

Target groups of higher education vocational training and special characteristics of Hungarian students

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Topics to cover

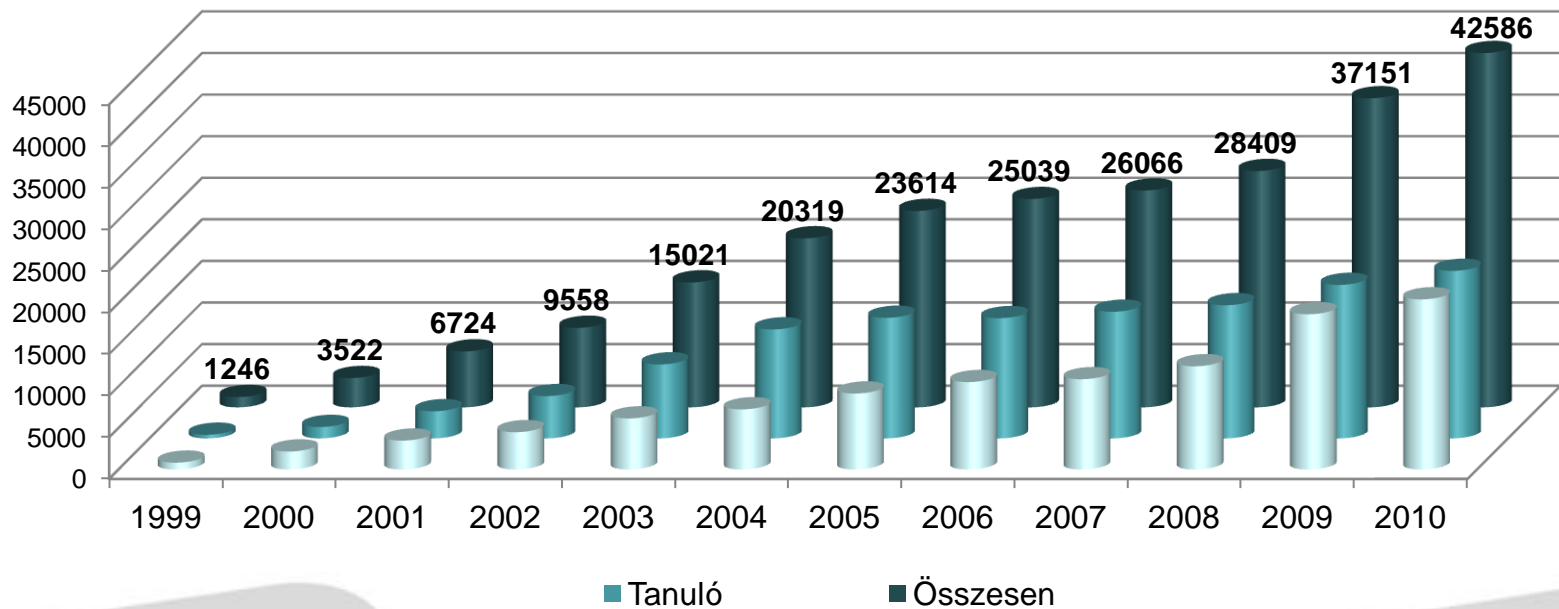
Some data

Characteristics of applicants and the training

Expectations of the labour market

Fields of possible improvement

The number of participants in post-secondary vocational training 1999-2010



Number of state-financed students of vocational training

Year	Number
2002	4,500
2003	5,500
2004	8,000
2005	11,000
2006	12,500
2007	12,500
2008 to 2010	12,500
2011	10,000

Macroeconomic environment

- Prolonged economic crisis and slow recovery
- Low rate of employment
- Significant rate of unemployment (11.4%)
- The rate of those seeking higher education in Hungary is outstandingly high

Characteristics of those applying for vocational training

- Poor secondary school results (minimum of points to gain admission is 140) weak theoretical knowledge base
- Strong motivation from the family to further education
- A minimum level of language skills
- Interest in practice-oriented marketable skills
- Taking a degree is a long-term goal

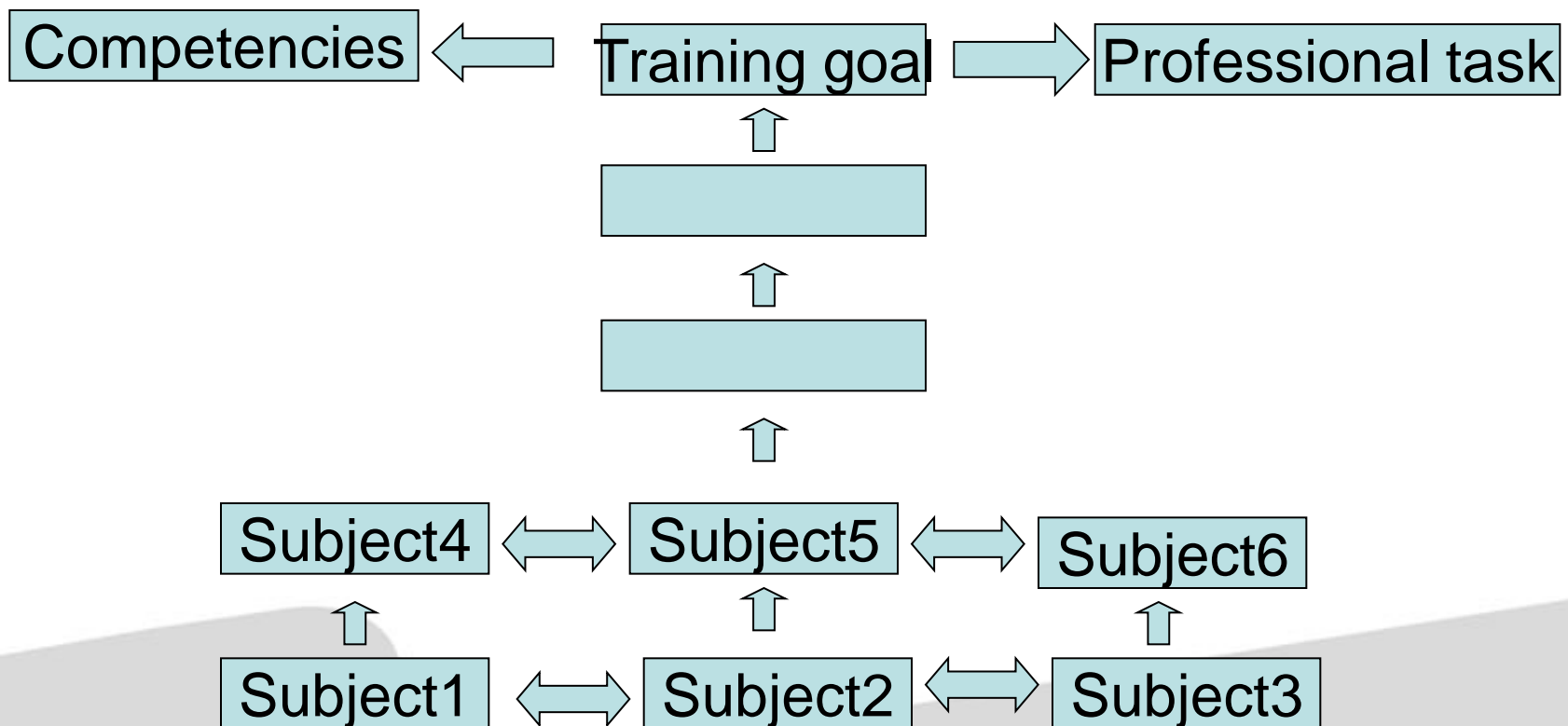
Top 20 of first chosen specializations in state-financed vocational training

1. **Tourism manager**
2. Baby- and child nursing
3. **Catering manager**
4. **International logistics assistant**
5. Youth counsellor
6. **Web programmer**
7. **Bank assistant**
8. **Advertising agent manager**
9. Waste management technologist
10. **Public communications assistant**
11. **Financial assistant**
12. Legal assistant
13. Logistics operations manager assistant
14. **Trade manager**
15. Sports communicator
16. IT system's operator
17. **Accounting assistant**
18. Media technologist assistant
19. **Foreign language assistant**
20. **Tax management assistant**

Major characteristics of new examination requirements

1. New structure (basic and vocational qualifications, new branches)
2. Content development
3. Creating cutting-edge vocational programmes and a new examination system
4. Important development tasks (Modular system, teaching, learning, learning materials, testing, examining, etc.)

Development of subject clusters – functional integration



Employers' expectations

- Professional and highly qualified new labour force
- High working capacity, precision
- Self-reflection, consciousness, and responsibility
- IT and language skills
- Conflict solving ability
- Team work

Special characteristics of students of vocational training

- Lack of independence in work
- Openness to new skills and knowledge
- Professional, practical skills (their internship performance deserves employers' appreciation)
- Taking part in team work
- "*Late maturing type*"/taking into account 30 credit points in further education

Areas to be improved

- Language skills
- Low degree of creativity and innovation
- Improving communication skills
- Extending skills of using IT
- Improving precision and independence in work

Possible fields of improvement at BBS

- Career consultation
- Improving practical training
- Talent management
- Catch-up courses (e.g.: paying attention to individual needs in language teaching)
- Part-time training

Recommendations outside the institutions

- Improving the social prestige of higher-education vocational training
- Improving the social awareness of vocational trainings
- Links with labour market
- Links with entrepreneurs

Summary of the Hungarian situation

- Substantially higher number of students admitted
- Higher number of graduates finding employment
- Significant developments in case of TISZK-Regional Integrated Vocational Centers (developing the infrastructure and the tools)

Recommendations

- Integrated co-operation (Ministry of Development of National Resources , training institutions, chambers, labour market actors)
- Paying more attention to labour market expectations
- Quality assurance of the trainings
- Developing catch-up programmes
- Career follow-up

**Thank you for your kind
attention!**