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**Toolkit Case Study of Practice:**

**Developing skills for tourism industry training programs in Hungary**

1. **Organisation name and brief explanation of purpose**

University of Sopron.

As training in Hungary is regulated in detail, practically, educational institutions cannot flexibly change the subjects, which can take months or years. The University of Sopron decided to integrate the individual NTG topics into a proposal for an industry training program using existing subjects that are taught at the university and adapting it to the requirements and time constraints of the given subject in the workplace.

1. **How was the toolkit used to address an industry, business or educational need?**

The University of Sopron has a strict undergraduate BA Tourism-Catering program which is used in all universities in Hungary, which means that it is difficult to develop an entire new program, therefore it is easier to introduce some new content in the existing subjects. The situation is the same at secondary school level.

The NTG toolkit was therefore most easily used in the training programs offered for people who are already involved and working in the tourism sector, for whom the university prepared short learning programs where skills can be mastered by following an individual schedule even whilst working. That was the purpose for which topics were selected from all three skill groups (digital, green, social), which were organized into a multi-occasional training for the Hungarian Tourism Academy in October 2021. Currently this is just a training offer for the time being and no decision has been made yet for the timing of the training delivery with VIMOSZ, the Hungarian Tourism and Hospitality Trade Association.

1. **Were partner organisations involved and if so, who?**

The NTG toolkit was basically tested at the university. Before having selected the modules, ( D8 L3 Netiquette  (Sessions 1-2), G8  L5 Food Waste , G9 L5 Sustainability in Tourism, S4 Accessible Tourism (Sessions 1-2) )we consulted with our Hungarian NTG-partner, VIMOSZ. We also have discussed together which modules we should propose to our secondary school partner (GUNDEL) for testing. (D8 L3 Netiquette (Sessions 1-2) , D25 L5 Self-Service Technology in the Hospitality Industry, G8 L3 Food Waste ).

 We (University of Sopron together with VIMOSZ) presented our suggestions concerning the use of NTG toolkit in Hungary to the Hungarian Tourism Association, which is responsible for offering training to its members, i.e., all the Hungarian associations existing in the tourism sector.

1. **What benefits resulted from use of the toolkit?**

The training content of the toolkit provides a basis for both secondary and higher education.

It helps to give students knowledge that has so far been presented in a different way or is completely new. It helps the professors and trainers to structure the curriculum in such a way that both theory and practical examples will be enjoyable. The teacher’s guide, the suggested practical assignments, and YouTube links were useful.

All this inspired teaching staff to develop selected and adapted training content with similar dynamics.

Furthermore, it is important to mention that a Hungarian tour-operator (JET Travel) has already decided to provide training for employees using NTG materials, which could serve as a good reference in the future based on the feedback. It can be tested and adapted to the needs of SMEs. JET Travel believe that SMEs should be helped to understand the usefulness of NTG materials.

The pilot training program for the Hungarian Tourism Academy, hopefully can be tested in September 2022.

1. **Were there any challenges or lessons learnt using the toolkit?**

Testing itself wasn’t a challenge, but preparing for it was a real challenge, because the adaption for the Hungarian Tourism Academy needed serious work. Not only did the chosen topics have to be integrated into existing subjects, observing the given lesson framework, but the curriculum also had to be supplemented with Central European regional and Hungarian data, tables and good practices. At the University of Sopron (Austria is close!), German is traditionally the foreign language, and students know less English. The handouts, most of the slides, had to be translated into Hungarian.

Not only did the selected contents have to be inserted into the existing time frame and structure, but we also had to prepare new slides on the current Hungarian data.

Sometimes it was not easy to gather the relevant necessary information.

Previously we thought that the PowerPoints of the toolkit -which are in English- could help a lot the students in the acquisition of English as a professional language. On a university level it partly works, on the secondary level it doesn’t work at all.

1. **Have you any further reflections and/or recommendations?**

A Focus Group meeting with the representatives of the Hungarian tourism sector (enterprises) and representatives of the educational sector (universities) was organised on the 23rd of February, where important recommendations were made.

One of the participants mentioned that the NTG toolkit is a “rich menu” where everyone can choose as they like. As the participants representing the tourism sector are different and the occupational profiles offered by NTG are flexible, these can be adapted to their strategic vision. It gives educational institutions the opportunity to develop a wide range of training programmes aligned with the Hungarian Qualifications Framework (MKKR). It can create uniqueness within specific training programmes that can be implemented by secondary schools and universities. It can initiate partnerships between educational institutions and SMEs, and large companies in the sector.

Another participant added that it is a stop-gap, a substitute for the lack of a solution to a current pressing problem. It can help “not only a franchise hotel but also a stand-alone hotel.” He believes that if the HR occupational profile documents take off, it could be of great interest as an e-learning solution.

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