation of the response values in each topic)
(Source: own editing)

Rather, the institutions disagree with the statement that "The educational bodies of public educational institutions are not prepared for strategy-making, so this does not necessarily have to be forced." (mean: 2.6, standard deviation: 1.55), rather agree with the statement that "With regard to Hungarian public education institutions, the preparation of a development strategy has not yet become part of the planning culture." (mean: 4.67, standard deviation: 1.45), albeit to a rather small extent, but rather disagree with the statement that "Sufficient further training is available to acquire strategic thinking and knowledge at both the institutional and pedagogical levels." (mean: 3.47, standard deviation: 1.77), and to a lesser extent they disagree with the statement that "In many cases, any completed development plan remains just a written document, unfortunately it is most often overwritten by life, making it less usable. . " (average: 3.47, standard deviation: 1.91)
A key area in developing a strategic approach is the responsibility of the head of the institution and the institution for the future. Three questions examined this area. (35, 38, 40)
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Thesis T4 The strategic approach has not yet been sufficiently organized in (a) the culture of thinking about the future of the heads of institutions, (b) the educational institutions, and (c) the organizational culture of the institutions.

Examination of strategy-methodological readiness

The methodological basis of strategy creation in public education institutions was examined by two questions. Question 5 deals with known methods and Question 13 with known and used methods.
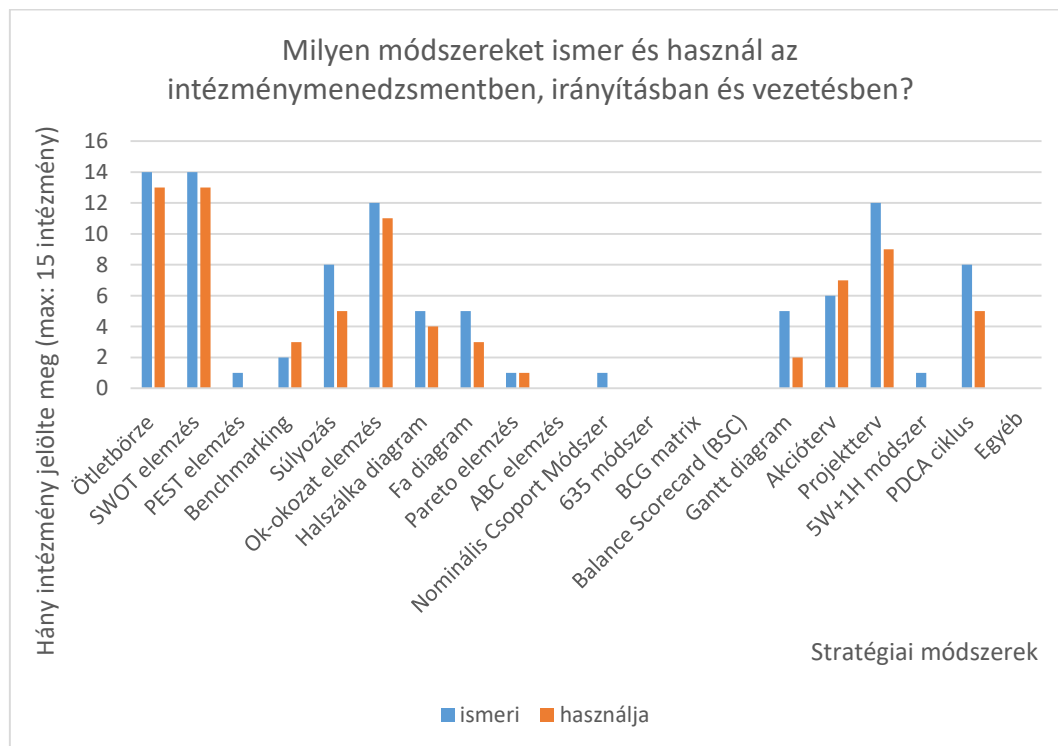

Fig. No. 4. Methodological culture of institutions in the field of strategic management
(Source: own editing)

In the case of two methods (benchmarking and the action plan) we omitted the evaluation, it can be stated that there are only a few commonly known and mostly used methods in institutional practice. These are the exchange of ideas (93.3% awareness / 86.7% application), the SWOT analysis (93.3% / 86.7%) and the cause-and-effect analysis (80% / 63.3%), and project plan (80% / 60%). Institutions have moderate knowledge and use of weighting (30%), PDCA design cycle (30%), herringbone diagram (26.7%), and Gantt diagram (13.3%). Institutions do not know and do not apply PEST analysis, Pareto analysis, ABC analysis,

Nominal Group Method, 635 method, Balanced Scorecard method, BCG matrix, 5W + 1H method. That is, the methodological knowledge and application of the management of institutions is stuck in the first phase of strategy making, the methods of brainstorming, situation analysis and reasoning, but it does not cover the methods of strategy generation goal setting or process planning and control.

It is not conscious learning that shapes the profile of the strategic methodological culture of institutions, but presumably the combined effect of two phenomena. Comenius I and II, introduced in the previous period (2000s), The methodological imprint of the public education institution development model can still be found in the institutions, especially where the external consultant placed emphasis on the strategic methodology, on the other hand the European Union applications also develop a certain methodological culture in the institutions that often apply using the project plan, action plan, Gantt diagram methods.

Thesis T5 Institutional knowledge of institutions / heads of institutions and their application is mostly limited to the first phase of the strategy-making process, brainstorming, situation analysis and reasoning methods, but does not cover strategy-generating goal setting or strategic process planning, implementation, control and monitoring methods.

Examination of social capital and spiritual capital generation

One important area of P1 research was to examine whether, in terms of social capital and spiritual capital generation, or in preparation for it, institutions are more likely to provide external assistance in preparing for strategy-making in ideological areas (Christian values, image, mission) or rather, are they considered more important in areas related to human resources that represent and represent ideological areas (supporting the spiritual growth of students and teachers, community development, organizational culture development)?
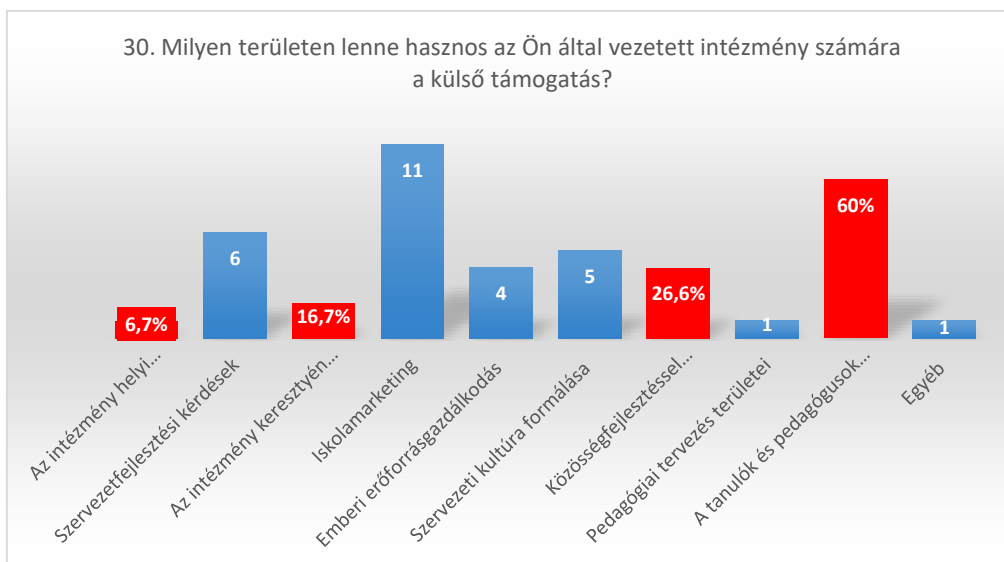

Fig. No. 5. The position of areas important for the generation of social capital and spiritual capital in assessing the acceptance of external assistance in relation to the institutional development plan. (Source: own editing)

An interesting finding is that institutions are reluctant to see external support, not primarily in output-type areas, but in resource-type areas.

Examination of hypothesis H2

Hypothesis H2 In the Hungarian Reformed institutional system, the competencies and organizational abilities related to human resources precede both (a) mission-related (ideological) competencies and organizational abilities and (b) organizational and community-related (structural) competencies and organizational abilities.

The system-wide implementation of the public education institution system development strategy presupposes an appropriate degree of mission and goal orientation (i.e., future orientation) and a certain level of organizational culture. The importance of less mission and goal-oriented (less future-oriented) organizations, as well as charismatic leadership in organizations with a low organizational culture (Bakacsi et al, 2002) and organizational competencies associated with individuals, is increasing.

To support the hypothesis, we defined a contingent of 4-4 competencies per group for the three groups in terms of (a) human resource-related competencies and organizational skills, (b) structural competencies and organizational skills, and (c) goal- and vision-related competencies and organizational skills. The hypothesis was examined by ranking sum analysis for each contingent.
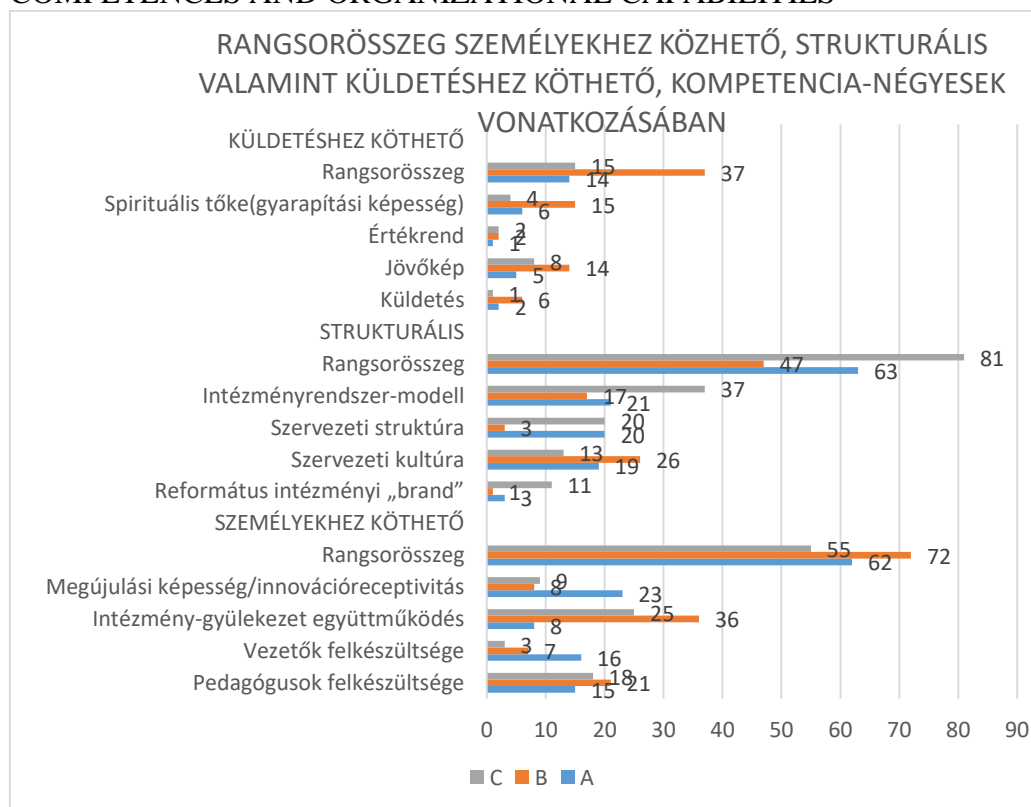
COMPETENCES AND ORGANIZATIONAL CAPABILITIES

RANGSORÖSSZEG SZEMÉLYEKHEZ KÖZHETŐ, STRUKTURÁLIS VALAMINT KÜLDETÉSHEZ KÖTHETŐ, KOMPETENCIA-NÉGYESEK VONATKOZÁSÁBAN

Fig. No. 6. Person-related, structural and mission-related competence quartets ranking and ranking sum analysis (Source: own editing)

Findings:
1. Each of the competencies associated with the mission is in the first half of the ranking of the 12 competencies. Values (1), mission (2), spiritual capital (growth capacity) (4), vision (6) in the ranking. The sum of the sum rankings of the competencies associated with the mission 13. Ranking range: 4

2. Competencies related to individuals are evenly distributed in the second two thirds of the ranking (between 5-12 positions). The readiness of the leaders (5) was given the best ranking, followed by the skills of renewal / reception of innovation (7), the readiness of the educators (9) and the cooperation of the institutional church (11). Sum of sum rankings of competencies that can be linked to individuals 32. Ranking range: 6

3. In the case of structural competencies, the ranking range is the highest (9). The Reformed institutional "brand" (3), the organizational structure (8), the organizational culture (10), and the institutional system model (12) follow each other in the ranking.

4. From the results of the research it can be concluded that the competencies related to individuals do not precede the competencies related to the mission neither in the total ranking nor in the sub-rankings (total ranking: 32:13, sub-rankings: A 62:14, B 72:37, C 55: 15), so H2 (a) cannot be justified.

5. The results of the research show that the competencies related to individuals do not precede the structural competencies in the overall ranking (32:33), and in one of the sub-rankings they do not precede (B 72:47), in two cases they precede the personal competencies in the sub-ranking. competencies are structural competencies (A 62:63, C 55:81). Thus H2 (b) can be justified in part.

Thesis T7 With regard to the public education institutional system of the Hungarian Reformed Church, the four competencies and organizational abilities related to the mission play the most significant role, which indicates the strong future orientation of the institutional system.
The human resource-related competency and organizational capability quartet does not precede mission-related competencies and organizational capabilities in either the overall rankings or the sub-rankings. (H2 (a) cannot be justified)
There is no clear ranking for the Personnel Competence and Organizational Capability Four and the Structural Competence and Organizational Capability Four, as the former do not precede the latter in the overall ranking and sub-ranking B, while they precede the latter in sub-rankings A and C. The two competency quartets appear in the rankings with almost equal significance. (Partially verifiable H2 (b))

Joint examination of hypotheses H3 and H4

H3a Hypothesis element In the VRIO-K analysis, there is a significant ranking correlation between competencies and organizational skills ranked in the top 10 and top 20 by at least two of the focus groups A, B and C in terms of competencies and organizational skills.

H3b Hypothesis Element Key competencies and organizational skills for strategy making appear among the top 10 competencies and organizational skills with a significant ranking correlation.

Hypothesis H4 The strategy-making methodological elements (VRIO) developed primarily for the corporate and for-profit environment can be made suitable for the strategy-making methodology of the (reformed) public education institution system with sector-specific expedient modifications.

What sector-specific, distinctive strategic elements (competencies and organizational capabilities) can be identified for the Reformed public education system that can ensure the sustainable operation of the Reformed institutional system with high added pedagogical value? Is there a correlation between the competencies and organizational skills ranked in the three institutional groups, the three disjoint focus groups in the TOP10 and TOP20? Can strategy methodologies designed primarily for the corporate environment be applied in a public education environment with sector-specific adaptation?
An examination of hypotheses H3 and H4 sought answers to these questions.
Examination of hypothesis element H3a - ranking correlation study

I examined Hypothesis H3 with the results obtained from the P2 research, with a questionnaire questionnaire adapted to the Reformed public education system by the sector-specific VRIOs. The three selected groups of institutions (A - institution, B - sub-institutional system, C - institutional system) are subsets of each other (A$\in$ B $\in$C). Thus, it was possible to examine how the strategically important competencies and organizational capabilities of the individual institution relate to the strategically important competencies and organizational capabilities of the sub-institutional system and the entire institutional system. The rankings obtained for sets A, B, and C were analyzed by Spearman's rank correlation analysis.

The focus of the interviewed focus groups (in case A - the extended professional management of the given institution, in case B - the leaders of the institutions selected for P1 research (group B formed from its own institutions), in case C - the group coordinating the reformed educational strategic planning) can ensure the relevance of the result.
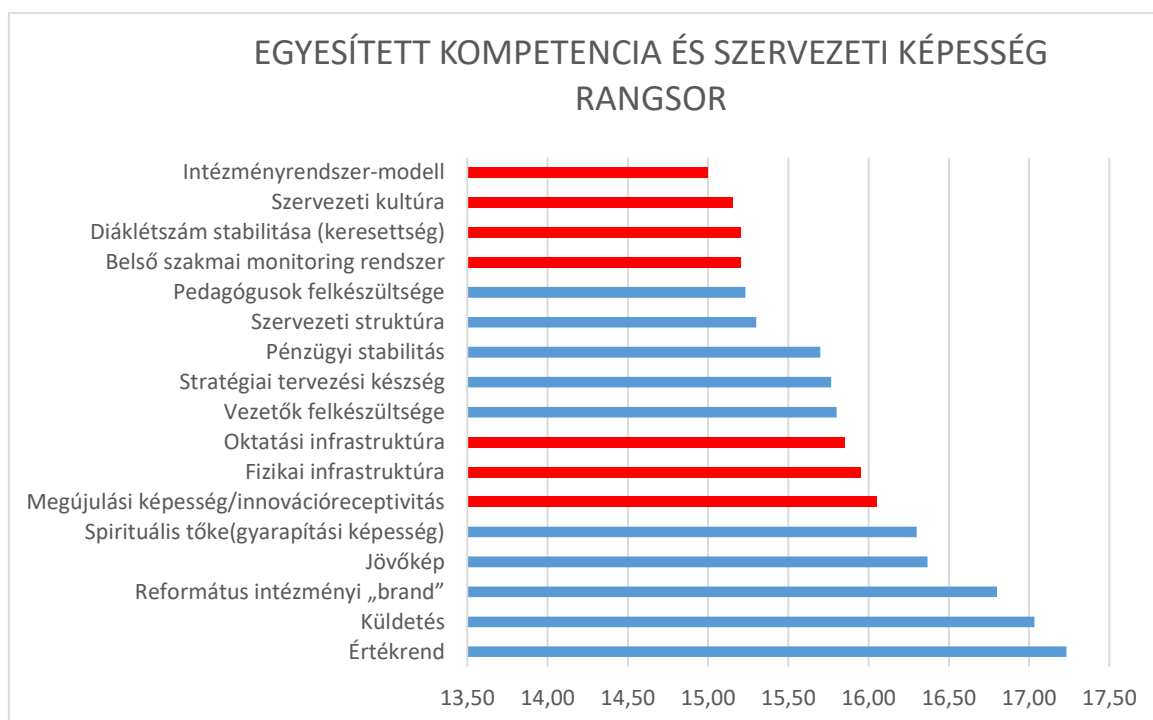
Fig. No. 7. Combined competency and organizational capability ranking
(Source: own editing)

The result of Sperman's ranking correlation study

Spearman (C - B)
Full list
Rho: -0.2587829703403743, value: 0.11669123177732015

Top 20
Rho: -0.1440933032355154, value: 0.5444558881402

Top 10
Rho: -0.21646341463414634, value: 0.5480566261273476

Spearman (C - A)
Full list
Rho: 0.03031629637736675, value: 0.8566181616666917

Top 20
Rho: 0.24454477050413842, value: 0.29875699877696443

Top 10
Rho: -0.2978737164032316, value: 0.4032038726329136

Spearman (B - A)
Full list
Rho: 0.3118091277224471, value: 0.056685432363648765

Top 20

Rho: 0.3528969149736644, value: 0.12696627068171878

Top 10
Rho: 0.7720400404736821, value: 0.008879536829615684

Full list of institutional, network and institutional VRIOs, TOP20 and TOP10 rankings - correlation analysis with Spearman method

The complete TOP20 and TOP10 organizational skills and competencies ranked for the three sets of institutions were examined using the Spearman ranking correlation procedure.
Our null hypothesis is that there is no correlation between the rankings, i.e., there are three independent lists.

The critical value was taken from the table published as an appendix to Zar, J. H. (1984). Based on this, we can say that there is a correlation between B and A, since here we obtained the highest values. For the complete list (which is 38 items), we obtained a Spearman correlation coefficient of 0.31, so according to the table, the probability is less than 10% that the two rankings are independent of each other.
The TOP20 ranking was $\rho = 0.35$, based on a 20% probability that the two rankings are independent of each other.
For the TOP10 element, $\rho = 0.77$, i.e. 2% chance that the two rankings are independent. So we can reject the null hypothesis, the two rankings are linearly correlated with each other.

Regarding the primary organizational skills ranked in the TOP10, the research confirmed the ranking correlation between A and B. The primary organizational skills and competencies are:
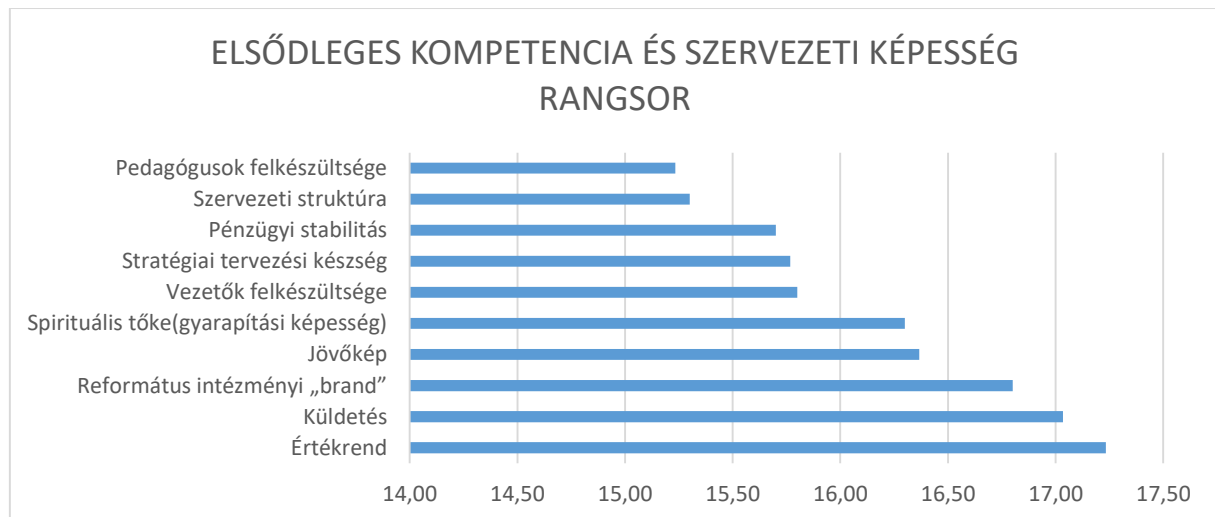

Fig. No. 8 Primary competence and organizational capability
(Source: own editing)

Thesis T8 Organizational competencies and skills of the system of public education institutions of the Hungarian Reformed Church providing sustainable, high added pedagogical value:
(a) by primary competence and organizational capability ranking
    (1) values, (2) mission, (3) Reformed institutional "brand", (4) vision, (5)
    spiritual capital (growth capacity), (6) leadership readiness, (7) strategic

planning skills, (8) financial stability, (9) organizational structure, (10) educators preparedness

(b) by secondary (additional) competence and organizational capability ranking:
     (1) renewable capacity / innovation receptivity, (2) physical infrastructure, (3)
     educational infrastructure, (4) the internal professional monitoring system, (5) the
number of students
     stability (earnings), (6) organizational culture, and (7) the institutional system model

(c) and according to the combined ranking of competencies and organizational capabilities:
     (1) values, (2) mission, (3) Reformed institutional "brand", (4) vision, (5)
     spiritual capital (enrichment capacity), (6) renewal
     ability / innovation receptivity, (7) physical infrastructure, (8) educational
     infrastructure, (9) the internal professional monitoring system, (10) the training of
managers,
     (11) strategic planning skills, (12) financial stability, (13) organizational structure,
     (14) the readiness of teachers, (15) the stability of the student body (earnings), (16) the
     organizational culture and (17) the institutional system model

Examination of hypothesis element H3b - the emergence of strategically important competencies and organizational skills in the TOP10

In the case of all three groups, the TOP10 includes key missions for strategy making (A = 1, B = 6, C = 2), vision (A = 2, B = 14, C = 5), values (A = 8, B = 2, C = 1), Reformed institutional "brand" (A = 19, B = 1, C = 3). There is no individual ranking value of only two competencies in the TOP10, but in this case, too, based on the average of the ranking values, both competencies can be considered to be active in the TOP10.
The joint interpretation of the study of H2a and H2b sheds an interesting light on the Reformed system of public education institutions and carries an important conclusion for future strategy formulation and implementation.
According to this, the Reformed institutions identify primarily ideological key competencies and organizational skills for the operation of the institutional system with sustainable high added pedagogical value, but consider the development of human resource-related competencies and organizational skills to be more important in terms of their own strategy reception and value-driven strategy creation.

Thesis T9 Reformed public education institutions consider ideological competencies and organizational skills (mission, vision, values, spiritual capital-building ability) to be primary for both human resource-related competencies and organizational skills. skills (teacher readiness, leadership readiness, institutional-church cooperation, innovation receptivity) and structural competencies and organizational skills (reformed institutional "brand", organizational culture, organizational structure, institutional system model), but at the same time the institutional acceptance of the strategy and based on it they would rather accept external assistance in the field of human resource development in order to develop their own value-driven strategy.

Examination of hypothesis H4
Hypothesis H4 was examined by comparing and jointly interpreting the results of research P1 and P2. Since H4 does not formulate an assumption on the primary subject of the research, but

a hypothesis on its applicability in public education with a sufficient modification of the strategic methodology applied in the for-profit sector, I called the basic statement based on the results of P1 and P2 a methodological statement.

In view of the above, H3 (a) proved, and in the case of H3 (b) important organizational skills and competencies important for strategy-making (general - mission, vision, sector-specific: reformed institutional "brand", spiritual capital (growth capacity)) in the TOP10- they are also in a leading position within. H4 can be considered verified through the coherent results of P1 and P2.

MM1 Methodological finding
In view of the above, H3 (a) proved, and in the case of H3 (b) important organizational skills and competencies important for strategy-making (general - mission, vision, sector-specific: reformed institutional "brand", spiritual capital (growth capacity)) in the TOP10- they are also in a leading position within. H4 can be considered verified through the coherent results of P1 and P2.

A system of answers to research questions and strategy-methodological recommendations

Research question (1) - domestic and global public education influence

MC1. Research question What are the basic features and usable good practices of the (a) public education strategy defining the Hungarian national public policy policy area, (b) the education and training strategy defining the public education policy field of global organizations (EU, OECD, World Bank, UNESCO), and (c) the the educational strategy of foreign churches operating a significant Protestant school system (the Netherlands, Germany, Australia, and ACSI), whose characteristics and good practices can be taken into account in the strategic framework for the development of the Reformed public institution system?

In search of answers to the above research question, we analyzed the available Hungarian public education strategies within the framework of secondary research. As a result of the analysis, not only the research question was answered, but also a thesis based on Hungarian public education strategies compared to similar strategies of global organizations was formulated.

KM 1.1. Research Finding The burden of unsuccessful public education reforms between the 1950s and 1980s and the lack of professional consensus on public education policy around and after the change of regime may have resulted in the Hungarian public education system itself becoming averse to professional-organizational-systemic strategic megújulástól. Instead of a professionally grounded public education system development strategy based on research and a broad consensus, Hungarian public education and public education development was characterized by a short-life mosaic of reform and innovation with different ideological and value-related charges, which can be linked to current government cycles. combined with the lack of symptoms of its social and material esteem, it may have been an obstacle to the systemic, strategic renewal and systemic innovative development of the system of public education institutions.

Secondary research has shown that, although education is an area of national competence in which the EU expects all Member States to meet certain monitoring indicators (early school leaving, competence levels, lifelong learning, etc.), it is becoming less and less important after accession to the European Union. emphasis is placed on the preparation of a national-specific

public education strategy with special characteristics, and the Hungarian public education strategy will begin to reflect on the EU public education strategy. In addition, it does not take into account some features of the public education strategy of other global organizations.

KM 1.2. Research finding After the accession to the EU, Hungarian public education strategies are increasingly lacking the search for a distinctive, typically Hungarian national public education institution system development model and strategy. The development strategies of the Hungarian public education system are formulated along the cornerstones of the EU education strategy, almost "following" them, and not striving to formulate a specific, innovative, unique and distinctively Hungarian public education strategy. Meanwhile, Hungarian public education development strategies do not reflect global education or education and training strategies (OECD, UNESCO, World Bank)

In the course of the secondary research, we also examined whether educational strategies prepared by foreign Protestant churches, such as the Hungarian Reformed Church, operating a system of public education institutions, were available, from which good practice could be adapted to the Hungarian Reformed Church's public education system development strategy.

KM 1.3. Research finding It is not publicly possible to find one of the five named characteristics of the MRE public education institutional system prepared by an international church maintainer (maintainer's commitment to the worldview, the complexity and number of the institutional system maintained by the church, mission aspirations, territorial distribution, legal and social complexity of the environment, institution (system) marketing) a comprehensive public system development strategy for at least two similarly similar institutional systems, which could serve as a model or even be adaptable in its elements to the institutional system of MRE.

We also examined which of the five established aspects of the good practice found in the examined foreign ecclesiastical institutional system can be taken into account the most in terms of the public education strategy of the Hungarian Reformed Church.

KM 1.4. Research finding Regarding the system-level strategic adaptation of good practices, it can be most useful for the Hungarian Reformed Church's system of public institution development to consider the best practices of the following institutional systems: (a) the Dutch and ACSI, (b) the institutional system maintained by the given church German and ACSI in terms of complexity and number, (c) ACSI in terms of mission aspirations, (d) territorial distribution of the given institutional system, ACSI in terms of the complexity of the legal and social environment, some good practices of the school system can be utilized.

KM 1.5. Research finding The ACSI STAR and REACH accreditation preparation and accreditation program, which is an internationally accredited program based on a uniform set of criteria, may be suitable for the Hungarian Reformed Church's public education system as a quality assurance tool and for the unified Christian. as a means of creating an image.

In the course of the secondary research we tried to explore the common characteristics of the education and education and training strategies of the global organizations (EU, OECD, UNESCO, World Bank), not primarily considering the content aspects, but focusing on the methodological features of strategy making.

KM 2.1. Research Finding Global organizations (EU, OECD, UNESCO, World Bank) have a research-based, distinct education and / or education and training strategy of varying duration and not running in parallel, which strongly reflects the mission and socio-economic interests of the global organization. A common feature of global education strategies is (a) science-based (research), (b) a strongly competence-focused approach, and (c) the integration of sustainability.

KM 2.2. Research Finding Among the competence models in the education and training and training strategies of global organizations, P21 (21st Century Competence Framework, 2014) seems to gain ground in most educational strategies at the expense of the EU Competence Framework (2005).

Research question (2) - internal and external factors overshadowing the effectiveness of a previous strategy initiative

We conducted significant secondary research to explore the reasons for the failure of previous strategy-making efforts within the Hungarian Reformed Church.
The condition for the success of strategy-making is the elimination or exclusion of these reasons in the strategy-making process to be launched.

MC2 Research question What were the internal (mainly due to the internal organizational and operational peculiarities of MRE) and external (mainly due to the peculiarities of Hungarian public education policy and social policy) reasons for the failure of previous Reformed public education strategy-making efforts, and what are the consequences of the Reformed educational strategy ?

The information and peculiarities revealed during the secondary research not only made it possible to answer the research questions, but also prompted the author to formulate a basic thesis:

KM 3.1. Research finding MRE's strategic initiatives for the development of the public education system have been hampered by the lack of a wide-ranging internal social (church) debate on the mission and vision of the Reformed public education system and the lack of a thorough and structured analysis of the institutional system.

Examining the reasons for the ineffectiveness of the previous Reformed educational strategy-making efforts, we revealed such internal organizational and operational peculiarities (KM3.1., KM3.2.), We discovered the reasons relevant to the strategy-making methodology (KM3.3.), And the exploratory reasons (KM3. 4., KM3.5.) Occurred.

KM 3.2. Research finding The previous preparation of the MRE public education institution system development strategy was hindered by the fact that across the synod cycles the coherent

continuation of (especially) strategic or important work started in the previous synod cycle was not fully ensured. In the new synod cycle, the Synod Committee of Education is (almost) completely replaced, and at the procedural level there is no provision for the transfer of the started tasks with professional preparation, which could ensure or facilitate its continuation. However, the time between the substantive meetings of the education committees of two consecutive synod cycles is too long.

KM 3.3. Research finding The success and efficiency of the previous strategic efforts to develop the MRE public education system was greatly influenced by the fact that the strategy-making initiative was not project-oriented, had no formal project organization, no legitimate and public mandate allocation, and used only internal (church) experts. participate in the activity.
The preparation of the MRE public education institution system development strategy must be (a) project-oriented, (b) legitimate, formal and public, with a definition of the mandate by the project owner, (c) and a project organization set up in such a way as to include internal (church) public education professionals. external experts as well.

KM 3.4. Research finding The efforts of the MRE public education system development strategy were hampered by the rigidity of the approach within the MRE (Synod Education Committee) that Reformed strategy-making must wait and fully adapt to the legislative and vocational-pedagogical requirements of the national public education system development. strategic aspirations, and the lack of courage to view the MRE public education institutional system as an integral part of the Hungarian public education institutional system, but also as an independent institutional system.

KM 3.5. Research finding The preparation of MRE's public education institutional system development strategy, as previously assumed to be dependent in the previous period, was hindered by the non-congruent Hungarian national public education institutional system development strategy of the last 25 years, which changed much more often than reliably. it would have been.

Strategy - methodological recommendations

Proposals and methodological considerations related to certain elements of the strategy-making process, which can complement the research results, can serve as a cornerstone and a basis for consideration for the strategy-making process manager and the strategic planning coordination group in making preliminary and ownership decisions built into the strategy-making process. Methodological considerations apply to the following areas:

SM1 Internal and external drivers motivating strategy making
(1) mission
(2) vision
(3) situation analysis - exploring the present state

MM 2 Methodological finding MRE's public education tasks have a biblical and historical mission in Hungarian national public education and society. Only certain elements of this biblical and historical mission have been inherited into the operation of the current institutional system only occasionally, locally and in different ways by institution type, but this cannot be

considered a conscious and systematic interpretation of the mission. The system development strategy of the MRE public education institution and the process of strategy preparation must be guided by a mission and vision discussed and accepted in a wide range of internal (church) circles.

SM2 A mission- and vision-driven strategy
(4) mission and vision driven strategy goal state positioning

MM 3 Methodological finding The target state of the strategy can be compared to the innovation threshold in terms of the level of innovation and can be determined by the innovation expectation. A high-innovation vision and goal state can be achieved with a high innovation expectation statement. The MRE motto "semper reformanda" implies an internal high expectation of innovation. The external high expectation of innovation must be ensured by the strategy, as well as the regular professional-pedagogical redefinition of the expectation of innovation.

SM3 The issue of organization and distinctiveness in the MRE public education institution system development strategy
        (1) the issue of distinctiveness
        (2) mapping or model transmission

MM 4 Methodological finding The MRE system of public education institutions, as a world-classly committed system of public education institutions, can have three main components. One significant component is defined by the Christian worldview (transcendent vision and mission component), the other component is the component of network cooperation and community nature (internal vision and mission component), the third component is the system of public education institutions and socio-economic-cultural environment component defined by the interaction (external vision and mission component).
Assuming mission-like operation, a worldview-committed institutional system must recognize, or recognize, the components of a sector-specific transcendent vision and mission. If this recognition is lacking, and the signs of his vision and mission stemming from his commitment to the worldview cannot be effectively represented as signs of distinct distinctiveness, the reason why the Reformed institutional system exists will disappear.

MM 5 Methodological finding The system of public educational institutions of MRE is an integral part of the Hungarian system of public educational institutions, but it can also be interpreted as an independent institutional system. The effective systematic operation, operation and development of the MRE system of public education institutions, integrated into the national system of public education institutions, requires an independent development strategy that takes into account both statuses, embedded in independent strategic management, strategic change management and strategic innovation management, and includes organizational development , so as to create an efficient system that is sustainable in the long run.

MM 6 Methodological finding The striving for the marked distinctiveness of the MRE system of public education institutions does not in any way mean the striving for segregation within the Hungarian system of public education institutions, it merely reflects a definite "product identification" intention. The striving for the marked distinctness of the MRE system of public education institutions should reflect the change of attitude that the Reformed system of public

education institutions not only depicts social processes in a degenerative way (preserves social differences in some respects, amplifies them in some respects). through its controlled and mission-conscious efficient operation.
The first by its very nature carries the possibility of distinctiveness, and this must inevitably appear in the vision, the internal vision component offers distinguishable forms of network cooperation and opportunities due to the structure of the Reformed school system, the external vision component may carry distinctive marks in relation to its mission.

SM4 Reformed institutional system model
(7) proposed reformed institutional system model

MM 7 Methodological finding The expectation of distinct distinctiveness must also be validated in the model applied to the stakeholders (public education institution system). In the strategy-making process, the strategy views the Hungarian Reformed institutional system as a community based on network cooperation (this ensures that social capital and spiritual capital generation are high), value-driven-knowledge-based (distinctiveness mark). By value-driven knowledge we mean the synergy of knowledge and Christian morality.

SM5 The ability to generate spiritual capital and social capital
(8) the issue of the stewardship of spiritual and social capital in the institutional system development strategy of the Hungarian Reformed Church

MM 8 Methodological finding The ability to increase social and spiritual capital can be one of the sector-specific organizational capacities of the MRE public education institutional system providing sustainable high added pedagogical value, if the mission and vision of the institutional system create a framework in which the institutions' individual and community activity high quality requirements for social and spiritual capital growth.

Examining the possible nature of the strategy

By examining the nature of the strategy, we wanted to provide support to the process manager and decision makers of strategy making and to outline strategies that are conceivable.

SM6 What models are conceivable in the strategy-making process, and according to what aspects can the client of the strategy decide on the nature of the strategy?

MM 9 Methodological statement A stable strategy can only be built on a definite mission and a definite vision.
The stability of vector organizational competencies (value system, social and spiritual capital-building ability) can be a carrier surface for a mission- and vision-driven institutional system development strategy that meets high innovation expectations when interpreted appropriately.

Tabular summary of the confirmation or rejection of hypotheses

HYPOTHESIS		TEST METHOD	VERIFIED / NOT VERIFIED
H1	H1a	P1 research	not confirmed

	H1b	P1 research	confirmed
H2	H2(a)	P2 research	not confirmed
	H2(b)	P2 research	partially confirmed
H3	H3a	P2 research	confirmed
	H3b	P2 research	confirmed
H4	H4	P1, P2 research	confirmed

3. Areas of application of the research results, further research and application directions

The results of the dissertation are being put into practice. Based on the Strategic Model of the Development of the Public Institutional System of the MRE, the project-based strategy development was started. The preparation for the use of the results took place in parallel with the research and during the preparation of the dissertation.

Exploring the reasons for the ineffectiveness of the previous strategy-making effort and preparing a measure to eliminate them. Creating an organizational environment to support the project.

A proposal was made to eliminate the internal church organizational and operational shortcomings revealed as the reasons for the failure of the previous public education strategy-making attempts of the Hungarian Reformed Church, and to prepare the project-based strategy-making. A meaningful proposal and action plan was prepared for the Council of the Presidium and the Synod of the MRE Synod for the purpose of preparing and project-based preparation of the "Strategy for the Development of the Institutional System of Public Education in the Hungarian Reformed Church".
A proposal was made to the Board of the MRE Synod for the establishment and staffing of the project preparation organization and project organization. The presidency of the MRE Synod commissioned the project organization and commissioned a five-person group to coordinate strategic planning, appointing a group leader. Strategy development is underway based on the Strategic Model of MRE Public Education Institution System Development.

Identify further research areas to prepare for and support the implementation of the strategy and ensure sustainability.

Based on the dissertation "Strategic Model of the Public Institution Development System of the Hungarian Reformed Church", the project organization identifies the areas where further research is needed. It carries out the necessary research in these areas, building on the strategy-making process.
Embedded in the strategy-making process, further research is needed in areas that are necessary to ensure its strategic implementation as well as sustainability, and can ensure the effectiveness of implementation.
The research outlined three areas in which further research is appropriate and essential for effective strategy implementation and sustainability. The implementation of the strategy can bring about a significant change in the reformed public education system. Although one of the mottoes of the Reformation is "Semper reformanda" - that is, to be constantly renewed, our Reformed communities are not easily attuned to change, especially strategic change. Therefore, strategic change management is an area of research that is essential for success.

The implementation of the strategy is expected to require a degree of innovation from the reformed public education system. Depending on which type of strategy is strengthened in the strategy-making process, this innovation may be high in the innovation expectation and also high in the public education institutional system model.

This situation occurs in half of the likely strategies discussed in Chapter 18 for the OPTIMA (A1, B1, C2, D1, E1) and HIGH PRESSURE (A1, B2, C2, D1, E1) scenarios. Even the INSIGHT (A1, B1, C2, D1, E2) strategy works with high expectations of innovation. Thus, for reasons of probability or optimism, it is advisable to prepare for a high state of innovation in terms of innovation.

A special innovation management system needs to be developed for the Reformed public education system, so strategic innovation management is the area where further research is possible in order to develop a Reformed innovation management system.

In order to implement the strategy and ensure the sustainability of the implemented elements, it is essential to establish system-level monitoring.

Therefore, monitoring is the area where further studies and research are needed in order to develop an institution-friendly monitoring system in relation to the Reformed public education institutional system.

The strategy-making process launched on the basis of the Strategic Model of MRE Public Education Institution System Development is in its third year. His experience and results prove the viability of the Strategic Model. The elements of the evolutionary Reformed public education strategy based on this will hopefully be included in the Hungarian Reformed institutions in the Carpathian Basin, encouraging the development of both our institutions and our institutional system, thus serving the cause of national public education.

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List of publications

List of the author's lectures and publications:

1. Presentations

a. Ábrám, T., The Hungarian Christian School System and its Impact to Church and Society, Second meeting of Protestant synod members in Europe, workshop lecture, Budapest, Hungary, January 30 - February 1, 2015

b. Ábrám, T., The Hungarian Christian School System and Possible Ways of Networking and Cooperation, International Educational Leadership Conference, ACSI, Budapest, Hungary, February 25-28, 2015

c. Ábrám, T., 2015, Some New Viewpoints of the School-System Development Strategy of the Reformed Church in Hungary, 7th International Conference on Theory and Practice in Education (Methodology), IBS, Budapest, Hungary, 25-27 June, 2015

d. Ábrám, T., 2015, Innovation management as a "driver" of the school system development strategy of the Reformed Church in Hungary, Challenges in Economic and Technological Development: Conference PhD session, Lillafüred, Hungary, October 15-16, 2015

2. Publications

2.1. Book Part

1. Ábrám, T. 2008, 'Talent research, talent management', in: 'Reformed Education Strategy. Medium-Term Education Plan of the Hungarian Reformed Church (Draft) - Study Collection' (no editor indicated) (p. 359), pp. 179-184, Reformed Pedagogical Institute, Budapest (ISBN 978-963-9700-41-3, ISSN 1586-1724)

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2.2. Book Editing

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