

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Hungary

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

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2. What are the key aims your country has for participating in this symposium?

The symposium provides an excellent opportunity and well-structured framework for lifelong guidance stakeholders to revise the state of play of the career orientation in Hungary as well as to think about the steps they can do together in order to develop it. The event makes possible the adaption of international experiences and knowledge, the presentation and visibility of national good practices as well as mutual learning.



In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

The Hungarian labour market had been fully recovered from the 2008 global crisis during the last decade. At the meantime the country jammed to the trap of the middle income/ developed countries. The productivity level remains relative low and the country sits in a relative weak position in the Global Value Chains. Because of the demographical decline and rapid ageing of the working age population the model of relatively cheap though well-trained workforce combined with a calculable and stable legal surrounding was successful but from the 1990's, this model seems to come to the end. Therefore one of the key challenge of the current (2018-2022) government cycle is to booth innovation and the value-added elements of the Hungarian SMEs. Lifelong Guidance (LLG) can be seen as a tool for workforce development and can serve the country as a tool to build a more competitive labour force. This includes upskilling, lifelong learning as such but also the quick reactions to the needs of the employers. In order to overcome the economic, social, labor market and technological challenges, the main goals are to ensure sufficient number of skilled and qualified professionals who meet the requirements of the economy, as well as to reduce the rate of early school leaving. Among the population there is a need for the improvement of the level of basic skills, other key competences and career management skills that are indispensable for lifelong learning and employability. In oder to achieve these goals, it is high on the policy agenda that as many people as possible get at least one marketable vocational qualification at any age free of charge or in the framework of state scholarship. The Government also sets the aim to increase the share of people obtaining higher education (or equivalent) qualification that provides the potential to promote smart growth. By 2020 and beyond, most job opportunities will be linked to tertiary education qualification. All in all regarding the average rate of VET graduates, Hungary has to catch up with some, example-setting, dual VET-system Western European countries where more students are learning in VET. This requires social awareness-raising through appropriate methods and tools, which can be facilitated by means of career guidance.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	In the 2011-2020 period the active age population is declining by 6 percentages. The younger generations are more educated (within a decade 400.k new tertiary graduated had reached the labour market and 500.k workers only with primary school went to retirement) but only half of the size of the retired age cohorts.
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2	Hungary stands as middle-level developed country in the Global Value Chains. 60% of the export is manufactured semi-finished products. According to data from recent years, the number of applicants and admissions to the STEM training area is steadily decreasing while there is a shortage of the labour market in this regard. It is a strong educational policy effort to increase the popularity of engineering and natural sciences in school education. The still ongoing fourth industrial revolution, also known as Industry 4.0, and the associated digitalisation, automation, is creating a growing demand towards digital and IT workforce which need to be satisfied.
3	The so-called different vulnerable groups (women, low-skilled, youth, etc.) are underrepresented in the education system and in the labour market. The productivity level of these groups lags behind the prime age labour force. The numerous numbers of labour market/ social inclusion and educational services are not transparent for these end-users.
4	The speed and quality of the international knowledge transfer and absorption within the Hungarian public administration is relatively slow, although the country is an EU, UN (UNESCO, ILO, etc.) and OECD member state. At present, the Hungarian knowledge transfer exploits the social and economic benefits of research results through specific initiatives; the system-level implementation of this practice is one of the areas to be developed.
5	The level of the accumulation of Hungarian knowledge capital has to be improved in childhood, adulthood and among adolescents as well. In Hungary, the rate of early school leaving is over the EU average, which can be traced back partly to educational as well as to demographic reasons. Early school leaving drives attention to low educational attainment which is the frequent consequence of school failures and drop-outs and results in the risk of exclusion from the labor market and society. Therefore the rate of early school leaving has to be reduced. Participation in adult learning is under the EU average in Hungary. This affects in particular the low-educated, unemployed or inactive people. It is due to the lack of individual motivation and little individual openness towards lifelong learning. People also identify the high costs of the training as the most important obstacle to participation in training and they complain about the lack of time as well. Nevertheless the ever-increasing development of technologies, procedures and materials used in the economy increasingly requires the maintenance and development of the skills necessary for employability, competitiveness and lifelong learning. In order to involve more people into VET, retraining and further training as well as more awareness-raising is needed.

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

The strong decline of the population lead to seek for better options for the full integration of the new age cohorts, where the absolute numbers are around 90 thousand (entering the primary school yearly and to the labour market later on.) LLG can be seen as tool for social inclusion and labour market integration. It also has a significant added value in reducing early school leaving in encouraging lifelong learning, as well as increasing the attractiveness of VET and tertiary level education.

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The further development of the country's competitiveness and the access to a better position in the GVCs depends on the level of innovation, security of doing business, availability of cash-flow but also a functional and cross-sectorally harmonized career guidance system.

The cross-sectorally synchronised action planning in the field of lifelong guidance is highly relevant for the further integration of vulnerable groups as well as for the implementation of the Upskilling Pathways recommendation.

The accumulation of life and professional skills during the whole lifespan is a cornerstone of a well-functioning inclusive and competitive society. Career development in adulthood (age 25-67) has become more and more important in Hungary. Hungary has just joined to the OECD PIAAC program and first results shall be published in 2019. The well-established life-long career education from early childhood provides realistic self-knowledge and builds strong career information knowledge for the pupils. In recent years, vocational training policy measures broadened the accessibility to adult education. It became possible to obtain the second state qualification at any age free of charge. "Dual type" training was introduced in VET, not only in school-based initial VET but in adult education and in higher education as well. In the framework of the medium-term government strategy and related action plan as well as in the targeted EU co-financed programs, career guidance has been identified as an important preventive tool for reducing early school leaving. Nevertheless a comprehensive and sector blind career information system is still missing and need to be improved.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

Based on the extensive improvement of the national labour market in the last decade the main aim of the labour market policy is currently the involvement of marginalized groups. The National Employment Service (NES) under the Ministry of Finance currently has been developing its new service model with the McKinsey Group. As a result of the strongly negative demographical trends reskilling of the active age vulnerable groups will be key challenge. General career guidance in school education is implemented in synergy with higher education interventions, using a comprehensive professional methodology. The National Core Curriculum lists among its tasks the introduction of the world of work and career guidance for 5-12 graders. Life-long guidance is also an important tool to make VET more attractive which has to be exploited better in the future. It is important that young people and adults see career opportunities in vocational training. In line with the Digital Education Strategy and the Digital Workforce Program, the Government set the goals to attract more and more people in IT and digital related VET. According to the medium-term government strategy the rate of early school leaving has to be decreased. It is also a policy effort that low-skilled, low-qualified people have better chance to access to customized life long learning opportunities. There are several government stakeholders that deliver career development services side by side/simultaneously, therefore the goal is also to relate and systemize these different services on regional and national level in cooperation with the different stakeholders. The purpose of the Hungarian Chamber of Industry and Commerce (the Chamber) is to provide target groups with information about the VET system and its potential through its regional advisory network and services. From this perspective the goal is that as many

people as possible get their vocational qualification and highly skilled labour supply be provided continuously for the businesses.

7. What groups of people can access career development programmes and services and what groups are excluded?

According to the legislation in force, career development and career guidance are basically available to all citizens, but often people leaving certain social subsystems such as formal labour-market or formal education and training cannot access to them. The capacity and accessibility of the services are insufficient. Individual initiatives exist but they are not coordinated. We do not have a precise capacity map neither on sectoral nor on national level.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

The fine tuning of the labour market services and ALMPs including career guidance is a planned activity of the NES. In 2017 external experts were involved to support the review of the jobs-seekers' profiling system and customer segmentation of the NES. In the framework of the VET Innovation Council (hereinafter referred to as the SZIT) besides government representatives among others the representatives of the student side also play role in formulating opinions and suggestions on career guidance policy issues related to vocational training and adult learning. Furthermore students take an active role in shaping career guidance policy and are involved in the preparation of policy decision-making. The Educational Authority and other research organizations prepare surveys and analyses on this topic. In the field of cooperative higher education training, the Dual Training Council guarantees that market representatives' voice is heard. Higher education students can give feedback to the institutions directly. The Higher Education Information System (operated by the Educational Authority) carries out the career tracking of graduates (called Graduate Career Tracking System). According to the National Higher Education Law students' unions can give an opinion, make suggestions on all questions concerning students. Institutional representation of doctoral students is also assured by the doctoral students' councils. The County Training and Development Committees operating alongside the regional chambers continuously gather information from the labor market actors with the help of the chambers' staff as well as through information channels, which forms the basis of the county level VET and adult education strategies and the annual determination of the qualifications in demand. Companies engaged in VET organise open days and career guidance events. They improve their programs in accordance with the experiences of these events and the feedback of the participants. Thanks to this practice they can offer much more attractive program facilities to the visitors.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

There is no national Code of Ethics for career practitioners but as most of them are coming from different professional fields they adopted different code of ethics from social work, pedagogy or psychology.



In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

The Employment Act describes the PES activities concerning job-seekers and employers, it includes career guidance and employment guidance tasks but it does not include career education. The PES also organizes career fairs and different reach-out activities in schools and for NEETs the national PES is the focal point for Youth Guarantee implementation. The ministerial edict for the implementation of the Employment Act includes a detailed quality requirement for employment/ career counsellors within the employment sector. The Ministry of Human Capacities is responsible for career guidance in school education, also in higher education vocational training. Career guidance carried out in school education is defined in the National Core Curriculum, while career guidance for higher education institution (HEI) students and graduates is supported through specific EU funded programmes. Based on the National Higher Education Law, the HEIs support students in career planning via its information and advisory system. On the bases of the respective government decree in cooperation with the Chamber the National Office of VET and Adult Learning (NOVETAL) is in charge of the setting up and operation of the national career orientation and life-long guidance service system in the field of VET and adult learning. In November 2018, the Minister responsible for VET and Adult Learning appointed the KILÁTÓ Center - maintained by the Hungarian Province of the Piarist Order - to operate as a research and development service institute for career guidance. Kilátó started its operation in January 2019. The Chamber works closely together with the Ministry for Innovation and Technology as well as with other government agencies that perform tasks in career guidance. The work done by the Chamber, in accordance with the relevant legislation and on the basis of monitored and pre-defined stringent indicators, is financed by the state through the Ministry for Innovation and Technology.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

The Youth Guarantee Initiative (YGI) is an EU level inventiveness. One of the key features of this programme is the cross-sectoral support of youth including career guidance. The second phase of the YGI is being carried out between 2018 and 2021 in Hungary and addresses the development of youth outreach capacities counting on mentoring and guidance of the PES. HEIs provide career counselling to students through online services and/or career offices. They provide job offers, internships as well as organize job fairs. The most prestigious universities hold their traditional job fairs in February-April, creating direct contact opportunities between thousands of employers and graduate students. A HEI, sometimes in cooperation with another HEI, carries out talent management and catch-up programs, student's groups, colleges for advanced studies, Roma talent colleges. Within the framework of the SZIT, an interministerial coordination decision preparation mechanism is in place which is related to career guidance policies as well. In this mechanism several ministries are taking part besides the Ministry for Innovation and Technology such as the Ministry of Human Capacities, the Ministry of Agriculture, the Ministry of Interior and the Ministry of Finance. In addition, VET and employment sector have long standing and well-functioning tradition in the common organization of various career

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orientation events. Through the coordination of the employment departments of the government offices, NOVETAL regularly organizes career exhibitions and career fairs which attract on average 120000 visitors per year. A good example of the cooperation between the business and the education sector is the recent initiative of the American Chamber of Commerce (AmCham), the Career Orientation Program which has the mission to help prepare secondary school students choosing their career paths. (<https://karrierorientacio.hu/>) In order to synchronize the regional events and goals the Chamber initiated and organized regional fora between organizations on career guidance in 2018. Among other regional chambers of commerce and industry, chambers of agriculture, vocational training centers, school districts, government offices, pedagogical services, educational institutions and the staff of professional organizations were invited to the events. In addition, within the organization of local chambers career guidance round tables are also operating in several counties with the aim to facilitate the coordination of local career guidance services. In the field of dual VET there is a close connection between the schools, which are responsible for theoretical education and the companies which provide practical training. In order to equip apprentices continuously with up to date knowledge, apprentices can start work immediately after they finish their education, in the case of the companies which have a training center separated from the production area it is important to be a continuous communication between the training center and the manufacturing departments.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The common terminology and the interpretation framework are missing. The implementation of the coherent career orientation policy is an extremely multi-player, cross-sectoral and cross-cutting issue. The legal basis for the cooperation between the stakeholders and organizations involved in career guidance has already been guaranteed. In the framework of the legislation the forms of career guidance services as well as the organizations involved in the provision of career guidance services have been determined. However, the implementing regulation laying down detailed rules of the duties of the stakeholders has not yet been adopted. The maintainers of vocational schools are different (for example: Ministry of Agriculture, Ministry for Innovation and Technology etc). Both the lack of the resources and coordination seem to be a problem.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Higher education institutions provide career counseling to students through online services and/or career offices. They provide job offers and internships and organize job fairs. The most prestigious universities hold their traditional job fairs in February-April, creating direct contact opportunities between thousands of employers and graduate students. In the field of practice-based Bachelor and Master degree programmes, like in engineering, IT, agriculture, science, economics and social work, internship takes place within the framework defined by the Dual Training Council at a qualified organization. SZIT also serves as an important forum for constructive dialogue, where the different stakeholders can share their opinions and suggestions on career guidance with each other. The most important partners of the regional chambers of commerce and industry on career guidance include the vocational training centers and their member institutions, businesses that actively participate in the events and open their doors to those interested, as well as mentors, school districts, government offices, pedagogical services, universities and schools with whom regional chambers provide career guidance services in cooperation. The most significant services include site and workshop visits,

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informative presentations, classroom lessons, individual career guidance counseling, and organization of thematic events, exhibitions as well as the participation in them. Alongside with national initiatives there are a plenty of local developments to support career guidance and career education. A number of small NGOs such as Bagáz, or Kontakt Foundation, provide guidance services for youth and adults as well.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

The career guidance staff of the regional chambers of commerce and industry has specific higher education degree in teaching, psychology, sociology, cultural management, adult training and career counseling. The further training, in-house training as well as the examination of the staff are conducted by the Chamber in every 3 years. The staff members of the PES regularly go through CPD. As these examples show there are some isolated initiatives in place but there is no single national system for in-service training of counselors.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

In primary and secondary schools career guidance is provided by professional career planning advisors, while in the HEIs it is carried out by institutional experts who may collaborate with civil and market players too. During the 2007-2014 Multiannual Financial Framework (MFF) a national lifelong guidance project had been carried out in two phases. It developed a national LLG portal, initial and in-service blended training courses for practitioners (11 modules, each 30 hours) as well as on-line questionnaires for all-age groups. 61% of the participants -were teachers (primary and secondary levels), 14% HR professionals at businesses, 14% from NGOs and 11% represented higher education. All this reveals the diversity of the professional backgrounds and qualifications the professionals have in the different career development programs. However a national level quality assurance system for the in-service trainings of the career guidance professionals has not yet been developed.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

In the era of digitalization online counseling has appeared on the list of services provided by HEIs. The governmental policy has realized that career guidance is a complex process beginning in school education (early career guidance) and the involvement of market players is essential. In the new EU funded programs this synergy will be further exploited. SZIT, which was set up with the goal to assist the minister responsible for VET and adult learning in performing his tasks, among others is in charge of the preparation of career policy related decision-making. With the support of the Ministry for Innovation and Technology, the Piarist Order launched its students-centered pilot career orientation

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program in 2018. In the framework of the initiative personalized career guidance has a distinguished role. The policy objective is that the initiative becomes system-wide in school-based VET after testing. In the national network of Open Learning Centers, located in the under-developed, convergence regions of the country, different tailor-made, low-threshold services such as career guidance are available for working age people who are low qualified or have outdated qualifications. In the previous development period, within the framework of the EU co-funded project aiming at the development of the content and methodology of the career orientation system a number of professional and methodological developments took place. In the 2014-2020 programming period the Government intends to build on these results in the system level career orientation related developments. VET promotion career guidance forums target not only elementary school students prior to the 9th grade enrollment but also adults. In the framework of career guidance forums the different interactive elements have become more and more emphasized giving the opportunity for the participants to try particular professions in practice. The Night of Professions, launched in 2016 as a national initiative and focus on early orientation attracted more than 50,000 visitors in 2018. The obligatory school career guidance day which was introduced in the 2017/2018 school year was still in place in the 2018/2019 school year. In 2018, a special truck traveled to all the counties in the country, where 8th grade elementary school students could learn about four professions through virtual reality, using VR glasses.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

See answers to question 16.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

In the 2021-2027 programming period Hungary would like to continue to provide complex career guidance. The Graduate Tracking System is already being developed by Educational Authority within an EU funded key project. The Government aims to use this system in sectoral decision making more directly. Government Decree on Financing the Core Activities of Higher Education Institutions states that core financing may be modified by the employment data of graduates. Exploiting the potential of digitalisation will become increasingly important in the future on the field of career guidance. That is why special attention will be paid to the development and application of modern, user friendly tools such as smart tool applications, social media, video sharing, blogpage, etc. Labour market and training monitoring and forecasting system will also be developed. In order to facilitate more flexible, efficient design and organization of trainings an evidence-based, up-to date training organization and management decision making support system will be developed which is using digital data collection and data processing technologies. Between 2018 and 2022 a 4-year long pilot program is being implemented in the cooperation of the Ministry for Innovation and Technology and Siemens Zrt. The goals of this program are to improve the quality of dual VET and make it suitable for the challenges of Industry 4.0. The program covers areas such as career guidance, recruitment and selection, mechanic industry curriculum development, further development of the student contract system, upgraded

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examination system, training of school teachers and trainers, and the development of a curriculum for Industry 4.0.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

There is no unified national in-service training / CDP system in the country however under different sectors where compulsory training for teachers, social workers, etc. some of these trainings include career guidance / education. Since 1992 at bachelor later on at master level a degree program has been available for career guidance and mentoring. Since 1999 there has been an accredited continuous teachers' training program, which provides a degree for career education in the school system. Between 1995 and 1999 more than a 1.000 professionals gained BA or MA degrees from career counselling, mentoring or from career education. Since the introduction of the Bologna System in Hungary in 2006 there have been four universities (Győr, ELTE Budapest, Gödöllő, Debrecen) involved in professional trainings of counsellors. In order to enhance career counselling skills in the 2014-2020 programming period 30/60/90 hour long trainings are planned to be organized in the framework of EU co-funded projects aiming to develop guidance services.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?