

REACTI-VET - FOCUSED REQUIREMENT ANALYSIS

COUNTRY: HUNGARY

TARGET GROUP: STAKEHOLDERS, ORGANIZATIONS AND COMPANIES

CONTEXT

Vocational schools have to meet two opposing requirements simultaneously: to remain true to tradition, delivering stable, tested knowledge approved by relevant parties in society and economy; and to equip students with a set of skills and competencies relevant to newly emerging demands of labour market.

The project Reacti-VET was created to improve vocational education within the framework of the Erasmus Plus Programme, and with the cooperation of Hungarian and European partners. The consortium includes seven partners from four countries - European vocational schools, organizations and companies, with the core aim to use the capabilities of the partners to transform VET (Vocational Education and Training) into being 'labour market responsive'.

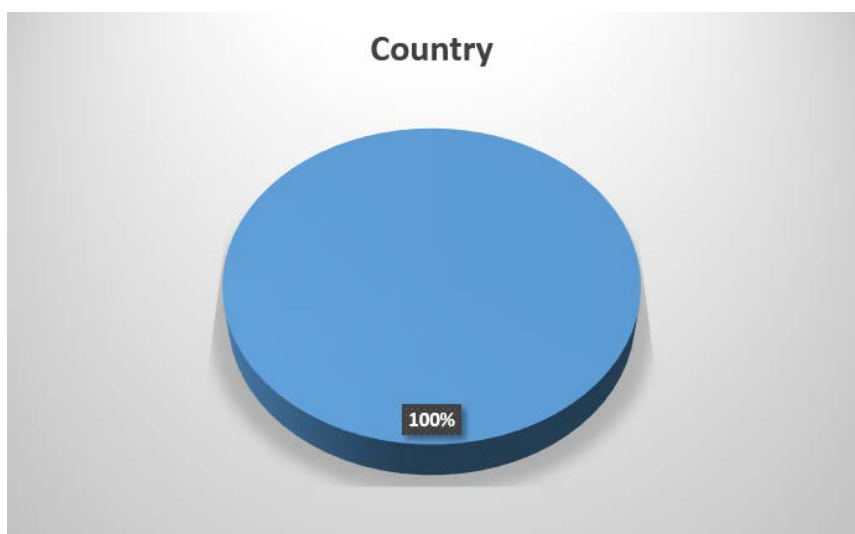
Daily, we hear of 'skills gaps' - the mismatch between skills supply and demand on the labour market. In the first project phase (focused requirement analysis), the Consortium implemented a survey for stakeholders organizations and companies which will serve as a basis for the next outcome, the development of an upskilling training for teachers.

The aim of the survey was to gather information from the organizations and companies. We also wanted to know what efforts they have been making so far to reduce the skills gaps, and what type of contact they currently have with schools and teachers.

In Hungary 25 responses from organizations and companies were received through the online questionnaire published on the project website (<http://reactivet.itstudy.hu/hu/forms/companies>).

STAKEHOLDERS ORGANIZATIONS AND COMPANIES DATA

1. COUNTRY



Hungary	25	100%
Other	0	0%
Total	25	

EVALUATION

All the respondents gave their opinion in Hungarian.

2. Have you ever been contacted by an educational institution to share and contribute to vocational training projects?



Never	11	44%
Sometimes	8	32%
Several times but in a discontinuous way	3	12%
Many times, on an ongoing basis	2	8%
No answer	1	4%
Total	25	

EVALUATION

School rarely or never contact companies to start joint vocational training projects.

3. WHAT DO YOU THINK ARE THE MAIN SKILLS AND COMPETENCES MISSING IN NEW HIRES?



Organizational and adaptation skills	13	52%
Team work skills	8	32%
Technical skills	19	76%
Other. Please specify...	2	8%
Total	42	

EVALUATION

According to company opinions, newly graduated students lack a lot of professional and management skills.

4. DOES THE TRAINING OFFERED BY THE TRADITIONAL VOCATIONAL SCHOOL SYSTEM MEET THE REAL NEEDS OF COMPANIES?



1	3	12%
2	7	28%
3	15	60%
4	0	0%
5	0	0%
Total	25	

EVALUATION

The current traditional trainings do not respond to needs. No opinion states that the training is perfectly suitable.

5. WHAT ROLE SHOULD LOCAL AND/OR NATIONAL INSTITUTIONS (SUCH AS CHAMBERS OF COMMERCE AND TRADE ASSOCIATIONS) PLAY IN BRIDGING THE GAP BETWEEN THE JOB MARKET AND THE EDUCATION & TRAINING SYSTEM?

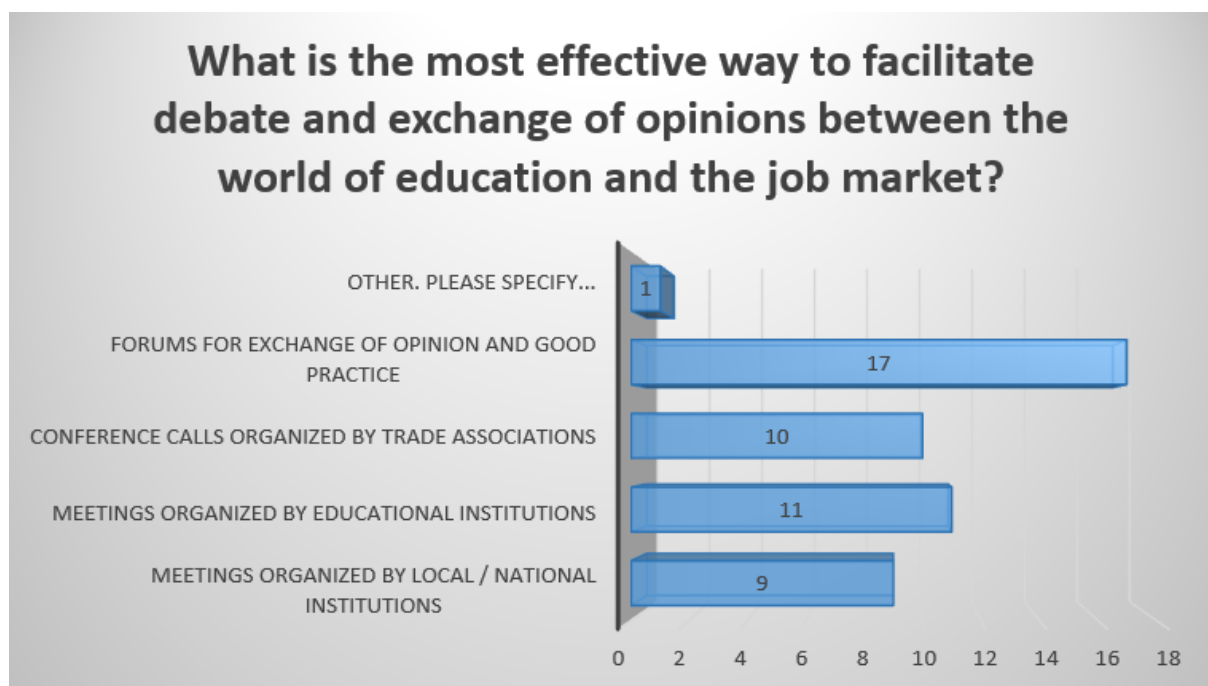


Supporting activities already in progress	2	8%
A central role, e.g. investing resources to facilitate dialogue between these two worlds	21	84%
A marginal role, e.g. commenting but not facilitating	2	8%
No particular role	0	0%
Total	25	

EVALUATION

Chambers and branch associations should take a central role in bridging the gap between education and company needs.

6. WHAT IS THE MOST EFFECTIVE WAY TO FACILITATE DEBATE AND EXCHANGE OF OPINIONS BETWEEN THE WORLD OF EDUCATION AND THE JOB MARKET?



Meetings organized by local / national institutions	9	36%
Meetings organized by educational institutions	11	44%
Conference calls organized by trade associations	10	40%
Forums for exchange of opinion and good practice	17	68%
Other. Please specify...	1	4%
Total	48	

EVALUATION

All kinds of meetings and conferences serve the exchange of opinions and information between schools, companies and the job market well.

7. WHAT ARE THE KEY SOFT SKILLS REQUIRED IN THE JOB MARKET?

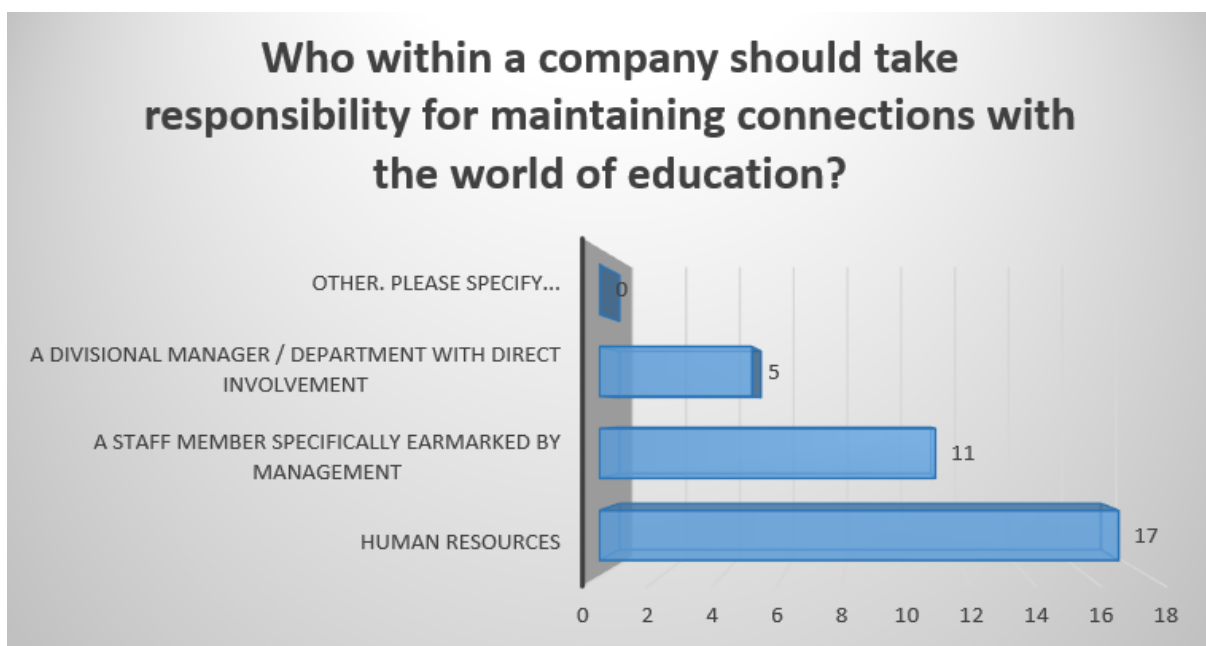


Problem solving	20	80%
Team working	15	60%
Adaptability	17	68%
Organization skills	8	32%
Other. Please specify...	3	12%
Total	63	

EVALUATION

Apart from professional knowledge, employers expect young employees to possess a high level of problem solving skills and adaptability and to work well in a team.

8. WHO WITHIN A COMPANY SHOULD TAKE RESPONSIBILITY FOR MAINTAINING CONNECTIONS WITH THE WORLD OF EDUCATION?



Human Resources	17	68%
A staff member specifically earmarked by management	11	44%
A Divisional Manager / Department with direct involvement	5	20%
Other. Please specify...	0	0%
Total	33	

EVALUATION

Companies see communication as a task of the HR unit, or a task of the management.

9. WHAT FORM OF INVOLVEMENT SHOULD A COMPANY HAVE IN THE TRAINING SECTOR?

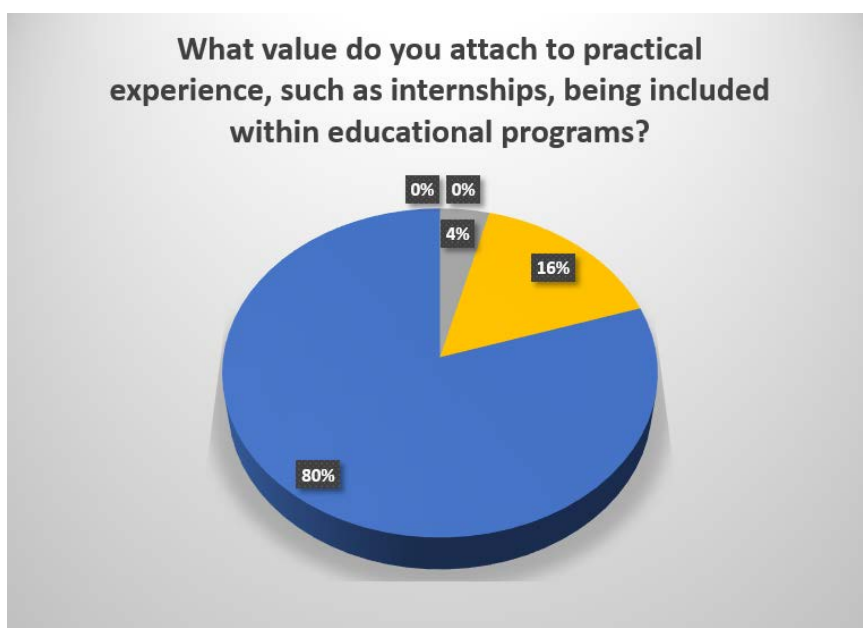


Consultancy input, e.g. during the design of training activities/curricula	12	48%
An active role in the design and provision of training activities	9	36%
Periodic meetings to exchange views on the topic, e.g. roundtables, meetings, focus groups	10	40%
Change-driven consultancy, e.g. by visible changes and needs in the labor market	13	52%
Other. Please specify...	2	8%
Total	46	

EVALUATION

There are differing company opinions about the form of company participation in vocational education. That's a strong indication that company participation in vocational trainings in many forms and on more levels is crucial.

10. WHAT VALUE DO YOU ATTACH TO PRACTICAL EXPERIENCE, SUCH AS INTERNSHIPS, BEING INCLUDED WITHIN EDUCATIONAL PROGRAMS?



None	0	0%
Little – this type of activity only offers limited and general work experience	0	0%
Useful – but can vary depending on the type and commitment of the educational institution	1	4%
Worthwhile - as it can be a starting point to bring the two worlds together	4	16%
Valuable - it connects education to the real needs and practices of the labor market	20	80%
Total	25	

EVALUATION

Company opinions agree that real experience acquired during the training is essential.

11. WHAT SORT OF TASKS DO YOU GIVE TO INTERNS?

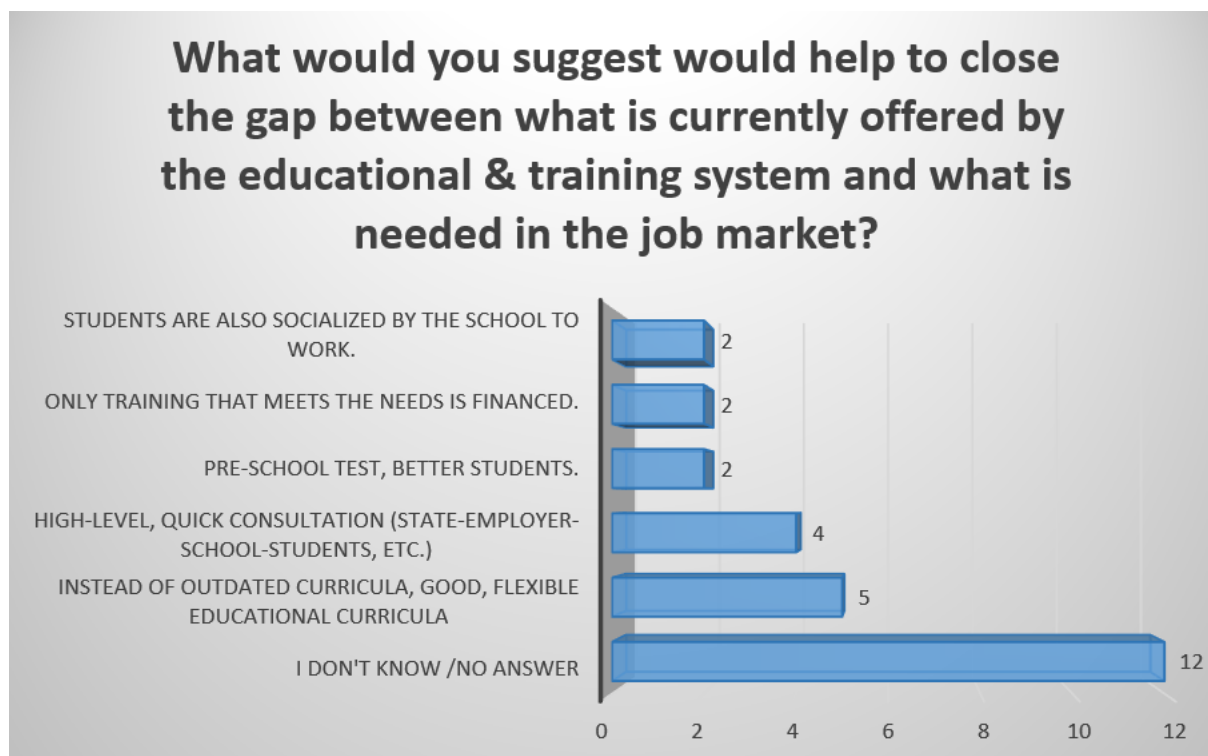


None - we do not offer internships	1	4%
Secondary tasks of minimal importance	5	20%
Relevant tasks within specific training programs	9	36%
Relevant tasks within real projects in the company	15	60%
Total	30	

EVALUATION

Most companies pay attention to giving professionally relevant practical tasks to students they employ.

12. WHAT WOULD YOU SUGGEST WOULD HELP TO CLOSE THE GAP BETWEEN WHAT IS CURRENTLY OFFERED BY THE EDUCATIONAL & TRAINING SYSTEM AND WHAT IS NEEDED IN THE JOB MARKET?



The grouping of the answers.

I don't know / No answer.	12	48%
Instead of outdated curricula, good, flexible educational curricula	5	20%
High-level, quick consultation (state-employer-school-students, etc.)	4	16%
Pre-school test, better students.	2	8%
Only a training that meets the needs is financed.	2	8%
Students are also socialized to work by the school.	2	8%
Total	27	

Some further answers:

More events for vocational guidance with the involvement of companies, parents and students

Scholarship

Internship with real tasks

Methodological standards for teachers

Methodological trainings for teachers

Clear definition of educational objectives

Committed teachers with relevant knowledge (teachers' knowledge must not define the intended course)

EVALUATION

Companies have few ideas about how to bridge the gap between education and training.

CONCLUSIONS

In Hungary, companies have few working relationships with training institutions but they see that several skills of graduated students are weak. Professional and management skills, problem solving skills and adaptability are insufficient, and the knowledge of teamwork would also be important. Thus it is not surprising that the current trainings do not meet the needs. This supports our hypothesis.

In companies, the HR unit is responsible for establishing relationships, but in management the role of chambers and trade associations is crucial. All kinds of meetings and conferences serve the exchange of opinions and information between schools, companies and the job market well.

There is an urgent need for the labour market to get involved in shaping training contents and the trainings themselves too. Real experience acquired during trainings is essential, but, at the same time, companies have few ideas about how to bridge the gap between education and training.