

Short country survey on employability among BFUG members

Response by Hungary

The employability working group agreed to conduct a short country survey and that each member of the group would cover their own and two allocated countries. The members of the working group agreed to contact the members of the BFUG for the allocated countries with the following questions:

- 1) What are the main challenges for your country in terms of employability? (eg Is graduate unemployment a problem? Are there restrictions on access to certain jobs? Is there a careers and guidance service?)
What would help you most as an output from this working group?

a) Graduate unemployment is for the time being no problem, but there is a chance that the unemployed graduates' number will increase slightly.

The Bologna accord created new forms of BSc courses, and the employers have not enough information about this diploma. Sometimes the state itself is uncertain with it and waits for the reaction of the employers. The representatives of employers are sitting in different boards and advisory committees, but their organisations are so sophisticated, that the government has difficulties whom to take serious and whom not. The chambers of trade, the different organisations of entrepreneurs, chambers of lawyers, doctors are so different that neither the government, nor the educational institutions are clear about the intentions of employers. Last but not least the employers interest are mainly short term interests, but the universities and the state has a more common, - long term interest- to create the national intellectual white collar worker class. Some institutions with a good reputation are closely linked with local employers. Often they are sharing the **curriculum building** with them. Most colleges are eager to send their students for field-work. Universities more often are behind them.

b) According to the Higher Education Act, **HEI-s must provide guidance** for students for free of charge, alumni, career courses, career fairs etc. Some institutions offer career fairs and career management courses for the last year students. Student career services should be part of the institution, but often they work as a quasi - independent service.

c) There are some available **surveys** to follow up employment of graduate students in the country, but it is not a fully developed system. We had two state financed researches on that topic, in 1999 and 2001 (FIDÉV). **In the frame of the New Hungary Development Plan (EU sources) we are preparing a new program for an institution based career tracking system.**

If the working group could force the ministers of education and trade to work closer to each other. If this WG could stimulate employers to give feedback to the education. If the WG could give advises to countries and show best practice examples. The WG also could emphasise the importance of the creation of a well working lifelong guidance system.

- 2) Is there a dialogue in your country between higher education institutions and employers? If so, at what level does this take place – national, regional, institutional etc? What sort of issues does it cover?

- 3) Can you provide two examples of good practice in your country in relation to any of the themes to be covered by the report?¹

¹ Suggested themes to be covered in the report are:

- awareness-raising amongst employers of the value of a bachelors qualification and associated learning outcomes;
- involving employers in devising curricula;

a) Life-long learning is a compulsory task for almost all profession. The higher education institutions are taking part in it, it is one of the best growing sector of the education. Pursuant to the stipulations of its founding charter, the higher education institution may participate in adult education without the need for institutional accreditation and, in respect of their educational programmes, the programme accreditation specified in the Adult Education Act. With regard to their fee-paying training, higher education institutions shall be considered as accredited institutions, whereas their higher educational programmes shall be considered as accredited adult education programmes under the Adult Education Act, after the completion of a notification procedure set forth in a separate act.

HEI-s can also offer postgraduate specialist training courses, and in the case of these courses they are totally autonomous (they can define the admission criteria, the curricula, no need for official accreditation). These courses could be fast and flexible responses to the changing demands of the labour market.

b) Carrier follow up is a service for students, but it is a feedback to the universities and to the state as well. This system is under construction, but we have some good examples, where this system works.

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- the provision of careers and guidance services;
 - employment and career structures within the public service that are fully compatible with the new degree system;
 - self-employability;
 - curriculum innovation based on learning outcomes;
 - the recognition of degrees in the labour market across Europe;
 - the role of higher education in lifelong learning and continuing professional development.