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Developing a Dual Education System in Tourism Studies

ESZTERHÁZY KÁROLY EGYETEM
http://uni-eszterhazy.hu

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Associate Professor
Eszterházy Károly University
Faculty of Economics and Social Sciences
Introduction – Dual Training Programs in Higher Education
Partnership Forms Between Companies and Universities
Best Practices from Europe
Human Resources and Labor Market in Tourism – Data Supporting the need for Dual Training
Views from Tourism Leaders
Dual Education System in Hungary – Dual Training Programs in Tourism
Results of the Northern Hungarian Research on Dual Education System
Dual Partnership as a CSR Activity
Main Findings
Dual Training Programs Higher Education

- Dual training is a form of a bachelor's (or master’s) degree program, that requires special practical training.
- Professionally qualified companies increases the students professional competence, corporate knowledge and prepare them for their future work through their curriculum content and increased hours of training at company level, as well as acquired work experience.
- In the case of dual training, the dual partner company, in a predetermined manner, closely follows the curriculum of the higher education institution, and formally teaches the students during the training.
- With this training system, there will be a workforce from higher education that will be able to enter the world of work without any extra training, immediately and for several years. This is a quick and effective tool for dealing with quality labor shortages.
- Students are actually working during their higher education studies.
Forms of Cooperation between Companies and Universities

- Cooperation in the field of research and development
- Mobility of the researchers towards corporate tasks
- **Mobility of the corporate experts towards educational tasks**
- Offering vocational training opportunities to students at the companies
- **Employing students as trainees at the companies within the framework of the higher level dual education**
- Sale of the R&D products which were generated as the results of the cooperation
- Common development of teaching and learning materials
- Offering higher educational services supporting Life Long Learning
- Corporate participation in managing of universities and in university education
- Collecting international best practices in the form of case studies

Source: on the basis of Tempus Public Foundation, 2016
Forms of Cooperation between Companies and Universities

I. Financial or in-kind allowances (donation)

1. Financial allowances
   a) supporting the foundations of the universities
   b) direct financial allowance (donation)
   c) support of research and educational activities
   d) supporting sport and cultural events of the universities

2. In-kind allowances
   a) donating or handing over software or research equipment
   b) direct in-kind allowances (donation)
   c) supporting sport and cultural events of the universities

II. Professional Cooperation

1. Projects with Financial Implications
   a) vocational training contribution
   b) innovation contribution (Ordering R & D services, expert activities, etc.)
   c) research, education, expert or other services (fostering scholarships, supporting the creation of theses and dissertations related to certain topics, supporting mobility programs)
   d) grants for training and employment of graduates (joint training programs, practical training venues, scholarships and other employment contracts, dual training programs etc.)
   e) creation and operation of start-up and spin-off businesses and incubators linked to the university and other innovative businesses (Junior consultancy companies, university innovation clusters as well.)
   f) purchasing patents
   g) launching jointly funded projects

2. Knowledge Sharing, Discussion, Joint Professional Events (expressed in hours of work)
   a) non-formalized (contractual) professional co-operation between corporate and university professionals (joint conferences, professional workshops, etc.)
   b) intermediary organizations or business associations
   c) running trainee programs
   d) corporate member in the supervising body of the university (currently consortium)
GOOD PRACTICES from Europe

DUAL EDUCATION: EUROPE’S SECRET RECIPE?

ERIC A. HANUSHEK Professor of Economics, Hoover Institution of Stanford University (MUNICH ECONOMIC SUMMIT, 3–4 May 2012):

- Germany’s system of apprenticeships (dual education in higher education) seems to be very successful.
- Germany’s highly developed dual system may indeed be a model for other countries, but the specific lessons cannot be lost: vocational skills must be complemented with strong academic skills.
GOOD PRACTICES from Europe

Baden-Wuerttemberg Cooperative State University (DHBW) – Germany

- The university has a co-operative education program with more than 34,000 students (2016) enrolled and more than 9,000 co-op employers.
- The three-year co-op undergraduate programs include one and a half year of compulsory internships. DHBW offers job integrated learning (JIL) programs only.
- In JIL, every DHBW student has to be employed by a single company during the complete duration of the study program. Lectures and compulsory internships are geared to maximize applied learning.
- The School was founded on March 1, 2009, DHBW traces its roots back to the Berufsakademie Baden-Wuerttemberg (founded 1974).
- That was the model of the present Hungarian System of Dual Higher Education.
GOOD PRACTICES from Europe

Business and Hotel Management School (BHMS) - Luzern Switzerland

The four «pillars» at BHMS are quality education, guaranteed internship, personal development and international career placement. Each pillar plays a key role in their mission to provide the growing global hospitality and service management industry with quality employees, who are eager to demonstrate their management potential.

1. Quality academic education, as the first pillar, gives students the academic and theoretical knowledge.
2. Guaranteed internship, as the second pillar, allows students to apply the knowledge into practice on the job.
3. Personal and professional development, the third and most important pillar, provides students with soft and social skills and discipline that motivates students, guides them, strengthens them and ultimately drives them to succeed.
4. The successful outcome of all three pillars leads to the fourth pillar, a successful career placement. BHMS has its own placement company «Masterwork» which assists all graduates to gain their first international career position.

SSTH Swiss School of Tourism and Hospitality - Switzerland
GOOD PRACTICES from Europe
Preface

„In the past decades travel & tourism and its enabling ecosystem have proven to be significant drivers of economic growth, contributing over 10% to global GDP and accounting for 1 in 10 jobs on the planet. The industry continues to be a force for good, providing unique opportunities for developing and emerging nations to move up the value chain.”

Cheryl Martin Head of Industries, Member of the Managing Board World Economic Forum.
Richard Samans Head of the Centre for the Global Agenda, Member of the Managing Board World Economic Forum.
Human Resources and Labor Market in Tourism

Persons employed by economic activity, EU-28, 2008-2017 (index 2008=100)

- Total economy
- Non-financial business economy(*)
- Services(*)
- Selected tourism industries(*)
- Tourist accommodation(*)

(*) NACE sections: B-N_S95_X_K (Total business economy; repair of computers, personal and household goods; except financial and insurance activities).
(1) NACE sections: H-J, L-N and NACE division S95.
(2) NACE divisions: H51, I55 and N79.
(3) NACE division I55.

Note: Full description of economic activities covered, see under “Data sources and availability”.

Source: Eurostat (online data code: ifsa_egan2). Figures for tourism industries are based on customised data extractions, not available online.
Travel & Tourism Competitiveness Report 2017

Names Eight Trends Driving Industry Transformation in Tourism, from which the fifth one is the following:

5. **Jobs, Jobs, Jobs—But Where is the Talent?**

- Tourism is the largest export category in many developing countries, the industry is a tremendous employment generator. Yet the industry has difficulties in attracting top talent, for both technical and managerial positions.
- Different explanations have been provided for this, including: lack of career attractiveness and advancement pathways, competition from other sectors and inadequate education supply, practice and training.
- Research has estimated that talent gaps and deficiencies in the industry could cost the global economy nearly 14 million jobs and $610 billion in GDP. Given the importance of the sector globally, the cost of inaction will have striking consequences for the world economy both in terms of employment and GDP.
- **To address these challenges, the private sector needs to collaborate closely with the public sector to update university and training programs to ensure they keep up with market needs and technological advancements.**
- **Dual Education in Tourism can be a key factor in solving quality labour shortages.**
Data Supporting the need for Dual Training

Executive Summary

The T&T Competitiveness Index 2017 framework

Travel & Tourism Competitiveness Index

- Enabling Environment
  - Business Environment
  - Safety and Security
  - Health and Hygiene
  - Human Resources and Labour Market
  - ICT Readiness

- T&T Policy and Enabling Conditions
  - Prioritization of Travel & Tourism
  - International Openness
  - Price competitiveness
  - Environmental Sustainability

- Infrastructure
  - Air Transport Infrastructure
  - Ground and port infrastructure
  - Tourist Service Infrastructure

- Natural and Cultural Resources
  - Natural Resources
  - Cultural Resources and Business Travel
Ease of finding skilled employees

(To what extent can companies find people with the skills required to fill their vacancies.)

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank/136</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>2</td>
</tr>
<tr>
<td>Ireland</td>
<td>4</td>
</tr>
<tr>
<td>Netherlands</td>
<td>8</td>
</tr>
<tr>
<td>Germany</td>
<td>12</td>
</tr>
<tr>
<td>Belgium</td>
<td>13</td>
</tr>
<tr>
<td>France</td>
<td>14</td>
</tr>
<tr>
<td>Denmark</td>
<td>15</td>
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<tr>
<td>Austria</td>
<td>17</td>
</tr>
<tr>
<td>Sweden</td>
<td>20</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>23</td>
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<tr>
<td>Portugal</td>
<td>25</td>
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<tr>
<td>Cyprus</td>
<td>31</td>
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<tr>
<td>Spain</td>
<td>39</td>
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<td>Greece</td>
<td>40</td>
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<tr>
<td>Italy</td>
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<td>Slovenia</td>
<td>46</td>
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<td>Poland</td>
<td>54</td>
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<tr>
<td>Luxembourg</td>
<td>57</td>
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<tr>
<td>Malta</td>
<td>64</td>
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<tr>
<td>Estonia</td>
<td>78</td>
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<tr>
<td>Czech Republic</td>
<td>83</td>
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<tr>
<td>Latvia</td>
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<td>Croatia</td>
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<td>Lithuania</td>
<td>109</td>
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<td>Slovak Republic</td>
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<tr>
<td>Bulgaria</td>
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<tr>
<td>Romania</td>
<td>130</td>
</tr>
<tr>
<td>Hungary</td>
<td>131</td>
</tr>
</tbody>
</table>

Source of the data: The Travel & Tourism Competitiveness Report 2017, World Economic Forum
### Pay and productivity

*(To what extent is pay related to employee productivity?)*

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank/136</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
<td>7</td>
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<tr>
<td>Germany</td>
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<td>Denmark</td>
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<tr>
<td>Estonia</td>
<td>12</td>
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<tr>
<td>Finland</td>
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<td>United Kingdom</td>
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<td>Luxembourg</td>
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<td>Czech Republic</td>
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<td>Belgium</td>
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<td>Netherlands</td>
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<td>France</td>
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<td>Poland</td>
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<td>Portugal</td>
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<td>Croatia</td>
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<td>Bulgaria</td>
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<td>Slovenia</td>
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<td>Cyprus</td>
<td>82</td>
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<td>Greece</td>
<td>84</td>
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<tr>
<td>Romania</td>
<td>87</td>
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<tr>
<td>Spain</td>
<td>100</td>
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<tr>
<td>Hungary</td>
<td>106</td>
</tr>
<tr>
<td>Italy</td>
<td>125</td>
</tr>
</tbody>
</table>

Source of the data: *The Travel & Tourism Competitiveness Report 2017*, World Economic Forum
Hourly gross earnings by economic activity, 2014, (euro)

(*) Total economy: NACE sections B to S (minus O) - industry, construction and services (except public administration, defense, compulsory social security, activities of households as employers and extra-territorial organisations and bodies).

(‡) Selected tourism industries: airline transport (H51), accommodation (I55) and travel agencies / tour operators (N79).

Source: Eurostat, Structure of Earnings Survey (online data code: earn_ses10_13)
Hourly labour cost (2016), by economic activity, (euro)

- **Total economy (¹)**
- **Selected tourism industries (²)**

(¹) Total economy: NACE sections B to S (minus O) - industry, construction and services (except public administration, defense, compulsory social security, activities of households as employers and extra-territorial organisations and bodies).

(²) Selected tourism industries: airline transport (H51), accommodation (I55) and travel agencies / tour operators (N79).

Source: Eurostat, Labour Cost Survey (online data code: lc_ncostot_r2)
Hourly labour cost (2016) and hourly gross earnings (2014), total economy and accommodation sector, (euro)

(*) Total economy: NACE sections B to S (minus O) - industry, construction and services (except public administration, defense, compulsory social security, activities of households as employers and extra-territorial organisations and bodies).

(‡) Accommodation: NACE division 55, includes NACE group 559 'Other accommodation' (accounting for 1.7% of employment in NACE 55).

Source: Eurostat, Labour Cost Survey and Structure of Earnings Survey (online data code: lc_ncostol_r2, earn_ses10_13)
Share of persons employed by economic activity and citizenship, EU-28, 2017 (%)

<table>
<thead>
<tr>
<th>Economic Activity</th>
<th>Reporting country</th>
<th>Other EU country</th>
<th>Non-EU country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-financial business economy(*)</td>
<td>4.4%</td>
<td>4.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Services(‡)</td>
<td>5.4%</td>
<td>89.1%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Selected tourism industries(*)</td>
<td>6.9%</td>
<td>84.3%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Air transport(*)</td>
<td>2.1%</td>
<td>91.7%</td>
<td>89.9%</td>
</tr>
<tr>
<td>Accommodation(*)</td>
<td>8.4%</td>
<td>9.8%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Travel agency/tour operator(*)</td>
<td>4.1%</td>
<td>6.0%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>

(*) NACE sections: B-N_S95_X_K (Total business economy; repair of computers, personal and household goods; except financial and insurance activities).
(‡) NACE sections: H-J, L-N and NACE division S95.
(*) NACE divisions: H51, I55 and N79.
(‡) NACE division H51.
(*) NACE division I55.
(‡) NACE division N79.

Note: Full description of economic activities covered, see under “Data sources and availability”.
Source: Eurostat (online data code: Ifs_a_egan). Figures for tourism industries are based on customised data extractions, not available online.
Share of persons employed by economic activity and education level, EU-28, 2017 (%)

- Non-financial business economy:
  - Low: 19.8%
  - Medium: 52.2%
  - High: 28.0%

- Services:
  - Low: 18.1%
  - Medium: 45.1%
  - High: 36.9%

- Selected tourism industries:
  - Low: 20.5%
  - Medium: 50.1%
  - High: 29.4%

- Air transport:
  - Low: 7.4%
  - Medium: 49.4%
  - High: 43.2%

- Accommodation:
  - Low: 25.8%
  - Medium: 51.4%
  - High: 22.8%

- Travel agency, tour operator:
  - Low: 7.0%
  - Medium: 45.4%
  - High: 47.6%

(1) NACE sections: B-N_S95_X_K (Total business economy; repair of computers, personal and household goods; except financial and insurance activities).
(2) NACE sections: H-J, L-N and NACE division S95.
(3) NACE divisions: H51, I55 and N79.
(4) NACE division H51.
(5) NACE division I55.
(6) NACE division N79.
Note: Full description of economic activities covered, see under “Data sources and availability”.
Source: Eurostat (online data code: Ifs_a_egaed). Figures for tourism industries are based on customised data extractions, not available online.
Share of persons employed by economic activity and age group, EU-28, 2017 (%)

Non-financial business economy(*)  Services(2)  Selected tourism industries(3)  Air transport(4)  Accommodation(2)  Travel agency, tour operator(6)

- Aged 15-24  Aged 25-34  Aged 35-44  Aged 45-54  Aged 55+

(*) NACE sections: B-N_S95_X_K (Total business economy; repair of computers, personal and household goods; except financial and insurance activities).
(2) NACE sections: H-J, L-N and NACE division S95.
(3) NACE divisions: H51, I55 and N79.
(4) NACE division H51.
(5) NACE division I55.
(6) NACE division N79.

Note: Full description of economic activities covered, see under “Data sources and availability”. Source: Eurostat (online data code: ifsa_egan22d). Figures for tourism industries are based on customised data extractions, not available online.
Views from Tourism Leaders

A Generation at Stake: Christopher J. Nassetta President and CEO, Hilton Worldwide (Travel & Tourism Competitiveness Report 2017, p.63.)

„Unemployment—and the lack of necessary skills for employment, particularly among youth under age 25—is one of the issues I hear about most as I speak with world leaders, hotel owners and employees in the thousands of communities where we operate. It’s no surprise why: The Economist estimates that there may be as many as 290 million 15-to-24-year-olds not participating in the labour market. These 290 million bright minds—a group almost as large as the US population—could be making our communities stronger and bringing fresh solutions to the world’s biggest challenges. By failing to invest the time, energy and resources needed to help these young people succeed, we’re jeopardizing the future of the global economy.”...

...In fact, the travel and tourism industry—the largest employer in the world—is expected to generate 86 million new jobs by 2026. Having a strong base of passionate, driven, hard-working employees to fill those jobs is essential to our continued growth.

...That’s why companies across our industry are investing in training programs and partnerships with governments, NGOs and schools to ensure young people are prepared for and finding short-term jobs and longer-term career opportunities.”
Views from Tourism Leaders

Tourism and Job Creation—Advancing the 2030 Development Agenda
Taleb Rifai – Secretary General, World Tourism Organization (UNWTO) (Travel & Tourism Competitiveness Report 2017, p.65.)

„One of the sectors with the highest such potential is travel and tourism, which continues to grow and stay resilient despite global challenges. Tourism provides 10% of the world’s GDP, 7% of global trade and as many as one in every 11 jobs globally...

Yet to take full advantage of tourism’s capacity to create jobs, we must invest more in tourism education and training, build public policies that stimulate job creation and include MSMEs in the tourism value chain, and bring closer together the public sector, companies and educational institutions. Today, the tourism sector is still suffering from a gap between education and skills and knowledge needs. The resulting shortages of labour with ‘future-proof’ skills continue to dent economies and harm job creation prospects. This gap can be bridged with policies that support more opportunities for appropriate industry experience, such as internships or scholarships, along with specialized education and training...

Crucially, education institutions must work with industry and governments to address the sector’s talent challenges.”
Officially allowed to start dual training BA programs: from 2015

Training areas: technical sciences, informatics, agricultural sciences, natural sciences, economics (incl. Tourism studies) and social work

Type of programs: full time practice-intensive bachelor and master programs

Special curriculum: the programs fulfill the actual output requirements and contain specific practical elements as well which are taught to the students (trainees) at dual partner institutions (companies and organizations) during the practical training period between the semesters in specified time arrangement

Dual partners: companies and organizations which concluded cooperation agreement with the university and are qualified by the Dual Training Council.

Source: The Nftv. Article 108 (Nftv – Act on National Higher Education)
Dual Training Programs in Hungary

- Submitting the application to the university and the company at the same time;
- The applicants also participates in the recruitment procedure organized by the company;
- Any unsuccessful company recruitment will not affect the outcome of the higher education recruitment process;
- **A dual student has two types of legal statuses:**
  1. **student status** (university–student)
  2. **student's employment relationship** (company–student) – not commitment
- A dual student spends 26 weeks a year at the university, 22 weeks at the dual partner company and can spend 4 weeks a year on holiday. *(The time spent at the company and at the higher education institution is 50-50%, but at least 80% of the time of university education at the company –may be different)*;
- **A dual student receives a monthly salary from the dual partner for the entire duration of his studies** *(at least 60% of the officially declared Hungarian minimum salary per month– during the university period as well!)*
Schedule of Dual Training Programs in Tourism BA in Hungary

Semester 1, 3, 5:
- 13 weeks university education
- 7 weeks practical training
- 3 weeks exam period during practical training

Semester 2, 4, 6:
- 3 weeks exam period during practical training
- 15 weeks practical training
- 13 weeks university education

Semester 7:
- 15 weeks practical training and writing thesis
- 2 weeks exam period
- Final exam
Analyzing Corporate Aspects of Practice-oriented and Dual Education in the North Hungarian Region

The research study have been made in the framework of TÁMOP-4.1.1.F-13/1-2013-0009 project titled „Developing the territorial, social and economic role of Eszterházy Károly College: Education - Practice - Innovation” – later referred as: Survey, 2014
Based on EUROSTAT 2019 data, the Northern Hungarian Region with its GDP per capita in 2017 – accounting 46% of the average GDP per capita of the 28 EU Member States – is one of the poorest regions.

Source: EUROSTAT News Release on Regional GDP per Inhabitant in the EU28 titled GDP per capita in 281 EU regions Regional GDP per capita ranged from 31% to 626% of the EU average in 2017, 34/2019 - 26 February 2019
The Distribution of the Respondent Economic Organizations by National Economy Sectors, N=412

<table>
<thead>
<tr>
<th>National Economic Sectors</th>
<th>Frequencies (pcs)</th>
<th>Distribution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Agriculture, Forestry, Fishing</td>
<td>11</td>
<td>2.67%</td>
</tr>
<tr>
<td>B - Mining, Quarrying</td>
<td>1</td>
<td>0.24%</td>
</tr>
<tr>
<td>C – Manufacturing Industry</td>
<td>85</td>
<td>20.63%</td>
</tr>
<tr>
<td>D - Electricity, Gas and Heat Supply, Air Conditioning</td>
<td>2</td>
<td>0.49%</td>
</tr>
<tr>
<td>E - Water Supply, Sewage Collection and Treatment, Waste Management, Decontamination</td>
<td>2</td>
<td>0.49%</td>
</tr>
<tr>
<td>F – Construction Industry</td>
<td>25</td>
<td>6.07%</td>
</tr>
<tr>
<td>G - Trade, Repair of Motor Vehicles</td>
<td>64</td>
<td>15.53%</td>
</tr>
<tr>
<td>H - Accommodation, Catering</td>
<td>152</td>
<td>36.89%</td>
</tr>
<tr>
<td>J - Information, Communication</td>
<td>3</td>
<td>0.73%</td>
</tr>
<tr>
<td>K - Finance, Insurance</td>
<td>3</td>
<td>0.73%</td>
</tr>
<tr>
<td>L - Property Transactions</td>
<td>3</td>
<td>0.73%</td>
</tr>
<tr>
<td>M - Professional, Scientific, Technical Activity</td>
<td>12</td>
<td>2.91%</td>
</tr>
<tr>
<td>N - Administrative and Service Support Activities</td>
<td>11</td>
<td>2.67%</td>
</tr>
<tr>
<td>O - Public Administration, Defense, Compulsory Social Security</td>
<td>1</td>
<td>0.24%</td>
</tr>
<tr>
<td>P - Education</td>
<td>14</td>
<td>3.40%</td>
</tr>
<tr>
<td>Q - Human Health and Social Care</td>
<td>5</td>
<td>1.21%</td>
</tr>
<tr>
<td>R - Art, Entertainment, Leisure</td>
<td>6</td>
<td>1.46%</td>
</tr>
<tr>
<td>S – Other Service</td>
<td>1</td>
<td>0.24%</td>
</tr>
<tr>
<td>U - Outside the Organization</td>
<td>1</td>
<td>0.24%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>2.43%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>412</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Source: Survey, 2014
Methodology

- Primer research method - questionnaire survey (on-line and paper-based).
- Respondents: companies and organizations (N=412) from the North Hungarian Region with whom the Eszterházy Károly University has a professional relationship or who can be potential employers for graduates.
- Interviewers helped filling in the questionnaires.
- Analytical methods: calculation of distributions, analysis cross-tabulations, stochastic relations (correlation) – Excel, SPSS 17.0.
Tourism companies that give work to employees with higher education degree, N=402
(14.71% → 59)

Source: Survey, 2014
Skills and competences in which graduate entrants are good at, N=59

- Professional theoretical background: 30
- Practical professional skills: 23
- User-level computer skills: 16
- Professional computer skills: 11
- Advanced technological knowledge: 11
- Economic knowledge: 11
- Reading skills: 10
- Counting skills: 10
- Mother tongue speaking skills: 11
- Mother tongue writing skills: 11
- Foreign language skills: 22
- Work culture: 19
- Work obedience: 20
- Independent working ability: 13
- Willingness to cooperate: 7
- Problem-solving skills: 7
- Behavior with the clients: 12
- Leadership and organizational skills: 12
- Office administration skills: 4
- Technical and task-specific capabilities: 2
Skills and competencies in which graduate entrants have deficiency, N=59

- Professional theoretical background: 11
- Practical professional skills: 36
- User-level computer skills: 4
- Professional computer skills: 8
- Economic knowledge: 11
- Reading skills: 1
- Counting skills: 5
- Mother tongue speaking skills: 0
- Mother tongue writing skills: 1
- Foreign language skills: 11
- Work culture: 5
- Work obedience: 7
- Willingness to cooperate: 19
- Problem-solving skills: 23
- Behavior with the clients: 16
- Leadership and organizational skills: 19
- Office administration skills: 9
- Technical and task-specific capabilities: 10
Benefits of the employment of university students as trainees for practical training, N=59 (average score on 1-5 scale)
Difficulties of the employment of students as trainees at the companies, N=59 (average score on 1-5 scale)
The necessary length of theoretical pre-qualification before the practical training $N=59$

- No theoretical training required: 41%
- 2 months: 9%
- 1 semester: 3%
- 2 semesters: 5%
- More than 2 semesters: 15%
- Instead of dual training, only after successful completion of theoretical training: 2%
- Other: 15%
What are those factors which would help companies to join the system of dual education? N=59

- 28,33%: Our company would be unconditionally involved in dual education
- 35,00%: We would need further financial motivation
- 11,67%: Pedagogical training for the mentors/professionals of the company
- 6,67%: Reimbursement of the cost of the practical training (work clothing, equipment and raw materials)
- 1,67%: Provision of tax relief
- 1,67%: We do not want to participate in dual education
- 8,33%: Contribution to the wage costs of the trainees (students)
Summary of the Regional Research Results

- There are clear deficiencies in competencies of graduate tourism entrants;
- These deficiencies are most likely to be difficult to develop in school/university setting;
- A more active involvement of the company professionals is needed in the higher education;
- There are serious limits to the spread of higher level dual education on the corporate side: high costs of employment (wage, company education, clothing, etc.), lack of professional teaching capacity, complicated administration and the changes of the legal regulation;
- Companies would need financial help to join or develop their involvement in dual education: reimbursement of the costs of the practical training (work clothing, equipment and raw materials), tax relief and contribution to the wage costs (universities can not affect these factors directly...);
- The interviewed tourism companies suggest starting the dual programs at the end of the first year of education. They think that the trainees would need basic theoretical education before they start the practical training, and afterwards they would employ them for longer periods (mainly in the summer season);
- It is necessary to clarify the conditions and rules of dual education, because neither employers nor prospective students, but even academics, do not know exactly them;
Dual Partnership as a CSR Activity

- **Dual partnership** is seen such a corporate activity, which undoubtedly requires serious energy and money input from the company side, but they also **have many benefits.** Not only investment! And not only philanthropy!

- The **dual partnership** is therefore **based on reciprocity**, and can work well if companies recognize the benefits that they can achieve by pursuing the activity.

- If the dual partnership provides mutual benefits to trainees and companies (and also universities), it meets the criterion of modern **strategic corporate social responsibility**, which is based on those responsible activities that not only affect the well-being of the supported party in a positive direction, but also pay off to the responsible companies as well.

- The company is a complex system which is not only motivated by the profit, but also the survival and development, and social embedding.

- **Dual Partnership can be a strong tool of CSR for companies in Tourism.**

**WIN-WIN situation**
Employment in the Northern Hungarian Region is low, but there is a shortage of workers in the labor market as well. In such a region adaptation of education to labor market needs and development of vocational training can contribute to reduce labor shortages especially in tourism.

It can be stated that in developing regions such as Northern Hungary, local expertise should be given greater scope and local tourism experts should be involved in education. This way we can reach a significant Human Resource Development in tourism and the related industries.

With developing practical training activity and dual education system we contribute to the application of human labor force (as a renewable resource) at the same time, which is one of main the aspects of Sustainability, which factor is among the most important ones in tourism.

The rise in the level of education leads to the development of the region too.

Developing dual partnerships can be a tool for regional success!
Thank you for your attention!

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