

FiFoBi

Developing business competencies in school



On the Horns of a Dilemma...

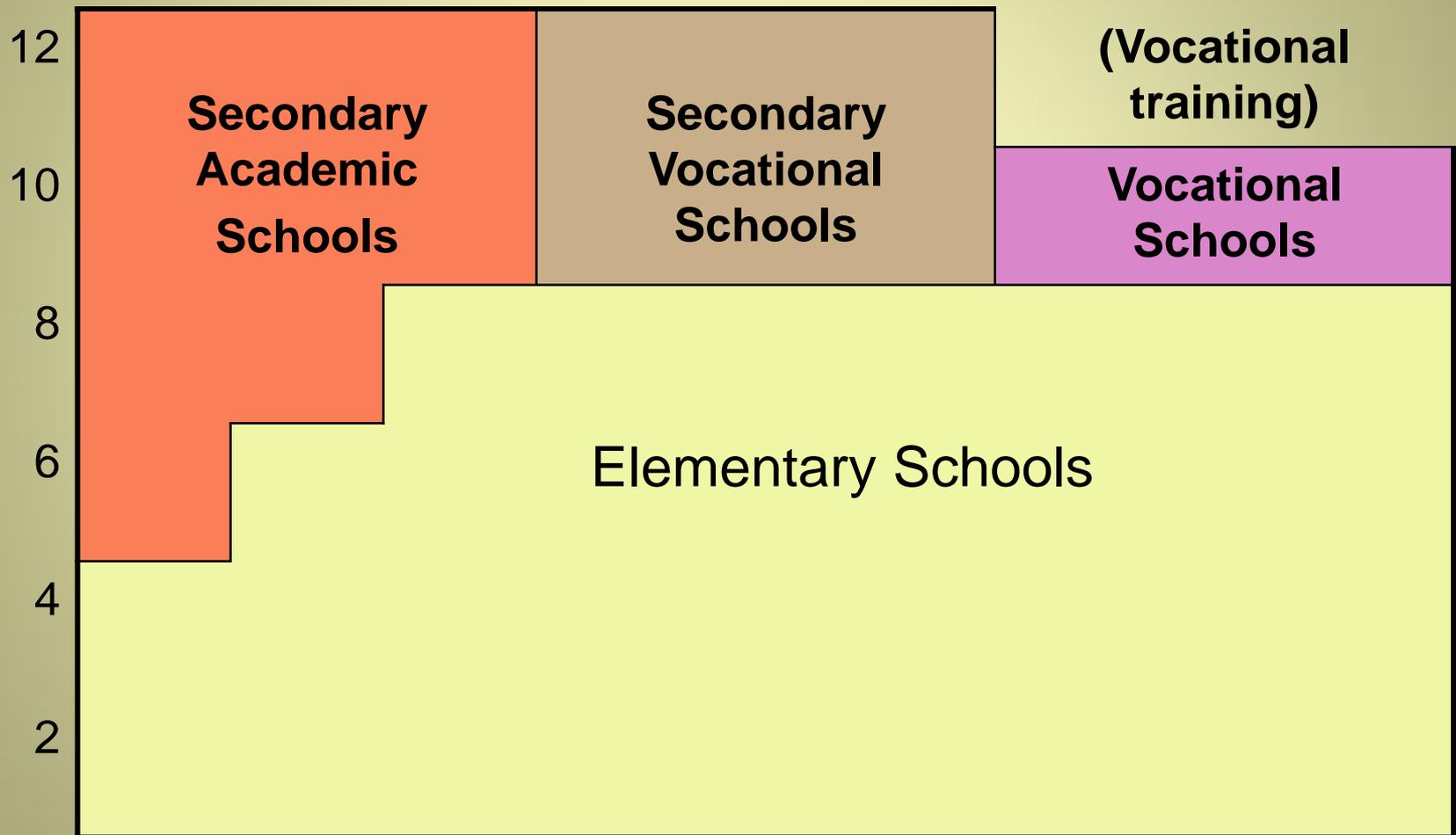
The Hungarian Results of the FiFoBi Research
and ideas for best practice

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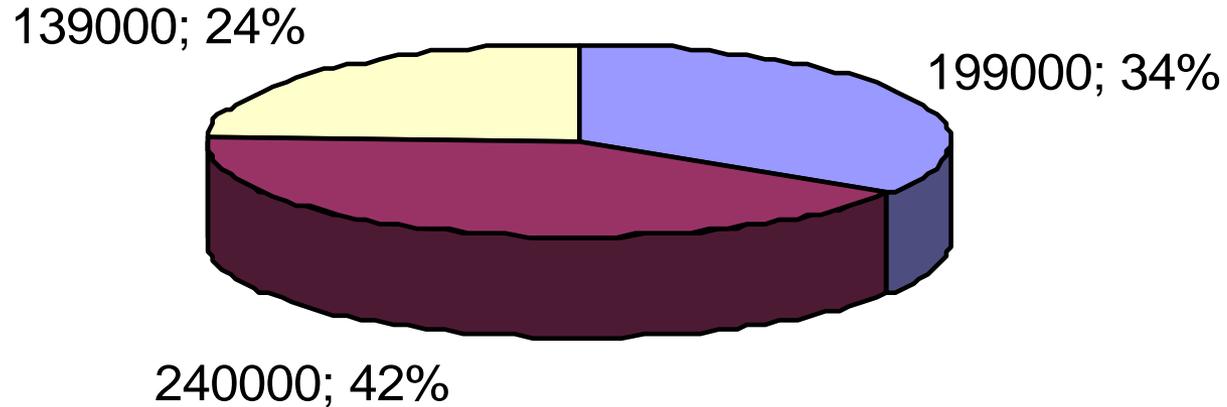
Cologne, 21-24 November 2011

The Hungarian school system

(Grades and school types)



Distribution of students studying at secondary level by school types (2010/2011)



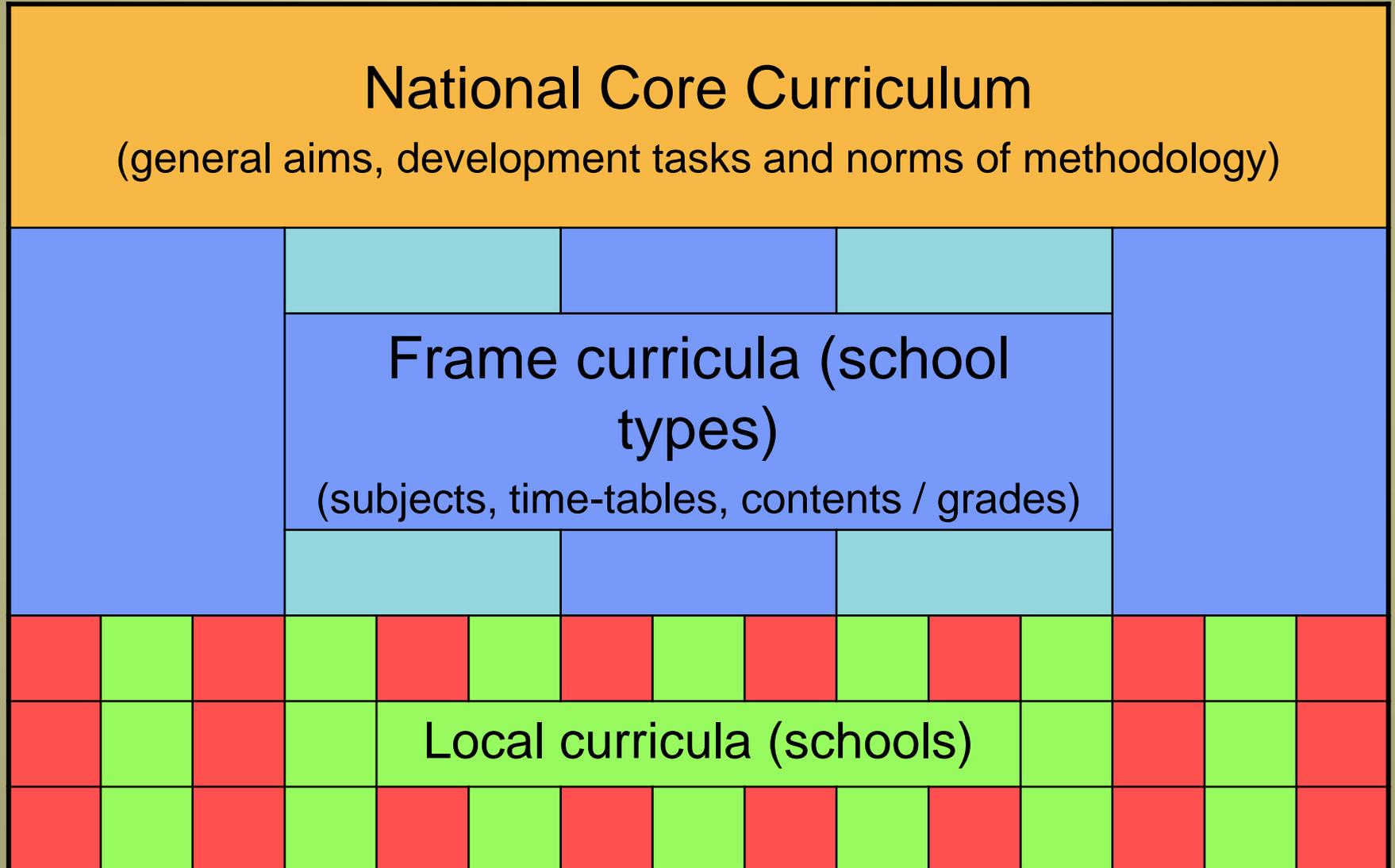
- Secondary academic schools (SAS)
- Secondary vocational schools (SVS)
- Vocational schools (VS)

The effectiveness of vocational education

- 75% of vocational school students have difficulties with text interpretation.
- On average, 30 students out of 100 drop out during the term of their studies.
- Only 21 out of 70 start working in the field they had planned to enter during their school years.

(Source: János Köllő (2011), Hungarian Academy of Sciences, Research Institute on Economics)

The content regulation of public education



The Selection of the Curricula

- National **Core** Curriculum, 2007
- The **Frame** Curriculum of Vocational Secondary Schools 2008. (Ministry of Education)
- The **Frame** Curriculum of Vocational Schools, 2008 (Ministry of Education)
- The **Frame** Curriculum of the Development Program of Vocational Schools, 2006
- The **Frame** Curriculum of Secondary Academic Schools 2008. (Ministry of Education)

Subjects and recommended activities

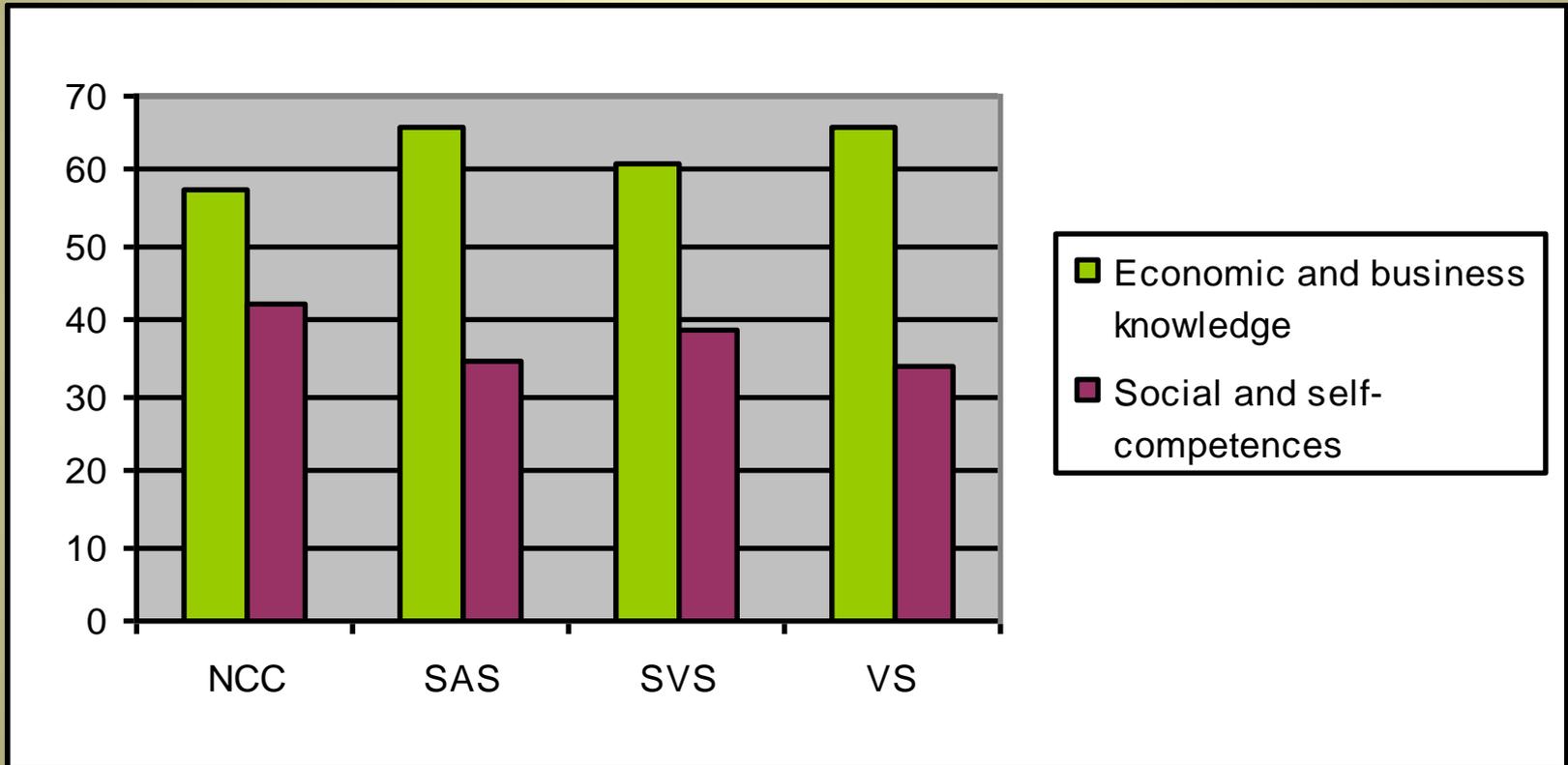
Subjects in the frame curricula

- Geography – compulsory
- History – compulsory
- Civic education – optional

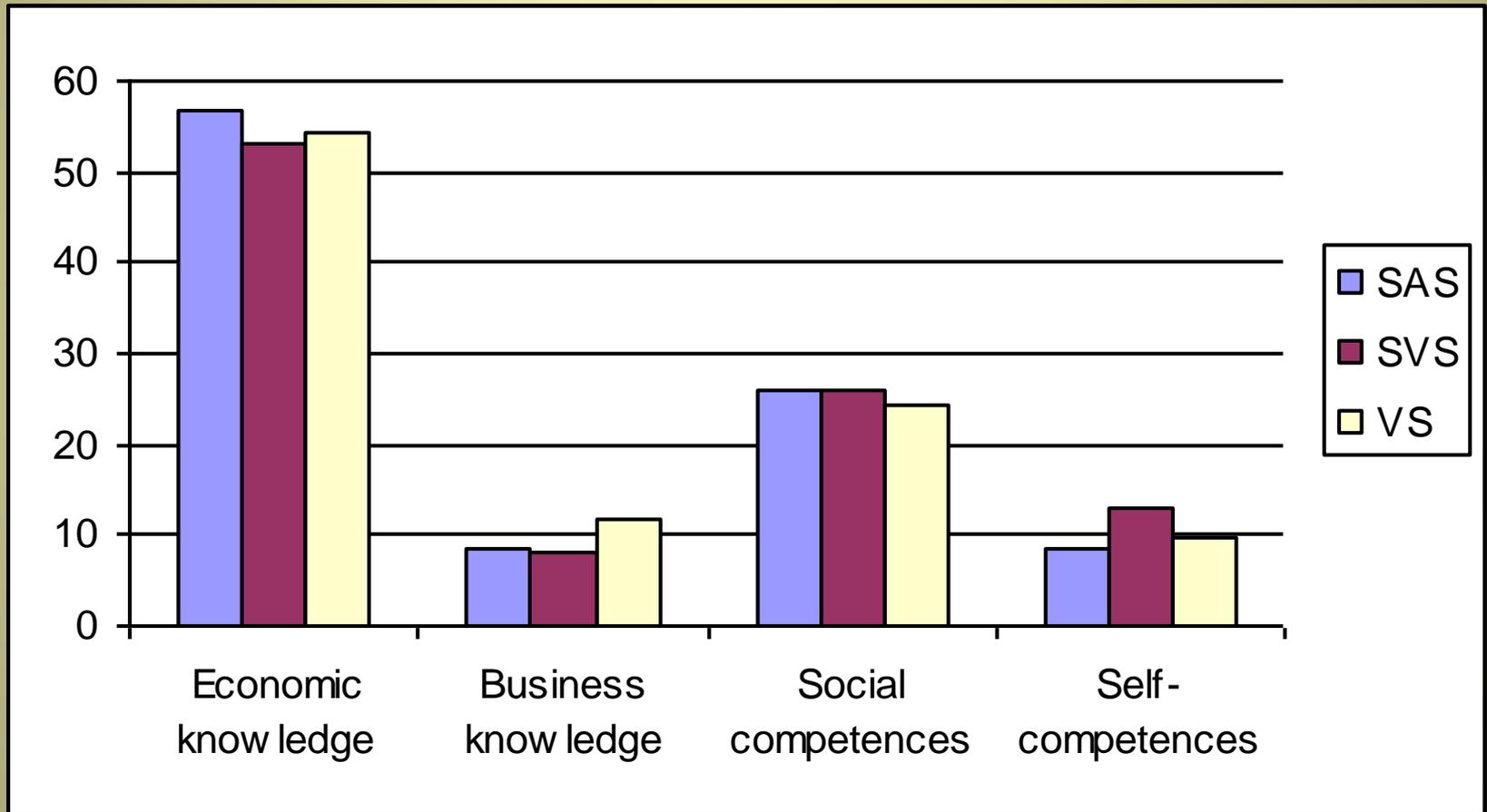
Recommended activities in the frame curricula

- Way of living and practical knowledge
- Career orientation

Knowledge- and competence-based items in the curricula

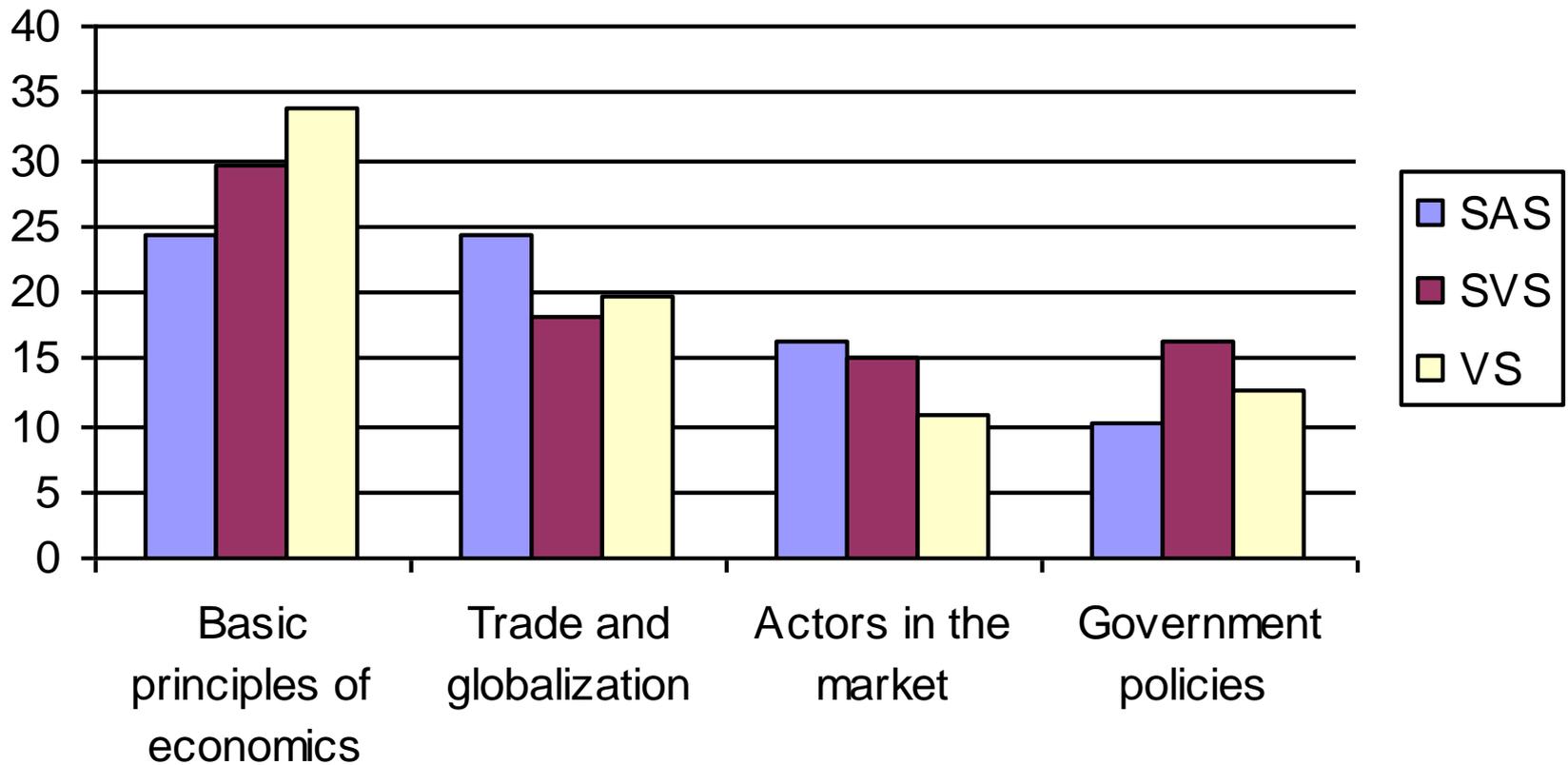


The proportion of the examined content fields in school curricula by school types (%)



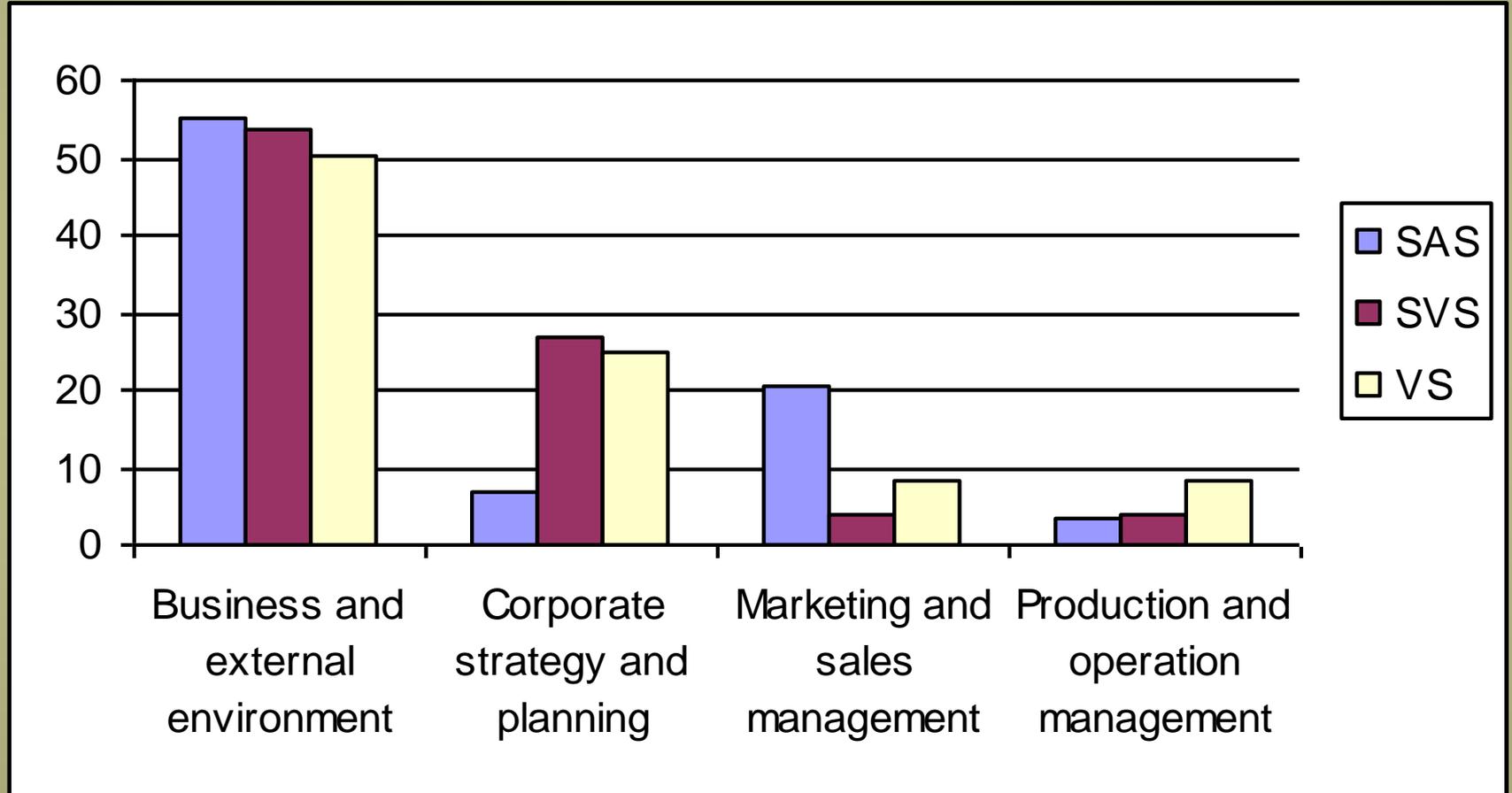
Most accentuated items

Economic knowledge



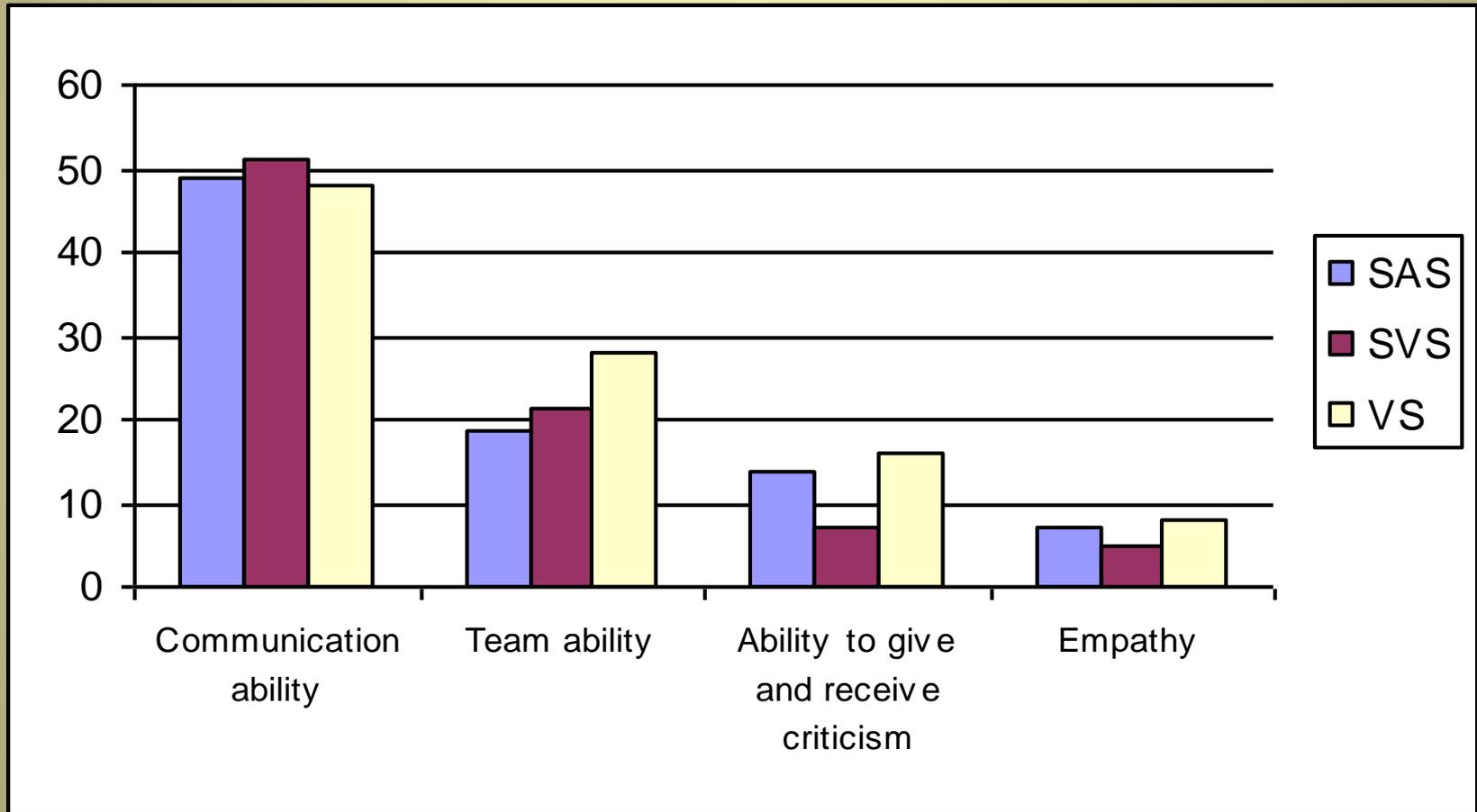
Most accentuated items

Business knowledge



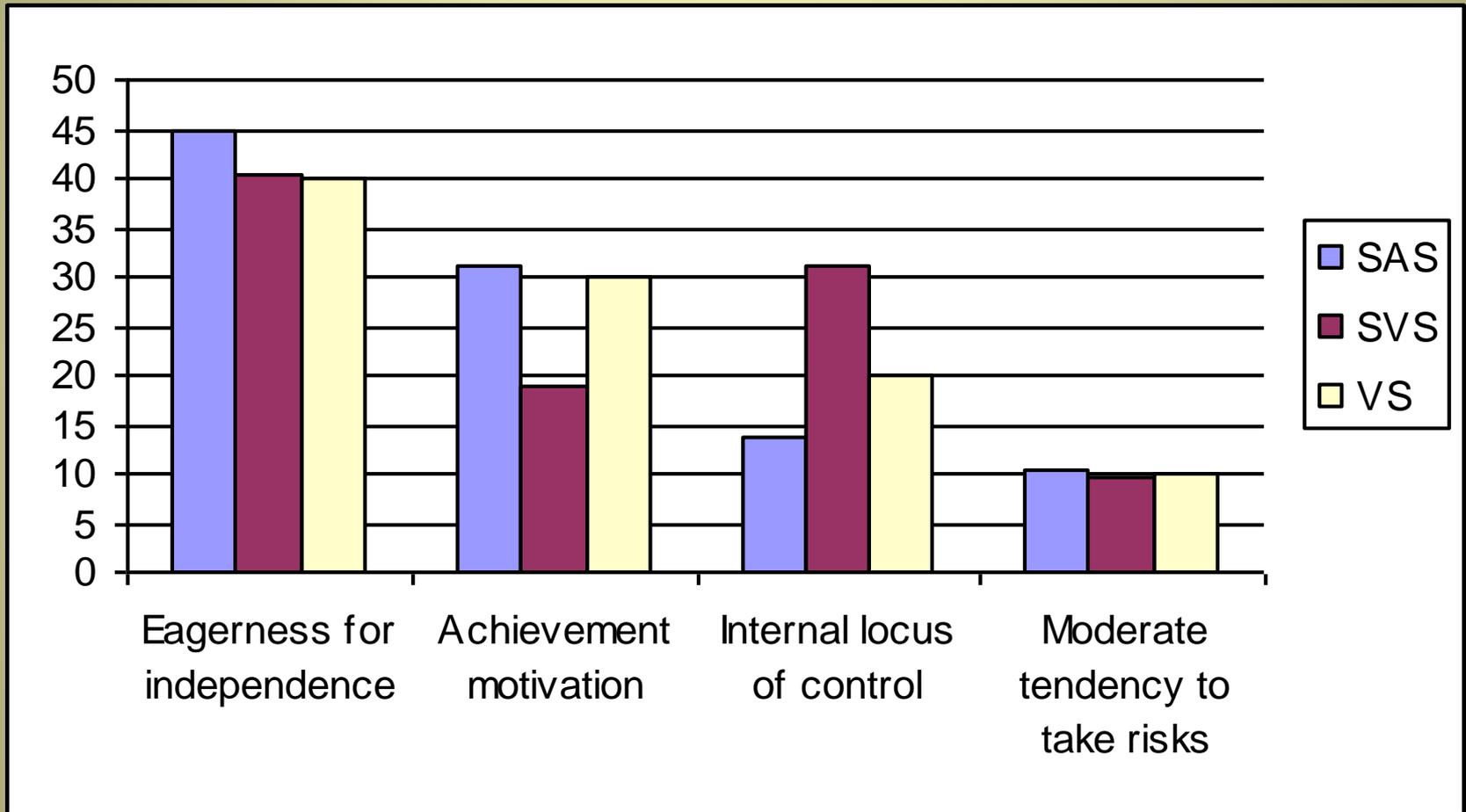
Most accentuated items

Social competences



Most accentuated items

Self-competences



Teacher interviews

7 schools

Types: vocational, vocational secondary (+ special programmes)

Profiles: agriculture, food industry, economy, commerce and catering

Settlement types: capital city (3) middle sized cities (2) and small towns (2)

9 teachers

Subjects: geography, civics, economics and entrepreneurial knowledge (+ form teachers supporting career orientation)

Teaching practice: between 3 and 25 years

The most important...

... aims of economic teaching

1. To develop self-competence in order to find a job after leaving school
2. To develop social competencies necessary for the world of work
3. To gain general knowledge on economy
4. To gain necessary information on labour market
5. To receive entrepreneurial knowledge and skills

...elements of teaching practice

1. To transfer the general items of economic knowledge
2. To present the world of work in order to support students' career choice
3. To gain techniques necessary to find a job at the labour market
4. To prepare students for making various economic decisions
5. To develop entrepreneurial attitudes

The sources and methods of teaching

Curricula

- Teachers do not know and use them.

Teaching materials

- Textbooks hardly used (lack of appropriate textbooks)
- Self-made materials (source: printed press, the Internet)

Methods

- In classes: frontal teaching
- Extracurricular activities: lectures, study circles, contests, student enterprises, visit to workplaces, student work

Evaluation

- Written papers, oral tests, presentations
- Extracurricular activities are not evaluated

Basic problems... as seen by the teachers

Time

“There is no extra time at our disposal to develop social and self-competencies.”

Number of students

“In a class with 36-40 students... learning process cannot be based on activities.”

External expectations

“Kids and their parents often believe that competence based learning is just a game.”

Social partner interviews

Interviewees:

3 employers (retail chain, car factory, small enterprise)
2 chambers of commerce and industry (central, regional)

Relationship with the curricula and education:

Not familiar with curricula

Casual contacts with schools (visiting workplaces)

Evaluation of school performance:

Social and self-competences = average

Economic and business knowledge = low or zero

“Hungary is a country of financial illiterates...”

“Only those young people have a vague idea of economic issues who attended schools of commerce ...”

Expectations of the world of work

Social and self-competences

→ for big companies / small enterprises

but

***Economic and business knowledge /
entrepreneurial skills*** → only for small enterprises

“Specialization is so great at the car factory that the workers have only to know what they are needed to do... They are taught ...what to do at the assembly line. The only thing they need is capability of learning... The workers are not expected... to meditate on beyond what they were instructed to do. They are not expected to work in a creative way, it is preferred if they are not creative persons, just orderly execute their task.” (Manager of a car factory)

Summary (1)

Teaching of economic and entrepreneurial knowledge does not seem adequate for the prevocational stage in Hungary.

The main causes – curricula:

- The curricula of vocational schools make a reduced version of the curricula of secondary academic schools. The content of the former neglects the real demands of young people learning a vocation.
- The curricula rather support the process of acquiring knowledge in contrast with the development of social and self-competences.
- The sphere of knowledge is dominated by general theoretical knowledge. Practical knowledge and skills hardly appear in curricula.

Summary (2)

Main causes – teaching practice:

- Teaching process traditionally follows the ***approach of deduction***. It takes general principals as its starting point and not concrete reality. That probably explains why learning process lacks motivation and does not contribute to developing organic knowledge.
- Transferring ***knowledge*** and developing ***skills*** often appear for teachers as different aims which can be reached only at the expense of each other.
- Developing ***social and self-competences*** often appear as an additional task for teachers, which can be dealt with after transferring knowledge, if some extra time is left.

Summary (3)

Main causes – contacts between schools and the world of work

- Practical knowledge connected to **everyday life** shows just a nominal appearance.
 - Schools do not have any time frame for this field.
 - Experience-based learning has no traditions in Hungary.
 - Schools have few contacts with the neighbouring world.
- **Career orientation** is rather formal.
 - Schools do not have enough time for this activity.
 - Most of the teachers do not have appropriate training.
 - This activity appears in schools after pupils had made their decision in which school type to learn.

