

YURA

Developing transnational transversal youth strategies in regions with migration

Benchmarking questionnaire

- Preliminary draft -

North-Great Plain, Hungary

Project partner: Development Association for Bihar /Bihar Fejlődéséért Egyesület/

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Date: Debrecen, 17.05.2012.



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Preliminary Remark:

The herewith mentioned questions should be completed and substantiated through the results of the pilot actions in the respective regions.

Numeral indicators from the indicator system:

Fill in the indicators, as far as they can be taken or derived from the regional indicator system.

- Disposition- and take over rate from vocational training into job (%)**

Employment rate for graduates of vocational training in the Northern Great Plains Region

Year	Rate
2005.	39,01
2006.	39,23
2007.	39,21
2008.	41,05
2009.	37,08
2010.	38,54

Source: Central Statistic Office

- Disposition rates from school into vocational training (or similar forms)**

Number of pupils/students	
Students in full-time and part-time education together in 2010/2011	
Vocational schools	Special vocational schools
137 489	9851

Students in 1st grade of programmes in 2010/2011	
Students in full-time and part-time education together	
Vocational schools	Special vocational schools
36 094	2780

Source: Statistical Yearbook of Education 2010/2011

- Ratio of apprenticeship supply and demand (if possible for main groups of occupation) in general:**

Main group	Ratio of supply and demand
Traditional Adobe Brick maker	High 75%
Tourism and Youth tourism	Medium 60%

- Drop out rates of apprenticeships**

Numbers of drop-out students from the vocational schools (2005–2007); (N=155)			
Grade	2005	2006	2007
9.	1310	1420	1455
10.	800	919	968
11.	1182	1290	1344
12.	314	324	422
13.	161	170	231

*Source: Vocational training and dropouts
Hungarian Institute for Educational Research and Development, 2008.*

General questions

1. Project aim: Stop of the emigration of specialists/skilled workers, reduction of the negative effects of the demographic and social change

1.1 Over the last years, emigration of specialists (since 2005) ...

- increased significantly
- increased
- remained constant
- declined

Remarks: The technical students numbers are grow in the higher education level. The numbers of the students are remained constant in the secondary level, especially

vocational schools, secondary schools. In the framework of YURA Pupil Research Pilot Program the low educated manpower stayed in the region after finished the pilot action. The youth tourism profession's youngsters could move into another region, but thanks to the pilot action they stayed in the region, because the pilot could offer them professional practise and working experience. The brick makers stayed in the region, because their profession is still a missing profession in the region.

1.2 Did the demographic change influence this migration behavior?

- yes**
- more so accelerated**
- more so alleviated**
- no**
- do not know**

Remarks: We don't know yet, because the effects of the project are long-term effects and it will measurable and visible just in after few years.

1.3 What are the main motives for the emigration of young people? (multiple answers are possible)?

- no suitable/apprenticeship-adequate work**
- earning potential**
- familial reasons/ obligations**
- cultural-social surrounding (soft location factors)**
- do not know**

Additional motives (please name): In cultural and economic point of view Hungary has two different poles. If we examine it on the supply of the labor sector, the central region, Budapest and the surrounding area are highly different than the other regions. The supply of the jobs in Budapest are reach the European level of quality and the quantity measures, just like in every major towns and cities in Europe. The earnings are twice bigger than in other towns. The capitol also has a various and

colorful cultural life (including different institutions, programs etc.), the offer of the cultural life is even more than the other regions of Hungary. Regarding the question the main motive is the lack of the cultural surroundings in the young people's home cities/towns.

1.4 To what extent are there remigrations of young people into the region after academic studies or vocational training?

- remigration is the normal case**
- remigration occurs to a larger extent**
- remigration occurs to a smaller extent or not at all (emigration)**
- do not know**

Remarks: Generally the migration process is similar to the older migration process, which was in the last 40 years. Most of the people are going to bigger towns and cities, doesn't matter from which type of settlement are you live in (small, medium large city). The remigration process is still under the normal level, it is still a low percent of people willing to go back and continue their life in their home town. The young people from rural areas are staying in bigger cities or regional centers or regional educational cities. Debrecen is a regional centre and an education research regional city too. When the young people are studying in these centres, probably will stay in the same city after their professional graduation. In that case the remigration doesn't extent at all.

1.5 According to your opinion, what are the motives for the return of young people to your region? (multiple answers are possible)

- potential earnings**
- family**
- problems with a different working atmosphere**
- earned enough money abroad**
- homesickness/love for the region**

proximity to large cities with an appropriate social and cultural infrastrucur

others (please state)

.....

1.6 Has the supply of in-firm apprenticeships over the past years?

- improved**
 - remained constant**
 - declined**
 - shifted between business sectors (please state)**
- for the benefit of...**
- for the expense of**

1.7 Did the pilot actions and other measures within the framework of YURA cause changes within the apprenticeship behaviour of participating companies?

- companies offered more apprenticeship training positions**
- companies want to offer more apprenticeship training positions**
- companies by majority did not change their apprenticeship behavior**
- no changes**
- do not know**

Remarks: The companies are seeing that the practical studies and the practise of the profession is missing in the existing educational system. Most of the newly integrated employees haven't known the practical and the theoretical knowledge/practise together. The educational system excluding the special vocational schools doesn't offer a practical knowledge. The companies are offering more practical apprenticeship, they

realize that the participated young people after finishing the practical apprenticeship it could be a possible potential employer. Those youngsters who done apprenticeship will find easier job, they get working experiences, try out their theoretical knowledge in a practical way.

1.8 In regards to the pilot actions, to what extent was a broad effect achieved? (please assess for each pilot action, that was implemented within the region)

- a cross-branch broad effect was noticeable
- there were impacts within a branch
- the impact remained limited to the participating companies

Remarks: There were a small numbers of companies involved in the YURA pilot actions, so the impact and the effect of the project were measureable only in the companies. It was a positive effect on the practical training. It grew the professional culture, it changed the efficiency of the resource allocation, the companies PR activities were grow, because they employed young un-experienced professionals.

2. Project aim: efficiency of the social infrastructure and other soft location factors

2.1 Are there special regulations for the operation of schools in rural areas esp. in sparsely populated regions, in order to provide a reasonable school commute (multiple answers are possible)

- no special regulations
- school with smaller classes/smaller schools
- schools with multi-class
- subsidiary schools
- schools with online education programmes/distance teaching
- others (please state)

.....

If so until which class-level ? multi-class vocational schools, secondary level school, higher education – online education programme

2.2 Are there special regulations for the operation of vocational-schools in rural areas esp. areas with emigration (multiple answers are possible)

- no special regulations**
- cooperations between vocational schools (specialised on different occupations)**
- mixed classes for several occupations (occasional)**
- others (please state)**

.....

Remarks: The local entrepreneurs, SME companies are cooperate with the vocational schools. The professional training system changed since 2008 in Hungary, a new professional network established common training places in several region called Regional Integrated Training Centre (Hungarian name: TISZK- Térségi Integrált Szakképző Központ). These regional training centres are the responsible for the vocational trainings, the efficiency of the education, cooperation with the economic regional actors, cooperation with other training, educational institutions.

2.3 Are there special regulations for the operation of daycare centres in rural areas esp. in sparsely populated regions (multiple answers are possible)

- no special regulations**
- daycare centres with smaller groups**
- others (please state)**

.....

Remarks: There are no special regulation for the operation of daycare centres, there aren't any daycare services from the grade 6. in the primary schools, but they have a

special dorm supplies, dormitory service. During these doematory services the youngsters could participate in special activities, study groups, advanced learning hours, special trainings.

2.4 How has the development of facilities been for the youth and leisure in your area since 2005 (e.g. cinemas, libraries, museums, theatres, galleries, swimming pools, sports grounds and so on)? In case of differentiated development please indicate, where "increased", "remained constant", "declined" applies.

- increased**
- remained constant**
- declined**

Remarks: The number of cultural and leisure facilities have grown in the area of Debrecen. In the last years a new theatre, swimming-pool, sport stadium, shopping centre was built and a new football stadium is under construction.

2.5 How would you assess the continuing development of the equipment with social infrastructure for children and youth? (multiple answers are possible)

- **The number of facilities will**
 - increase**
 - not change**
 - decrease**
- **Is dependant on financing options**
 - of public authorities**
 - private carrier**
 - both**
 - the financing is unclear**

- **The number of facilities focuses on larger cities**

yes **no**

the most important facilities (schools, day care facilities for children) are continuously available covering a large area

Remarks: The number of the social services institutions are reduced in a high number, because of the State budget Deficit. The numbers of the institutions are drop down, their services and their supplying areas are concentrate and focusing one area. The Local Municipalities are rally together 2-3 institutions together, concentrating the services in the remaining institutions. The local municipalities are still running the institutions, kindergartens, elementary schools in a higher standard in these economic circumstances. The only changes is the nurseries numbers were reduced. The financial sources are changing year by year, the financial options is getting limited, the operational budget is also cut down.

2.6 Which contributions are made by the cultural and social infrastrucatur to convince the youth to stay in their home-region.

5. scale from 0 to 5 (0 no contribution ... 5 high contribution)

Remarks: In the case of the smaller towns and villages in Hungary there is a high contribution 5., but If I examine just the regional cities example Debrecen, Szolnok the cultural- social infrastructure contribution could be a medium convince 3. In these towns there should be a qualitative changes of the services. The infrastructures, service supplies institutions have already exist, but the numbers or the quality of their service, which need to be changed. In smaller towns the cultural and social infrastructures are missing, or hard to reach for the people.

2.7 How important is the distance to large and medium-sized cities with their socio-cultural infrastructure to convince the youth to stay in their home-region?

5. large cities: scale from 0 to 5 (0 no impact ... 5 high impact)

3. medium-sized cities: scale from 0 to 5 (0 no impact ... 5 high impact)

Remarks: Big cities have a complex multicultural socio- cultural infrastructures, which has a wide spectrum of attraction in local level. Which could effect on surrounding settlements, forces people remain living there. The small towns have also the remaining power, but that is even weaker than in the bigger cities, so the remaining young people are also less than in a bigger cities.

2.8 To what extent are children and teenagers able to actively codesign schools and leisure facilities ?

4. schools: scale from 0 to 5 (0 nothing ... 5 extensive)

3. leisure facilities: scale from 0 to 5 (0 nothing ... 5 extensive)

Remarks: The offered school services and the demand of the services are depending on schools and settlements. The services after schools are much more than the leisure facilities, the schools could offer more services and programs for the young people. The numbers of the school services and programs reducing year by year. The youngsters can participate in the programs and use those services which are still available and support financially by the schools. Generally the advanced services are controlled by the local school in the framework of their financially budget.

Those who are using the leisure facilities are rather minor. The problem might be that the sports and leisure habits are not so famous among the people (health lifestyle, special sport services, trips). The sport infrastructures and leisure facilities utilization are very low. The supply of their services are too little and the price of the services are too high, just a few people could afford it.

2.9 What are the most important ways, in which this codesign is implemented? (multiple answers are possible)

- suggestions of the pupil representation**
- wishes of the pupil representation can be placed**
- pupils can design their classrooms under guidance**
- pupils design their classroom independently**
- teenagers design leisure facilities under guidance**

teenagers design leisure facilities indepently

teenagers have a voice at the planning state of leisure facilities

Remarks: The youngsters have the chance to express themselves, asking their opinions in special cases, but it's still led the way with the active participation of teachers. The teacher is a moderator, who convince the students to giving the right answers. If the decision is lower priority, the youngsters will get a higher chance to telling their expressions, taking in a bigger part. If the issue is more complex and bigger the decision expression process will be more autocratic.

3. Project aim: improvement of human resources and social integration

**3.1 What are the best ways for the vocational orientation of pupils?
(multiple answers are possible; scale from 0 not implemented, 1 unfrequent ...5 regularly for all pupils)**

5. (big) roadshows/information events for several classes or resp. schools

4. individualised roadshows/information events

3. internships in companies at once

0. periodical internships in companies (e.g. 1 day per month)

3. internship at facilities for vocational training at once

0. periodical internships at facilities for vocational training (e.g. 1 day per month)

**3.2 What are the most effected class-levels for vocational orientation?
(please state)**

class level, 12 vocational orientation

3.3 In the SWOT-analysis forms of cooperation between schools and enterprises for single regions are described. Please state the regional level of dispersion for forms, which are particularly successsful and/or are suitable as best practice!

... there are no such forms

- **Form A (please state)**

(please state the form) model projects/experimental phase

(please state the form) partial application

(please state the form) comprehensive application

- **Form B (please state)**

(please state the form) model projects/experimental phase

(please state the form) partial application

(please state the form) comprehensive application

and so on

4. Project aim: The intensification of the cooperation between, schools, companies and the regional administration

4.1 How do you assess the level of cooperation? (mark the relevant statement)

- **the majority of schools are involved**

yes no

- **the actions are well coordinated**

yes no

- **the involvement of pupils is**

good average low

- **the involvement of businesses is**

good average low

4.2 How do you assess the level of cooperation? (mark the relevant statement)

- **big companies are predominantly involved**

yes **no**

- **there is a council, working group etc. on a regional level, with a regular coordination of actions and cooperations**

yes **no**

- **the cooperation had a significant impact on the placement of in-firm apprenticeships**

yes **partial** **no**

5. Sustainability

5.1 Which measures, from the point of view of your region and from the experiences derived from the YURA project have stand the test in particular and can be pointed out as regional good practice? (please state)

- **in the field of job-oriented measures for pupils**

The number of jobs are very low in the North-Great Plain region, the offer the various jobs are also low number. The young people haven't got so much opportunity to find a proper job. The YURA Pilot action (pupil research center) seemed to be a good solution to offer apprenticeship and practical job for the young people. In the pilots the youngsters participated in small groups, but if the pilot could extend into more regional level and involve more companies and youngsters that could be a solution for the lack of unemployment young people.

- **in supporting slow learning pupils**

This viewpoint is not relevant to the YURA pilot project. The social care infrastructures in the regions are well developed and prepared to take care for the Special Educational Needs (SEN) children. If the company hires a slow learning pupil, or a SEN young person, the company will get a higher labor support for hiring them.

- **in promoting specially talented pupils**

The promoting of the talented pupil when they are young is not so common. The talented pupils are identified later on their education in post graduate, university, colleges. All of the talented people are going to higher education institution example university. Most of the young people are going to universities, the education is getting a mass education system, the talented youngsters are not so outstanding among the students.

- **by a better inclusion in the social field**

- **in the co-operation between schools and enterprises?**

- **further**

5.2 In which fields of activity have improvements of co-operation/ co-ordination between schools, enterprises, public administrations and organizations/ alliances/associations occurred during the YURA project? (please state)

The organisations and NGO's roles are getting more and more important ,especially in the professional training and education field. The Public Responsibility role of the associations are improved during the YURA project. As we are a non-governmental association we could cooperate with the local, regional governmental institutions. An NGO use their civic relations and social network for the project implementation.

5.3 Do these improvements apply to

model projects or rather single undertakings

multiple cooperation partners

Are those measures suitable to be realized comprehensively in the region?

yes **partial** **no**

5.4 Which measures do you consider transferable to other regions?

▪ **measure A Brickmaker**

yes **partial**

▪ **measure B Youth tourism**

yes **partial**

and so on

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