

## Case Study I - Szombathelyi Regionális Képző Központ / The Workforce Development and Training Centre in Szombathely

This is a regional centre in a national training network. The training centre works in partnership with the local vocational training school and covers the three counties of the west Hungarian region. The training covers a narrow section of business and industrial sectors but they are well equipped to deliver high class training in their key areas. They also are licensed as an examination centre for a number of national and international awards. The key areas of their training operation are industrial training,



welding, ICT, language training, business management, and human resources. They also have a speciality in marketing and logistics. They have two remote campuses. They provide services for both individuals and company training needs, and they have a provision for testing prior knowledge of prospective learners before they are accepted on training courses (and not everybody is accepted). In the past they were very much influenced by government policy in the

provision of training needs (e.g. re-training for redundant workers). In this they have been funded by the state to provide regional training needs, but in the case of private companies the business has to contribute 10-20% towards training costs. From 2005 they have been allocated different compulsory tasks by government, and there is now a period of uncertainty as they try to re-organise to implement the reforms. New private companies are proving more flexible in providing training needs at a lower cost, and this is forcing prices down to a level that the centre is finding difficult to compete with. The centre receives a core funding from the state to support training, but this cost per capita is low, and for this reason they need to apply for support from other areas (e.g. from EU) and this has a heavy cost for employees in paperwork and in time spent away from the delivery of training. They have a number of international projects with e.g. Irish and Canadian partners to support human resources. International qualifications give status to the learners and to the centre, and also bring inward investment to the region (if companies come to invest they want to be sure of the quality of accredited training.) They are developing into team-building training and this is proving to be a potential growth area. They have 37 employees.

## **Case Study 2 - Mezőgazdasági Középfokú Szakoktatási, Továbbképző és Szaktanácsadó Intézet Agricultural Vocational Retraining and Advisory Institute**

The institute has traditionally provided training for the agricultural sector but currently faces a high level of uncertainty due to government reforms of the agriculture and education departments. They have a remit to provide formal and informal training in agricultural mechanics, rural tourism, and the production of



plants and shrubs/trees for ornamental gardens. They provide general agriculture awards, as well as equestrian training, and livestock husbandry training. The informal education covers housekeeping crafts, young agricultural business management, and skills for the mountain rangers. The cost of informal training is paid by the trainees. The centre provides services for local business and agencies, partly as a service and partly as an income earning activity for the centre. The campus

has more than 300 hectares under management, and also has two remote centres. The main campus has diversified to provide income from a number of sources, including hire of the grounds and the provision of accommodation for outside training events (e.g. a yoga festival). Students have residential accommodation and the old castle is a monument of local importance. The only certainty is that every region in Hungary will have one university appointed to provide an agricultural advisory service within that region. There will also be three secondary level schools providing training, advice, and informal services within each county, and they hope to be one of these regional centres, but they are waiting for confirmation from the government.

### **Case Study 3 - Harmatfű Természetvédelmi Oktatóközpont Órségi Nemzeti Park Igazgatóság / Harmatfű Education Centre of Environmental Protection - Directorate of Órség National Park**

The park has almost 44,000 hectares and 45 villages within its area. Within this area 3,100 hectares are given strict protection. The main tasks of the national park are, natural and cultural heritage protection, providing tourism attraction, training, research, and providing critical reviews for local authorities within the park. In the



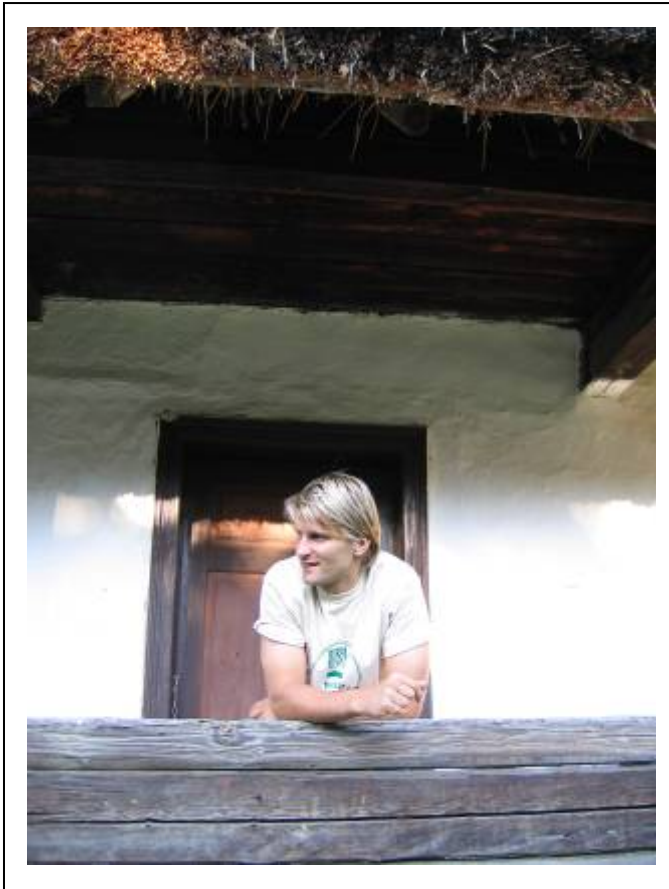
training activities they use the Bisel method to analyse the water quality, and they teach this to school pupils to encourage their awareness of the environmental heritage. The park authorities also organise celebrations and activities to recognise the annual World Heritage Day. They organise forest school activities for grades 2, 4, and 6 to teach environmental conservation, and plan educational trips

and competitions for kindergarten and schools. The national park has two tourist hostels to offer accommodation for visitors, as well as camping facilities and a cycle hire service. The national park is discussing with the local Mayor the possibilities of developing a local open air museum of farm settlement and farming heritage, but there have been tensions with the local authorities.





## Case Study 4 – Discussion with the Mayor of Szalafő



We met the Mayor, Arnold Lugosi, for discussions about local development. This is a village that had a population of over 2000 two hundred years ago, over 1000 people one hundred years ago, and now has around 200 people. They are developing a proposal to build more houses in the area in order to encourage young people to remain in the area, but they are having difficulties with the park authorities in obtaining planning permission. He has no higher education qualification himself though he has started a rural tourism and accommodation business and encourages people to remain in the locality. He is supportive of re-establishing traditional business activities, such as the extraction of vegetable oil from pumpkin seeds, and the use of local produce. He has encouraged local countryside signage and has several plans for the future of the village, including rebuilding the village pub as a community social centre, and re-opening the old connecting road with the neighbouring village in Slovenia.

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## Case Study 5 - Hegypásztor Kör

This started as a bottom-up initiative and in the last 20 years has developed into a multipurpose, non-profit-making local development company. Its main activities are heritage protection and using this for tourism purposes. It has been active in making



an inventory of the cultural history of the region and publishing some of this for wider interest. They established a telecottage in 2001. This is mainly used by the young people in the community to access internet and as a social centre (online games) but also as a business facility for local people (sending faxes and internet services) They have several social projects, including clubs for elderly people, and a media club for young people (how to use ICT and publish a local

newspaper). Their biggest project has been to reconstruct the local pub in the centre of the village as a multipurpose community centre, including administrative offices, a wine-tasting centre, shop, and cycle rent facilities. They employ ten people from the community. They have three types of activities in order to raise funds for their activities, 1) raising and making straw for roofing activities, 2) providing hostel accommodation for tourists, youth, and forest school camps, 3) they started organising wine-related activities in 1998, including a wine-lovers club, wine tasting and marketing, and training courses related to wine production. The quality of local wine has improved recently and last year, for the first time in ten years, three vineyards were re-planted. This initiative has a high level of local commitment and enthusiasm.