

THE DUAL ROLE OF VOCATIONAL TRAINING IN THE CHANGED ECONOMIC ENVIRONMENT

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The aim of my research was to work out that the skilled trades Hungary observed a significant loss of prestige crawl. Employment statistics for Hungary it can be observed that certain industries (construction and engineering) skills shortage has emerged as more and more people obtained their qualification without any kind of labor market demand. Examine the factors responsible for the formation of the situation and offered by the education policy as a solution to the dual vocational training presentation. The city was chosen to test new terrain Danube, as a result of this industry in the rapid technological development of processes, largely reflect the situation in Hungary.

Keywords: vocational education, training in the education, vocational training

Training is the regime in Hungary today

In the 1980s, large industrial companies are able to absorb the skilled labor force and a workshop could help the work of the vocational training institutions. Of the early 90s, however, the economic transformation brought about changes in the system of vocational training institution, which altered the types of training and the profession can offer (e.g. Polónyi, 2008).

In the 90's decade, the number of secondary school age group is very strongly changed. The 70s, a large number of those born at the turn of the 80s and 90s reached secondary school age. The increase in the number of pupils in 1992-1993 reached the top, from that date, however, gradually began to fall in the second half of the 90s has been getting smaller cohorts began their secondary education. In secondary education, the number of students overall not started decreasing, which is a major part was in secondary education restructuring of thanks, that is partly why the students chose the longer training programs, and partly to ensure the Matura, or the acquisition of a second profession more and more people left on the system. Accordingly, the number of students at secondary level has not decreased in the new millennium, in fact, between 2001-2009 and 4%, respectively. Hungary based on the GCSE program data shows that the number of participants in the first high school education rose within it. Here the number of students between 2001 and 2009 increased by 11%, while the secondary vocational schools and vocational schools, number of students in low volatility overall remained essentially unchanged: the vocational secondary

schools in 2001, 238,622 people in 2008, 243,096 students, and vocational schools in 2001 in 2008, 123,951 and 119,637 people. Interest in the further education to prepare high school and possibly the expansion of higher education enrollment overall and liable to persist in explaining growth, which significantly increased the demand for graduate education and training in the senior high school for parents and students. Over the past two decades, the legal background of the Hungarian observing the training seems to characterize the changes permanent, but a series of reforms, it failed to achieve its goal. While in the 90s the operators expect a well-trained workforce, today, more and more often we meet the specialized training to criticisms that criticize the professional competence of graduates. The secondary school leavers in terms of both their composition and their amounts were further away from the labor market needs of professionals, which is an enterprise-induced labor shortage. The expansion of education can be seen as more and more people appeared Baccaalaureate (also) tax institutions, high school or vocational school. The skilled workers, however, a significant loss of prestige can be observed, as the manual labor devalued. In some industries (construction and engineering) skills shortage has emerged as more and more people obtained their qualification without any kind of labor market demand. The training is closely linked to the surrounding economic environment. In some industries, however, displayed a high level of technological development should be the equipment of workshops and teaching portfolio can follow. As for education, vocational training as well as a public duty, and also to ensure that this type of development is ensured - the responsibility of the state - the central and local decision-makers including both. The economic environment is even more important dimension of the participants in the system - the school students and their families, professionals in education, dealing with - the financial situation affecting the scope and perspectives. Educated decisions about the ride will directly affect the evolution of demographic factors, as well as differences in the region as well.

The most important problems in the post-transition period, training

Decades after the regime change, many more authors study saw the light in different areas of vocational assessment. In this chapter, the authors cite in particular those who have researched pre-transition years, the field of vocational training and beyond. This means that different time periods examined key issues concerning vocational training, which are acquainted with the authors through different points of view.

By 1996, the schools have been it would have been to learn that the industry structure development and transformation gradually and flexibly, to meet demand should have happened. Nevertheless, only the flexibility to adapt to their needs, so the industry structure has changed only slightly over the years. The designation of the development direction is not nearly as easy as before the transition (when training a large plant several kinds of professions can safely be founded on), the development needs test (labor demand plants, mediated by job centers needs, parents' education needs) must be preceded and the development plans must be coordinated with all the maintainer, since it will only turn out to undertake much of the development costs. Was a common experience that the professional structure formed on the basis of continuous consultation and needs assessment provides no guarantee for the graduates' employment, because the conditions

of the market economy, the labor market is characterized by constant change (Liskó et al., 1997).

The training trends so completely transformed by the end of the nineties. Education policies in dealing with the vocational training experts have different views on the causes of events that occurred during the transition. Education policy in the 90s regarding Polónyi believes that school-based vocational education national decline further increased the level of home schooling. Train of thought at that time was based on the trends that the national education policy has long been controlled by the same pro-active approach to education, particularly at primary education as means of enhancing the way of promoting the social and economic development. Polónyi sees that, unfortunately, this approach is not rebutted by any international comparison data (Polónyi, 2008:163).

The main directions of the structural changes you can learn: increased interest in secondary school, and thus increased the proportion of mature entrants leader of education, high school allows the court to postpone the elections and the subsequent potential for further study (Györgyi & Imre, 2000:16).

After the transition period in summary it can be said that the laws were revolutionary for the national education system. Based on this finding, therefore my European requirements in all, it was also advanced to the 1993 Education Act. The management has created modern forms and tools of the Local Government Act, which regulated the schools, maintenance and management of European fashion. This law also made it possible for the schools providing vocational training to their pedagogical programs adapt to market conditions, so that it could be a new relationship between the school system and the labor market. The first stage of training students training to general literacy was involved. High school students from the ninth grade curriculum framework set out in the technical guidance, the fourteenth grade theoretical and practical education qualification group involved. Furthermore, the Act in accordance with the practice of the early domestic artisans also turned to vocational training, apprentices who could put the prescribed manner and subject to the conditions laid down by the law. Legislators have also realized that the practical implementation of the training, the only we can meet the above requirements, provided that the training system is proposed and realized in terms that have become common practice for countries that joined previously.

Changes in the new Vocational Training Act

24 May 2011, the government adopted a decision on new training concept. Members of the government have agreed to adopt by the end of 2011, the law on vocational education and training contribution as well. Main features of the transformation process were designed with the above system and the Transition insurance.

The new concept is designed to be the future direction of the training will bind to one ministry, the minister responsible for vocational training harder. The general content in cooperation with the Minister responsible for education, professional content should be governed by the ministers responsible for some vocational qualifications.

The funding for the primary side for the first vocational training free of charge had been envisaged, provided that it is implemented in the school system. They lived more than planned restrictions legislators, but limited the number of grades available at no charge. Furthermore, it was also agreed that the first professional qualification, graduation does not matter. Under the new draft of the non-government, non-government schools will now receive state aid only on the basis of training agreement. The resulting change in the financing of training is planned to prevent that state resources will not flow to a degree that does not improve the labor market situation of the students.

The objectives of the training are primarily the transformation of the industry structure, content and quality improvement mention. Important requirement was considered that all of these are made in it to meet the current needs of the economy. The transparent, professionally coordinated and efficient operation also planned against the new system. Input validation is one of the requirements was one of the goals, which are designed to be run on any level in the future. The possibility of catching-up society, and the fact that everyone has access to vocational training was an important criterion to the new system. Lawmakers in mind that the new system should improve the training programs at all levels, and also that the training should be more practice in a short period of time to reload.

The opinions of school principals in the dual vocational training profession

Structure

Changes in the structure of education can be said that the four-year graduation was followed by two years of obtaining technician certification system worked long and proven model. Based on the expert opinions of teachers is that the system worked well, because during the two years, the technician was able to further expand our theoretical knowledge of the students, as well as the practical side of the profession is better able to learn. The study was carried out to level technicians to perform more complex tasks of the profession is capable of this, as well as middle management could also act roster, so this is more of a level of education to the labor market challenges of the students. The teachers however, it is well accepted that the new training system has been certified technicians can be obtained within 5 years. Teachers of technical grades of this opinion to support the idea that the new five-year training is incorporated in all the professional knowledge content, which the technician level to learn, but who want to continue their studies in higher education, to benefit from a year compared to the previous system. So before starting the study of secondary school children, at the design stage would have to consider what would be the ultimate goal certified as a specialist or secondary school final examination of the labor market exit as technicians continue their studies in higher education. Already a 2004 study also pointed to the author of this importance, that is a phenomenon that (Liskó, 2004:19)

Churn

Dunaújváros the traditional elite education may Széchenyi Secondary school principal tells you to constantly monitor the number of primary school graduates, when the next school year is planned. The number of children leaving primary schools is decreasing year by year, which represents a challenge for the secondary schools. Despite the downward trend in our restaurant Grammar continuously can start all classes, which is the basis of the conclusion can be drawn that the weaker learning disabled children can get into the high school, about which predicts the existence of attrition.

Already in the 90s, it was observed the phenomenon that parents are their children's ability overvalued and, therefore, instead of vocational schools, vocational school, college or high school, was sent may have been so, so that they could not meet the requirements set out in the curriculum.

If the current system of training new parent does not act prudently and in the child's schooling when it discovered one or two years from the date of enrollment in just out of the child to go back to ninth in class and have to start again from the studies. Thus, thereby obtaining a large loss of time. In my opinion, this should have been more appropriate time and propaganda (information) the introduction of a new system to prevent, which unfortunately was canceled. Opinion basing that school principals more occurred in the new training scheme cases have I told during the interview, which in some cases overpriced children after time in one or two years of secondary school grades should resume their studies in vocational training.

The financing of vocational training

In previous decades was the training institutions have a long history reaching industrial relations, sometimes 10-15 now, which companies could work together as a practical training place. Received training from the company's contribution to the insurance companies had a positive impact on the operations and training workshops as well. The current system, Klebersberg Institution Maintenance Center (KLIK) is responsible for central allocation of financial resources, but - according to the school principals to him - the KLIK slow decision-making mechanism.

The number of students may be said that several years of continuous decline seen to be attributable to demographic indicators and also the parents of the city or the country to outmigration as well. A 2000 study published authors already warned the phenomenon outlined above (Györgyi & Imre, 2000).

Between schools, competition for students observed and concluded that the more parents decide based on the prestige of the school, the enrollment of children, rather than a supply of training offered by the institutions in their focus. Already see the beginning of the recording process on the basis of experts dealing with him, who is elected to the institution and the faculty. The Dunaújváros vocational courses taught in institutions and the distribution of different admission requirements as well see the difference.

According to the school principals to him, when a different high school, high school and vocational school students in the faculties of their long-term plans have asked more than adequate answers to the above statement, thereby justified in the above trends. Conditions for the introduction of dual vocational training Dunaújváros were relatively favorable, all the institutions of the industrial base built training. The new training system specifically encourages schools to work closely with the private sector. The phenomenon

described above can be justified, as can be seen that more and more companies are withdrawing from VET. Some Dunaújvárosi large companies, such as paper mills and the concrete element factory three years ago to turn it into workshop training. I could say that in some professions the companies did not receptive of VET. Thus - according to him, the directors - even the summer introduced again feasibility is questionable practices in this area. In some companies, the emergence of new companies and expansion testifies to the profession offers training institutions. As this trend seems to be up to speed by now, educational institutions are the next big set of new courses on teacher problems.

Director of Dunaújvárosi vocational training institutions claim to have less and less of a holding company, who would each year for the school as a place of practical training partner. As currently oversees the Chamber of vocational training - imagining the basis of Germany example with companies cooperate - I asked the President of the Danube River New City Chamber of Commerce, who said that they cannot see the school principals concerned, as it is currently 125 businesses in the city, which they duly solution provide practical training for the students.

According to literature, the German system, however, there is really successful for several decades established a mechanism to speak, in our country there is no tradition has been handed down.

Z. Györgyi (2011) highlights the fact that the Eastern part of Germany called. New provinces were created serious state support relatively large training centers, the front view of the global shortage of training places.

Summary

The central education policy, the training strives in all areas to ensure the citizens' free school (trade, profession) the choice of facilities necessary for a coordinated effort created which to Klebelsberg Institution Maintenance Center (KLIK) and the adaptive organizations (maintenance governments, schools) to the quality conditions of education happen. This should be expected as a result of the start-up costs of new professions education, and also that this is the teachers' part, this will entail significant additional work. In the present study, based on my believe that the farmer organizations and parents with vocational training should be regarded more and more customers in the future. Expectations, fast and appropriate standards to be met in order for the educational institutions and the teachers and the appropriate level of connection to be established, which will in the future of education, including the quality of training will significantly influence.

Certain key professions in different regions of Hungary which others may be due to local circumstances, must be rendered financially involved in the organization of the training accordingly. The future of vocational education institutions should then be able to assess the importance of when a region or locality in a sector starts to develop, or simply a new factory will be established in the city, it almost immediately for skilled labor, not number of years, rapidly when the first vocational school classes are carried out. The economic processes occurring, and established as a result of these shortages, pointless excessive, unemployment rate, wages and dry data do not show the underlying hidden causes and consequences. You should see all concerned that the training is a strategic task that is to pay off, but the time and money spent on it will only come back with interest later. The training system is very complex, depending on many factors, a number of consequences includes carrier, complex system. It can be observed that some group

representatives dare to be the only stable long-term decisions for the education system, but once the new law takes effect, which directly affect them, changing their previous ideas and dare to plan ahead for a shorter term. As a result, the majority is conceived, the idea is to stop schooling at will and leave the labor market prematurely, in some cases, in addition to an area where the nature of work in some cases well below the student's ability. Based on the above, it is indispensable to the economic, social and demographic changes are very accurate and continuous monitoring of system operation training, as developing and maintaining stakeholder involvement in vocational education is an important and unavoidable task. The planning system in relation to other factors, even inevitable, that the success of local education how fitting it to the local realities and to take into account the social, geographical and ethnic realities. I believe that Hungary is a long-term strategy to help present a solution to the situation in developed training.

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