

SURVIVAL STRATEGIES OF AGRICULTURAL SECONDARY SCHOOLS

Andrea OLSOVSZKYNÉ NÉMEDI¹, Péter HUSZKA², Árpád OLSOVSZKY³

¹Kaposvár University, Faculty of Economic Sciences, H-7400 Kaposvár, Guba S.u.40.

²Széchenyi István University, H-9026 Győr, Egyetem tér 1.

³Kaposvár University, H-7400 Kaposvár, Guba S.u.40.

ABSTRACT

Qualitative survey methods were used to describe the survival concepts of agricultural secondary schools. Deep interviews were carried out firstly in one Italian secondary school, in Latina, then in another Slovakian school in Dunaszerdahely, and in the secondary school located at the university campus in Kaposvár. The aim of our research was to find out the role and tools of marketing on examples of secondary schools. Motivations for the research were that one of the bases of prospective students for two faculties of our university are agricultural secondary schools. During the analyses, SWOT tables were created on the strengths, weaknesses, opportunities and threats of marketing in education. Summarising the results of the interviews it was found that the number of students attending agricultural secondary schools has decreased. The reputation of working in agriculture is gradually declining. Agricultural secondary schools are developing strategies for survival by introducing new, marketable study programs. Undoubtedly, those institutions that dare to change and reply more rapidly to market demands and use marketing tools increase their student numbers.

Keywords: schooling, communication, marketing, SWOT

INTRODUCTION

Several studies on marketing debate the relationship between marketing and higher education. How can marketing and higher education coexist? Even university administrations approach this question carefully. In our minds, marketing relates to the aggressive promotional activities of profit-oriented organisations. However, profit-making cannot be the main objective of higher education institutions, and this is especially true for government financed ones.

It is a fact that the market-focus approach used in production (in which the product sold is the study programme and the consumer is the student) cannot be adopted wholesale. *Kotler and Fox* (1985) discuss the planning of marketing activities of higher education institutions according to the 4P approach. In the very same book republished in 1995 the authors apply the product-focus orientation, but here the emphasis is laid on attracting students.

Literature generally indicates the student as the consumer of higher education. Mostly, the main marketing objective of higher education institutions is to attract students (*Kotler and Fox*, 1995). This is why higher education cannot be discussed without any regard to public education.

Competition has developed between institutions within the market of higher education. Higher education is gradually reputed as a market service. Due to the service characteristics of higher education, one of the most responsible decisions of the potential student is their choice of higher educational institute.

Hoffmann's (2010) opinion, though, is that public education cannot be considered a service. The author broke with the theory that it should follow market demands instead of national strategic aims. Practical trainings need time but without skills, competence is empty knowledge. We need to rely on strengths, and by renewing them maintain these strengths.

Hungarian higher education will succeed only if it changes. The changes are necessary due to the lower academic preparedness and motivation of students and to the expectations of employers. Students applying to higher education institutions are less prepared than previously. They are less matured personalities, compared to those 10-15 years ago. In the majority of secondary schools, demanding and persistent work is not expected of the students anymore; and education having become mass produced and marketed exacerbates the situation. The material and intellectual esteem of academics is poor, which results in contra-selection (*Herneczky and Marselek*, 2010).

Competition for students is seen in both higher education and in secondary education. In the course of our survey agricultural secondary schools were visited, because they provide the potential student body for two faculties of our university. The main basis of the survey was the agricultural secondary school located at our university campus and two international partner schools. The current study deals with the marketing challenges of these secondary schools.

MATERIALS AND METHODS

Qualitative survey methods were used as primary research; deep interviews were conducted with principals of secondary schools. Three deep interviews were carried out internationally, one in the summer of 2009 in an Italian school, another two in Slovakian and Hungarian schools in 2010; all three schools were founded with an agricultural specialisation.

The qualitative survey is based on small samples and serves the understanding of certain problems. The deep interview enables the thorough examination of the respondent step-by-step. The emotions behind attitudes as well as values and beliefs can be assessed. It reveals the motivation of the respondent with regard to specific questions (*Malhotra*, 2008).

Before starting the interviews, the question groups were defined as follows. *Plight analysis* on the institution, market position, marketing mix elements that is 7P, the relationship between teachers and students, and career follow, and lastly the evaluation of earlier marketing strategy and future plans.

Semi-structured interview questions were used, which means that the given answers influenced the order of asking them. It was critical to ask the questions directly in a face to face interview in order to extract the answers and to reveal buried sentiments, which efficiently reveals otherwise concealed information

(Malhotra, 2008). The interviews lasted around one hour and were recorded for later analysis. During the analyses, SWOT tables were created on the strengths, weaknesses, opportunities and threats of marketing in education. Answers given on the question groups are shown in the next chapter.

RESULTS AND DISCUSSION

Plight analysis of secondary schools – historical overview

Firstly, a *plight analysis* was asked about the institutions. The results are discussed, according to the order of the interviews

The *Italian* agricultural school had been one of the biggest institutions of historic Italy, the centre for many agricultural vocational schools. Fifty years ago it took on the challenge to provide the local region with agricultural power. The school is situated 50 kilometres from Rome, in the Lazio region. After the agriculture of the region had fallen into crisis the turned in another direction with a specialisation in chemistry-biology. Activity increased and the graduates often got jobs in pharmaceutical factories, where their knowledge was respected. The two main specialisations currently are agriculture and chemistry-biology. Besides them, higher level programs run as well, these are 1 or 2 years long, for instance concentrating on the product marketing. In the basic agricultural programme, two specialisations exist, one is agriculture and industry relations, another is agro-tourism. Additionally, they started a small school with two classes in a small olive producing town in the mountains which has potential for agro-tourism; thus they widened their course offerings and more students have been involved in their study programs. The institution has 1040 students, 150 teachers and 100 technicians.

The Hungarian-language *Slovakian* secondary school boasts more than 50 years of tradition. In the 1990s the traditional agricultural direction was complemented with a study programme on agricultural enterprise integration with specialisations in management and farm management. Although agriculture has become gradually less popular among the youth, a new programme on food industry was started in 2001, parallel with specialisations on quality management and food industry enterprise. An equestrian specialisation has been recently introduced to the agricultural curriculum. Earlier, they had tried a specialisation on agro-tourism but it failed; tourism was more interesting for the students than agriculture therefore it was given up. Currently a third programme, tourism, was launched which was so sought-after that a whole class was able to start immediately. It has two specialisations: Regional Tourism Manager and Services in Tourism. Besides the above mentioned three programs, a Sport class was started in 2006, which is in Hungarian, and unique in Slovakia. The total number of students is 350, out of that 120 students attend the sport programme.

The *Hungarian* agricultural secondary school has a long tradition, since it celebrates its 125th birthday next year. Its profile has changed a lot in the meantime, but it has remained a vocational school and a secondary school at the same time. On one hand, it is a secondary school with matriculation output, which the technical programme can build on; on the other hand, it is a vocational school with

two orientations built upon agriculture, these are farm training and equestrian training. Quite a few ideas were tried out in order to find ways of survival, such as starting training with a mounted tour. The number of students is 236, and 28 teachers and 15 technicians.

All three schools have 2-3 or more *international relations*. These are mainly exchange relations. The Italian school has Czech, French, Polish, Romanian, Hungarian, Dutch partner institutions. The Slovakian school has French and numerous Hungarian partners, and the Hungarian school has Italian, Slovakian, Swedish and Austrian partners.

Schooling activities of secondary schools

The next issue is *schooling*, where the authors sought answers to the following questions: Where are students drawn from? Are there any partner relationships with primary schools? Is there a geographic segmentation? Do they keep open-house days? How do they advertise and communicate to prospective students? Do they have key words?

This is a serious task for all of the schools. The *Italian* school was said to be influenced highly by geographic conditions. Students come from the surroundings, and especially in Rome there is concurrence. The teacher responsible for schooling must have charisma. The personality of the principal is important, which needs to be a guarantee for the operation of the school. Besides rigour, it is necessary to provide opportunity for welfare of students, which is considered extremely important. If the school can achieve these objectives, then the current students will bring new recruits. The institution managed to increase the number of students from 500 to 1000 within 4 years! This figure proves best the success of the schooling offered. This institution does not depend on advertising, because they do not have much money for this. At some organised events all schools were invited, and on others the media appears and did the promotion.

According to the principal of the *Slovakian* school, the best advertising is word-of-mouth by the students, thus they lay emphasis on students enjoying their studies. Theoretical education is considered a must for high quality education; next, the students should feel that ample entertainment opportunities are provided. A number of facilities is available, like a fitness room, a multimedia computer room, and free internet – for students in the afternoons and, in the evenings, for those living in the hostel, bicycles, boats, and tents. They advertise primarily in newspapers, radio, TV and on the Internet. They spare no money for it. There is no geographic segmentation in their case, because they have unique Hungarian study programs, therefore students come from all over, from Kosice up to Bratislava. The Slovakian example shows that the school is targeted by friends; certain groups of friends choose the same school to stay together.

In the *Hungarian* school, schooling is nationwide, due to the uniqueness of equestrian training. In addition, as it is one of the eight schools of the Transdanubian Agricultural Vocational School Centre, due to parallel trainings the schooling opportunity narrowed in the region. Some 40% of the students come from the surroundings of Kaposvar. The graduating students go back to promote the school in the primary schools they attended. They think that the opinion and experience of

children of a similar age is more effective than that of adults; the students introduce the study programmes with presentations. Key words are equestrian training, the proximity of university, and a nice environment. Advertisements are put on regional radios, internet and in free colour weekend papers. Besides, new methods will be introduced, for example smaller groups of prospective pupils will be invited for one day, when demonstrations of agriculture, horses, tractors, crops, grain dryer will be given; and sport competitions tailored to the demands of this age are also organised. This is one of the examples for the use of BTL communication tools. The aim is to communicate the message in an adventurous way.

Organising *openhouse days* is typical in all three schools. The new tendency is to organise more openhouse days. Besides there is an opportunity in the Slovakian school, for example, to attend classes or for families to arrange appointments and receive individual treatment; thus they focus on target groups individually as well as separately.

In both foreign schools, the students' satisfaction is in the focus.

They apply the overall traditional marketing mix; newspapers, radio and TV as well as internet.

It is worth remembering of the case of Dunaszerdahely School, which was expected to close, but as result of many changes has managed to remain open by starting the sport classes, without losing its agricultural profile. The institution tried to respond to the social and economic challenges.

Marketing mix, 7P

In marketing, a means for market influence and product or service positioning is known as the marketing mix (Kotler, 1998). It is a fundamental precondition for successful operation that the companies have a conscious, long-term marketing strategy. In the non-profit sphere it is also a need, just as in business life. In service marketing, the 7P method is widespread: Product, Price, Place, Promotion, People, Physical evidence, and Process. These seven marketing tools can be used; the marketing mix has seven elements. These tools cannot be separated; some elements can receive more emphasis. We were interested in which marketing mix tools are applied, and which ones bear significance.

The product, as it was mentioned in the previous chapter, is the education offered, the study programme.

Another element of 7P is Price. As we speak about secondary education, none of the schools charge any fees, only catering and hosting services need top be paid. It is unique in Slovakia that even the textbooks are free; these are quite an expense for Hungarian families.

An example of the *Italian* school is that they make alternative income by guiding tours on their farm for primary school pupils and groups of nursery schools; the visitors are introduced to certain parts of agriculture, farm animals, and the kids are provided with entertainment as a service. Further income sources are the farm produced products – cheese, wine, vegetable, fruits, which are sold in their own shop. Students actively take part in the production through practical trainings. Additionally, the lands of the school are rented out, and they also let the dormitory rooms out.

In the case of the *Slovakian* school, it increases the incomes by requiring the sport students to purchase the three-times-a-day catering service if they live in the hostel, and once per day if they live at home; this established the operation of the school restaurant which was not profitable because of the low student number.

Next element of 7P is the supply channel (Place) in education. It is replaced by communication, because the service, being non-physical product, is not tradable. Marketing communication is a series of planned activities. Its objective is the promotion of a service, institution and to maintain interest. According to Kotler, marketing communication consists of advertising, sales promotion, PR, personal sale, direct marketing. In our days, these classifications further diversified. Further categories are defined; two main tool kits are the traditional ATL and the non-traditional BTL tools. To the question regarding which tools are used in schooling, we got answers. Here we would like to emphasise the role of built-in PR.

In all schools the traditional ATL tools are applied through communication channels, especially newspapers and sometimes radio.

As non traditional BTL tools, openhouse days can be indicated. The role of the internet is essential, however its position according to the previous classification is debated. It can be seen as an ATL tool, but if it also bears with the features of interactivity, it is a BTL tool; since personal contact is typical, thus even webpages belong here. All schools have webpages, such is the demand of our age.

The authors were interested in the relationship between teachers and students. According to the interview with the *Italian school*, there are excursions and common programs. The principal is satisfied with the teaching staff. It is interesting that two teachers are present on the practical trainings at the same time. One has a higher education degree, and the other is a professional specialist, in addition there is a technician there, also. This is why education is so expensive in Italy and the teachers' salary is the lowest here within Europe, because they employ more teachers at the same time. This is a political decision; they do not dare to decrease the number of teachers.

In the *Slovakian* case it came up that part of the student-teacher relationship was that the younger teachers chat with their students on Facebook and provide their personal data.

In the *Hungarian* school the relationship between teachers and students is helped by sport events, professional competitions and excursions.

The next marketing tool, the human factor (person) has a highlighted role in education. The teachers' behaviour, appearance, culture and order of value are all determining factors in education. We were also interested in the managers' opinion on their *colleagues and teachers*.

In the *Italian* school even-tempered colleagues are paired with more problematic ones to avoid conflicts. Students are satisfied with the expertise and skills of the teachers, the mentioned examples to be proud of, such as former students who either evaluated the knowledge gained in the secondary school or became successful in farming.

Next, we asked how they can *motivate* their students to learn. It is not trendy to prepare on classes; the students prefer teachers who are not hard-working. The motivation is similar in two cases, both in the Italian and in the Slovakian schools

an award is given; those third and fourth year students who perform well, or achieve other accomplishments such as sport or other activities will receive recognition with a certificate or gift, which are awarded in a ceremonial way in front of their parents. This is what inspires this age group to learn, achieve, performance.

Next element of 7P is physical evidence. The further questions were about physical *environment, infrastructure and clothing style*. The infrastructural conditions are excellent in all three schools. Nice green environments, various facilities for entertainment, which were among the key points emphasised by all three respondents. The buildings and equipment, IT infrastructure and sport facilities as well as the tidy surroundings are all important factors serving education and leisure opportunities.

On the basis of the *Slovakian* answer, someone entering the school's gates should see a civilised life; pedagogy starts here and only continues in the classrooms. According to all of the three answers the clothing of teachers is important, and the students need to be controlled as well.

These tools cannot be discussed separately, as it was mentioned at the beginning. For instance the style of clothing belongs both to the physical evidences and to the person, as we and our personality are defined by our appearance as well. The teacher can be an example to follow for students, but may result in the opposite.

At last, the process itself is education. We can speak about the process of what was discussed afore about schooling, but even about the process of teacher-training. The service process may affect the judgment of the quality of teaching and the satisfaction of customers.

The authors were also interested in the curricula, whether there are dropouts, or whether the graduates find jobs or study further. It is an example to follow that in the Italian school the curriculum and the introduction of specialisations are tailored to the market demands, where tourism, industry and conservation industry are prioritised.

Further questions dealt with the *ratio of school-leavers* and the outputs, e.g. the ration of *students going to further education or getting employed*. More than half of students leaving the *Italian* school enter higher education. They also run newer study programs similar to the Hungarian OKJ trainings and higher level vocational education.

In the *Slovakian* and *Hungarian* schools involved in the survey the ratio was similar. It is interesting to think about the answer of the *Slovakian* principal, according to which the student only lengthens his/her study years, which is helped by the credit-base education, and does not want at all to start work, he/she expects the parents to finance their life until their 30 years of age.

SWOT analysis

In the course of interviewing, the respondents were several times asked to classify their answers into one of the parts of the SWOT table (Strength, Opportunity, Weakness, and Threats). We were interested in their opinion about education and marketing. The results are discussed below. The SWOT tables can be found in the *Appendix*.

Strengths

The Italian principal believes in the tradition of their school and the work to preserve it is advantageous. He attributes high importance to the fact that many

earlier students have become internationally reputed, and their school education imparted to them many values. He is proud of their infrastructure being continuously improved, and they have excellent facilities (50 hectares of land, buildings, machinery and equipment) for practical trainings. He lays great emphasis on the students' level of comfort. The figures speak for themselves; the enrolled number of student has doubled within four years, which was supported by the charismatic teachers of the schooling process.

In the case of the positioning of the Slovakian school, it was fundamental that they are the only Hungarian speaking school; this is one of their strength, too. Further ones are the quality of education and the well-prepared teachers. Additionally, they have developed infrastructure, and an impressive, green environment comparable to their Italian counterpart. Their activities are student-centered. They have a multi-based approach, reflecting the market demands quickly. They were pioneers in Hungarian equestrian training.

The principal of the Hungarian school listed traditions and long lasting relationships as strengths. He believes their professionalism, recognised staff and the proximity to Kaposvár University are also supportive.

Weaknesses

The *Italian* principal is unsatisfied due to the lack of capital. Their earlier autonomy was cut back in several respects, their property rights on lands and buildings were withdrawn, and their staff was cut. They needed to adapt to these circumstances, e.g. he hires part time labour who act as personal chauffeur at the same time. He believes the greatest problem is that agricultural work has been devalued. Parents do not advise their children to choose this profession.

The *Slovakian* principal resents that his older staff are not able to keep line with new challenges. When they started new a specialisation, he refused to employ external professional teachers, because he wanted to retrain his existing staff. Here he faced problems with organising the students' traineeships, because they used the earlier partners while the new specialisation required different professional fields. This led him to strengthen the staff with young colleagues of specialised graduation.

Schools' earlier strength became weakness, because their huge buildings got old and non-economical due to the high costs.

The *Hungarian* school cannot handle many types of study programmes at the same time due to its limitations in terms of size. The principal thinks that it is a weakness that the structure of education is bound to the normative support rather than to demands. Additionally, the out-of-date machinery is a shortcoming; it must not be so in a professional training institution.

Opportunities

One of the opportunities for the Italian school is believed to widen their education portfolio, which was conducted by opening a mountain school to the south, where olive production was connected to agricultural tourism. This increased the number of enrolled students. Another option is to find further income opportunities, for instance they provide on-site trainings for groups of pupils who pay a fee and their own produce is sold in their own shop. Further opportunity as well as a breaking

point is the consortium-based programmes, which incorporates research institutes, work places and schools.

The Slovakian principal sees a chance for establishment of an integrated secondary school, with two pillars on the rural development and sport under common governance. It is important to emphasise their programmes run in Hungarian, because the Hungarian students do not apply for Slovakian schools because of language barriers.

The principal of the Hungarian school sees the opportunity in a closer cooperation with the close-by university, by way of coordinating the programmes build upon each other and starting joint curricula of higher level vocational education. As practice-base for the engineer-teacher study programme of they have chance to meet talented students and increase the supply-base of professional teachers. He is convinced that agricultural production needs a new generation, who have up-to-date technical, information technology professional and entrepreneurial knowledge. The Slovakian principal also agrees. These all prove that their study programmes will have demand on in the future.

Threats

In all schools devaluation of agriculture is thought to be threat; alternative areas are preferred, such as environment protection. Due to this, the interest in this profession and the student potential decreased.

In the Slovakian case, it was indicated as threat that the entering exam had been ceased and that the willingness of young people to start working is poor. Similarly to the Slovakian, the Hungarian opinion is that vocational education is threatened by secondary education, while the labour market demands it. We also think that despite the proximity of the university, many of the students apply for other higher education institutions.

Turning points

An example is the so called “Agropolo” programme in the Italian region which is a specialisation (post diploma) of 1 or 2 years. The region assesses the market demands, and only starts the program depending on the findings. Then, graduates from this programme get jobs in those work places and firms which are ensured by contracts. This works in the framework of a consortium of research centres, universities, schools and companies; this is a three year long multicentre programme. Students are involved in the programme on the agricultural line. This could well be an example to follow in Hungary as well.

Similar theories were formed by *Edupress* (2011) in case of higher education in their comments to the conference Hungarian Higher Education 2010, Strategic way-crossings.

It has become clear in Hungary too that it is reasonable to harmonise the institutional strategy and the development plans of a given region. One of the best ways to do this is to cooperate with companies in both the field of education and production, e.g. on the field of higher level vocational education.

According to *Rechnitzer* (2010) a flexible structure has to be developed in the institutional structure in order to support fast technological shifts, economic innovation and to enable an organic integration, and communication with the region’s economy.

The Slovakian principal sees the opportunities to ensure the new supply in the following. A few years ago they established a sport centre with primary schools, which were financed by local governments, but - due to financial problems - was not sustainable. Starting from there, they initiated the establishment of a private leisure centre, where pupils of primary schools are involved in public sport activities; these children are expected to become the base of schooling for the sport programme.

At the end of the interviews we wanted to see their opinions on the role of marketing, how they evaluate their marketing activities and whether they consciously use marketing tools. In the case of the *Italian* school, marketing tools are consciously used, but with an intention to appear spontaneous. They think marketing is unavoidable. There are little financial resources for marketing in the Italian school but they need to find the funding.

In case of the *Slovakian* school considering that they are the only Hungarian language taught school, they started equine-training in Hungarian. The initiative was supported by the experience gained at our equestrian education. The principal thinks it is good marketing to prove to the students and parents that their choice was good, and thus further students will be attracted. By maintaining the quality of education, they want to develop a student-focused school, where the student is the partner.

In his answer the *Hungarian* principal indicated that improvements could be seen in the marketing activity, but the work has to be continued. Because the number of enrolled students decreased, they have to widen the range of marketing tools used.

CONCLUSIONS

Summarising the results of the interviews it was found that the number of students applying for agricultural type secondary schools decreases. Recognition of agricultural work declines. The institutes search for ways of survival by trying to launch new programs. Undoubtedly, those institutions increase their student number that dare to change and reply more rapidly to market demands and use marketing tools.

The principal of the secondary school situated on the campus of the Kaposvar University considers important a closer cooperation with the university and launching study programs building on each other. Directions of cooperation can be language teaching, mutual use of laboratories, and operating joint farm machinery.

The results also reflected that these institutions can only renew their strengths such as caring for traditions, quality education, expertise, if they adapt to market demands. They want to act together as a school, meeting the social and economic challenges and provide high quality, up-to-date, student-friendly educational and service activities.

The Italian example is worth following, where research centres, schools, higher education institutions and firms, work places coordinate their ideas and launch programs according to market demands and manage to provide jobs for graduating students.

Also, the Slovakian case proves that by launching an alternative study programme, the original agricultural direction can bridge the currently non-profitable agricultural programmes, thus the education portfolio widens and its operation becomes sustainable. The foreign examples could be used in the Hungarian education system, besides student exchange, mobility and study visits of teachers, study programs are considered important.

We recommend that academic staff involved in schooling lay greater emphasis on the secondary schools and build closer cooperation. In the course of the current qualitative survey the demand raised to continue with quantitative researches, which will provide calculable results.

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Corresponding author:

Andrea OLSOVSZKYNÉ NÉMEDI

Kaposvár University, Faculty of Economic Science
Department of Corporate Economics and Management
7400 Kaposvár, Guba S.u.40
Tel: +36 82 505 800, Fax: +36 82 423 007
e-mail: olsovszkyne.andrea@ke.hu

Annex

Table 1

SWOT for Italian school

<p>Strengths</p> <ul style="list-style-type: none">– Caring for traditions– International reputation of many former students.– Emphasis laid on student welfare– Good infrastructure for practical training.– Renovated hostel rooms.– Doubled number of schooling figure within 4 years.– The educator has a charismatic personality.	<p>Weaknesses</p> <ul style="list-style-type: none">– Investments are needed, lack of capital.– lack of integration– Low-paid, non-reputed (by parents) agricultural work.
<p>Opportunities</p> <ul style="list-style-type: none">– Number of students grew by having established and agricultural vocational school (in the mountains, olive and agro-tourism).– Alternative income sources, e.g. entertainment, trainings for pupils at in-site farm for profit.– Selling own produce in own shop.– Training started on basis of demands of firms in consortium of schools, research centres and firms.	<p>Threats</p> <ul style="list-style-type: none">– Declining agriculture, preference of new areas instead, e.g. environment protection– Unwillingness for further education of teachers, although required for technical development.

Table 2

SWOT for Slovakian school

<p>Strengths</p> <ul style="list-style-type: none"> – The only secondary school teaching in Hungarian – Quality education, well skilled teachers – Good infrastructure – Student-centred approach – Rapid adaptation to market demand changes – Multi-pillar approach – Equestrian training in Hungarian language (firstly in Slovakia) 	<p>Weaknesses</p> <ul style="list-style-type: none"> – Older teachers can not adapt to new challenges – Large share of hostel rooms is obsolete, high costs of operation
<p>Opportunities</p> <ul style="list-style-type: none"> – Launch of new study programs, breaking with old traditions – Large schooling area – Best advertisement is the student – Establishment of integrated secondary school, joint leadership of the Secondary School of Rural Development and Sport Grammar School 	<p>Threats</p> <ul style="list-style-type: none"> – Entrance exam cancelled – Decreasing number of students, only change in profile moderates – Declining willingness to find employment – Preference of more trendy professions, no enrolling students to agricultural programme

Table 3

SWOT for Hungarian school

Strengths <ul style="list-style-type: none">- Traditions and old relationships- No competitors in classic education structure- Expertise, recognition	Weaknesses <ul style="list-style-type: none">- Small school, no resources to run more types of programs at the same time- Education profile is bound to normative state financing, not to demands- Obsolete machinery for teaching- Old dormitory
Opportunities <ul style="list-style-type: none">- Closer relationship with university in the education profile from aspect of building upon each other.- As practice-base for teacher training, the new generation of teachers is ensured- New generation of agricultural workers in the farm, who are skilled in technology, IT and even poses entrepreneur knowledge.	Threats <ul style="list-style-type: none">- Declining recognition of agriculture- Declining vocational education- Despite the proximity of the university, majority of students apply for another higher education institutions- Low number of potential students