

Embedding Professional SCHE in the (Higher) Education System

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Radically increased No. of Students – perpetual surplus of capacities

- No. of Students ↑ fourfold over 20 yrs
- Every second new labour market entrant is graduate
- Number of students enrolled in the HE and pupils enrolled in primary school are the same
- Significant decrease in No. of students is expected
- Investments were mainly made in infrastructure, quality of education has not improved
- Quality requirements have not kept pace with quantitative changes
- 30% of capacities are idle
- Longer time spend in HE

Unemployed rate of young new market entrants



Objectives at national level

- National Action Plan (Europe 2020 Strategy at Hungarian level)
 - ↑ Employment up to 70% (age: 20-64 years)
(EU target: 75%) – now 61%
 - Reducing school drop-out rates to 9,5%
(EU: below 10%)
 - 30,3% of 30-34-year-olds completing third level education (or equivalent) – now 24%
(EU: at least 40%)

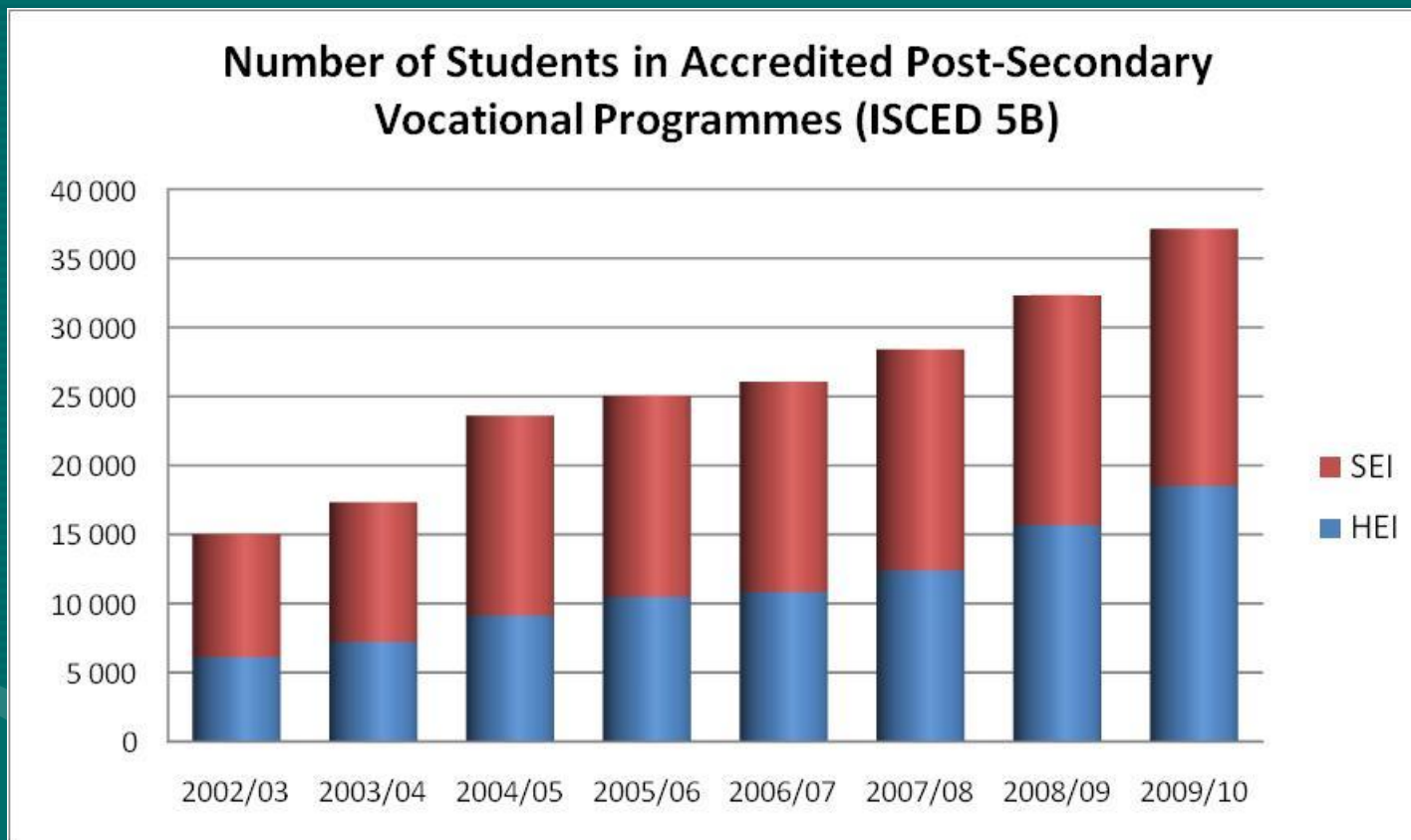
Objectives at national level

- Creating 1 million new workplaces during next 10 years – in manufacturing
- At present 0,5 million in manufacturing (in Czech Rep. 1,5 million)
- Mainly for skilled workers, traders
- Also for graduates in sectors serving as an engine for the economy

Structure of HE – market demands

- Number of students in technical fields and science must be doubled
- Providing significant influence in publicly-funded HE
- Market demands has to be considered
- Institutional framework for identifying market demands, based on this defining enrollment limits and desired directions of HE

Accredited Post-Secondary Vocational Programmes (ISCED 5B)



OECD: 40% <-> In Hungary: 10%

Accredited Post-Secondary Vocational Programmes (ISCED 5B)

Issues:

- Not precisely defined role in the education system -> Business community: what is it?
- Not uniform: SEI<->HEI -> different legal status
- Disputed role
 - professions: those not demanded by the businesses
 - not practice-oriented
 - **The real role: „Spring board”** to HE (Bachelor) – easier entrance

Economy and HE

- Competition between HEI requires business-like Institutional cooperation between stakeholders
- Strengthening collaboration between HE & Business community
- Spread of entrepreneurial culture in HE – shift of the school management system from academic type to the manager based practices
- R+D, Innovation and HE
 - Closer contact
 - Strengthening applied R
 - Involvement of SMEs

Key to success: cooperation

- Intense competition between HEIs, at national/international level
- Considering market demands:
 - Strengthening role of the government in the regional planning
 - Proactive role of the HE Scientific Council (or other similar board)
 - Building up and maintenance of a national carrier-path follow-up system of young graduate market entrants
 - Monitoring of number and structure of unemployed graduate entrants and employment data
 - Involvement of chambers, businesses in definition of HE enrollment limits
 - Increased role of businesses in the education process

Thank you for your kind attention!

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