







Embedding Professional Short-Ccle Higher Education in the (Higher) Education System

Official Bologna Seminar

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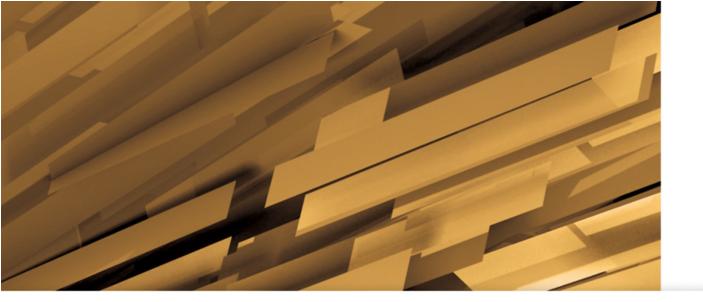
Budapest Business School

OPINION OF HUNGARIAN EMPLOYERS

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MUNKAADÓK ÉS GYÁRIPAROSOK ORSZÁGOS SZÖVETSÉGE CONFEDERATION OF HUNGARIAN EMPLOYERS AND INDUSTRIALISTS







INDEPENDENT ORGANIZATION

POLITICAL

FINANCIAL

LEGAL

VOLUNTARY MEMBERSHIP



MGYOSZ MEMBER ASSOCIATIONS more than 40 professional associations

ENERGY

FOOD

LIGHT IND.

STEEL

ENVIRONMENTAL

CONSTRUCTION

PRINTERS

MARKETING

ALUMINIUM

ELECTRONICS

IT

RUBBER

DATABASE

PHARMACY

MACHINERY

FURNITURE

TRANSPORT

INNOVATION



MGYOSZ REGIONAL ORGANISATIONS





MISSION

- Represents the interests of members on a macro level, in national social dialogue as a recognised social partner
- Influences economic policy making
- Maintains contacts with the Parliament, the government and state administration
- Prepares analyses engages in professional activities,, proposals on corporate and the current economic policy concepts
- Provides a forum for expression of opinions



MAIN ISSUES

Economic policy making, competitiveness

Taxation, Environment, Company affairs

Labour Code, wage negotiation, education and training

International relations

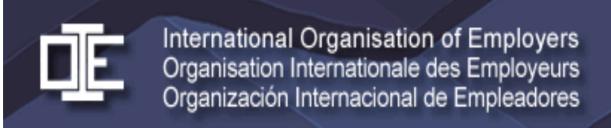


MGYOSZ

In International Organisations









OUR PRESENCE IN BRUSSELS

BUSINESSEUROPE



ECOSOC/ESC



MGYOSZ Representation Office in Brussels since 2003



CONSTANT CHANGES AFFECTING LABOUR MARKET AND EMPLOYMENT

International and domestic changes impacted Hungarian enterprises over the last 20 years

- •social type of econmy changed to market economy (ownership, management, market, **profit**)
- dependance on the market
- constant competition
- new employment methods (more flexibility)
- •more independence, initiatives
- •joint ventures, multinational companies, foreign ownership, banks
- ongoing development of technology
- •Globalisation
- •EU membership
- •new concept of lifelong learning
- •changes in the economy and society (market economy, demographics, unemployment)
- •increasing importance of the regions
- •CSR
- •recession, crisis
- •adaptation to changes



EMPLOYMENT, EDUCATION

Businesses must adapt to ongoing, dynamic changes, often unforeseeable processes

State/government employment, education, training policies, financing had to change, adapt more often as

The labour market needs also changes quite often



EMPLOYERS' NEEDS

Quality of workforce is a major contributing factor to the success

Level of technology, organisation, adaptability of the organisation and its members at all levels,

capability to acquire new knowledge and skills, marketing, communication, networking, social media



RECENT/ACTUAL CHANGES AFFECTING LABOUR MARKET

- Decreasing orders, more unpredictable forecasts, retrenchments
- •Enterprises (particularly Hnugarian owned sme-s) bankrupt, employees loose employment
- •Hungarians previously working aborad, loose their jobs in other EU countries increase the number of job seekers
- •young people starting their careers many of them unable to find jobs due to recession and lack of efficient planning
- •more less or unskilled workforce seek jobs

On the positive side:

- •end of the economic crisis?
- •increasing GDP in Hungary
- •improving export performance
- •more demand in domestic consumption
- •it is expected that the economy will function more efficiently



NEW EXPECTATIONS TOWARD LABOUR FORCE

In the past:

- •learned one profession for the whole life
- loyalty

Now

<u>:</u>

- •changing needs, expectations, knowledge
- •ongoing life long learning schools, at home, workplace
- (key) competencies
- •taking more responsibity, initatives, flexibility, handling pressure
- Innovation
- Creativity
- •Regeneration
- punderstaning and solving problems
- communication skills, networking, language
- Quality
- discipline, ethics, reliability, loyalty



SCHE IN HUNGARY

Business Hungary actively participated in the preparation and introduction and thorughly follows its development and evaluates responses.

2 years (in tourism 3 semesters + I semester practical work, 560 hours)

Useful and important part of the Educational System

Creates more opening, identifying vacancies

You are expected to educate workforce capable to work in the real, **business world** in their selected profession (not any profession)

It should offer less theoratical knowledge and more practical experience, skills.

Insisted more work experience, problem solving

Become capable to look for advanced knowledge by ICT

We propose a clearer definition for SCHE, BSc, MSc

Are we educating workforce, capable to work or is it only a stepping stone for a BSc?

MGYOSZ BUSINESS HUNGARY

Weaknesses:

- •enterprises, paricularly sme-s are not familiar enough with the objectives of the system, level of qualification, knowledge, experience quite often mixed up with BSc
- •lack of respect for this type of education

Our experiences with young work force:

- •short term commitment only (transfer to other profession, workplace or further education due to felxible credit system)
- •still poor practical skills
- •not ready to carry out "physical" work
- lack of enough skills, competenices
- •communication skills, language, IT, team work



In order to further improve this good system, we propose

- •survey the needs of the labour market not enough knowledge
- •more dialogue involve more the industries, enterprises, trade associations to refresh the expectations, syllabuses
- •more responsility, participation by the employers regarding the contents of the education and the quality of work experience at their premises
- •inviting, offering teachers regular work experience

•more cooperation

- •much better information and communication among schools, enterprises, parents
- create more respect

Thank you for your attention!