

# SUMMARY

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## CHANGING PROFESSIONS

*Katalin Formádi: Market influences on changing processes in the world of professionalization.* In my study, I shall examine which actors play a role in the formation of professions and how the existence of the market influences ongoing processes within the idea and practice of professionalization. I emphasize the changing nature of a so-called “profession”, highlighting three features: 1) the decreasing power of the state, 2) the growing knowledge of the consumer, and 3) the changing role of professional organizations. The process of professionalization depends on the power relations among the actors involved. The professions are also being shaped by market-oriented, management principles - so the market (demand, and consumer preferences) is strongly influencing how things proceed.

*István Polónyi: Planned desires, planned dreams.* This study makes a review of past and present planning of vocational training and workforces. The study outlines the basic principles of educational planning and gives a brief description of Tinbergen’s theory of education planning. Then the study will look at the development of design-related practice within education in Hungary; first, the study presents the 50’s, where education planning was „labor approach”-based; then, in the late 60’s, a „socio-economic approach” was resorted to in such planning. The writing in this context commemorates the recently deceased János Tímár, who established educational planning in Hungary. The paper goes on to show that economic progress has radically transformed the structure of employment, that there has been the development of a post-industrial society - where the majority of people are working in the service industries, and where services have been decentralized and are volatile... Now, therefore, education planning is, in essence, impossible. Finally, the paper briefly describes the new government’s vocational training and higher education policy, noting that the policy has not been backed up by labor force projections or any overall strategic plan.

*Tamás Bakó & Zsombor Cseres-Gergely: Possible benefits from a labour market forecasting system.* This article looks at the possible gains for education policy from labour market forecasting. We provide an overview of the evolution of forecasting methods and review the economic rationales motivating the systems at present working. We are able to demonstrate gains made from being able to use a general-purpose forecasting system, and we then introduce an ongoing development effort in Hungary - and give actual examples of gains made here; also, we provide examples concerning applications.

*Zoltán Györgyi: Towards trial of vocational education.* The article connects with the planned new vocational system in Hungary and summarizes people’s experiences of dual education occurring in Germany and Switzerland during the last year. Vocational education in both countries has been successful, though they aren’t without their problems. Firms in Germany, especially in the ‘new states’, are not offering enough training places - as some of them aren’t interested in them or they simply can’t afford it. Both in Germany and in Switzerland, another difficulty is the lack of learning competences of some students. To help solve this problem, new learning places are planned to be established, being run by an organisation of employers. These could represent a third leg for dual education in the future.

*Katalin R. Forray & Tamás Híves: Regional adaptation of secondary vocational training.* In this study we shall examine two aspects of vocational training problems. Firstly, a map analysis is presented in relation to the secondary education system in various areas of the country, where we present the distribution of students among secondary program types (vocational school, secondary vocational school and secondary general school) at a sub-regional level; secondly, with the help of interviews, we explore structural problems of that maintainers are experiencing and are endeavouring to deal with, including ones pertaining to catchment areas and changes in structures of training. Vocational training institutions interpret the training structure in different ways - and we classify such on the basis of used strategies. In addition, we shall look at some specific problems had by vocational school teachers and students.

*János Dávid: Article on training.* Research work forming the basis of the article was undertaken between 2007 and 2010. The vocational training system was being radically redesigned in the time period from when the article was written up until it was published; the number of students forced to go to vocational schools will swell by 2 or 3 times more, while “teaching” time, becoming principally study – alongside work, will be reduced to 3 years. In this article we argue that by the use of sensitive and modern pedagogical tools the vocational training school student could become integrated into labor market and thus saved from being shut out of society. Now, in this new and not yet researchable situation, we can only advise persons planning the new vocational system to show some self-restraint and take the arguments outlined in this article into consideration.

*György Mártonfi: Shortage-jobs.* Blue-collar workers are missing everywhere in developed economies. Unlike other countries, in Hungary ‘shortage-job’ became a technical term used by laws in the past few years. Decisions relating to 10 ‘shortage jobs’ in each of the 7 regions are taken every year by regional development and training committees. The policy objective is that more students are trained for shortage-jobs by guaranteed apprentices in shortage-jobs, where there is a higher salary. The main questions the study explores are as follows: Is there really a shortage with shortage jobs? What are these like - and what are students being trained for shortage-jobs like? What might be reasons for a labour market shortage? What consequences might there be as regards regulations dealing with shortages in the labour market both in the short run and in the long run?

*Anikó Fehérvári: Professional organizations and social partners in VET decision-making.* This article presents the role of civil professional organizations and social partners within the VET system. It describes the operations of advisory and decision-making bodies. The study reviews the relations of these organizations and sees how they are embedded in the network of other organizations; and it gives the education sector’s view of the consultation system. This paper notes a number of dysfunctions in how these bodies operate. The general opinion is that consultative bodies play only a formal role in decision-making. However, the surveyed organizations consider the current system of social dialogue important. In modern democracies, the state generally aims at the institutionalization of public policy, which excludes constraints, ensures consensus and enforces agreements.