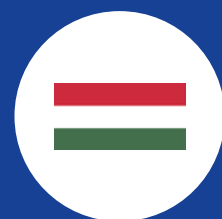


# THE EUROPEAN SOCIAL FUND



## Support to Education and Training: 2014-2018

HUNGARY

### SUMMARY

ESF Thematic Objective 10 funding is used to support education, training and vocational training for skills and lifelong learning. Over 529 million euro has been allocated to such operations in Hungary, with 397 968 participations having taken place by the end of 2018. This factsheet summarises the main actions, outputs, results and lessons learned so far in the use of this funding in Hungary.

### SOCIO-ECONOMIC CONTEXT AND CHALLENGES

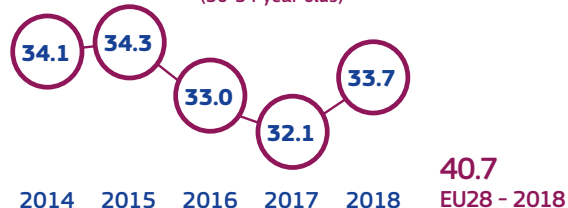
Early school leaving (ESL) rate (%)



► The **early school leaving (ESL) rate** in Hungary has remained around 12% in the last three years. In 2018 it was 12.5%, which is higher than the EU28 average and does not meet the EU 2020 target of 10%. The ESL rate in vocational education and training (VET) is high as many poor performing students from primary school go into VET.

► **Educational quality** and achievements in reading, mathematics and science are below the OECD and EU averages.

Tertiary educational attainment rate (%)  
(30-34 year olds)



► The **tertiary educational attainment rate** has declined slightly in recent years to around 33%, with women having a higher attainment rate than men (40.5% compared to 27.3% in 2018). The national 2020 target of 34% has been achieved but the EU 2020 target of 40% will not be reached.

► The qualification level of the labour force is affected by the limited **participation of the adult population in education and training**, which is significantly below the EU average of 11%. The shortage of skilled labour is compounded by high levels of emigration of skilled white collar and blue collar workers.

Participation rate in education and training by adults  
aged 25-64 (%) (last 4 weeks)



► The **correlation between students' performance and the economic, social and cultural status of their family** is one of the highest among all the OECD countries. Students from a disadvantaged background and/or of Roma ethnicity are extremely underrepresented in tertiary education.

► The **employment rate of recent graduates** in 2018 was 87.5% (the EU28 average was 81.6%).

#### EXPLANATORY NOTES

ESF European Social Fund

TO10 Thematic Objective 10

OP Operational Programme

IP Investment Priority

\* Figures present the situation for ESF operations under Thematic Objective 10 and its four Investment Priorities (IPs) for the programming period 2014-2020 implemented up to the end of 2018, as reported on 1 October 2019. In many instances, operations are not yet complete at this stage, or have only recently started.

\* As one person could participate more than once in ESF operations over time, the number of participations is reported. These figures exclude Technical Assistance.

\* Where the breakdown of participants according to employment status, age, and level of education does not add up to 100%, it means that it was not possible to include characteristics of a number of participants in some OPs.

Support to Education and Training: 2014-2018

## ESF PRIORITIES AND ACTIONS IN HUNGARY

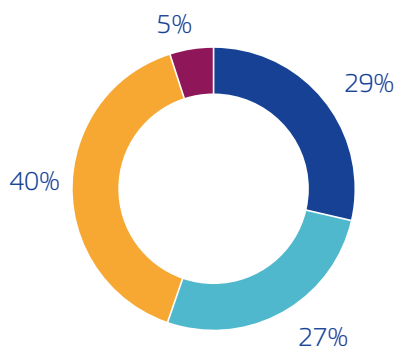
- ▶ There are **three** ESF Operational Programmes (OP) in Hungary which relate to Thematic Objective 10 (TO10).
- ▶ The **Human Resources Development OP** aims to ensure **equal access and inclusivity** in the field of education, with a particular emphasis on preventing early school leaving and providing pathways back to education for the low skilled population. Tertiary education attainment should also be widened for young people from disadvantaged families.
- ▶ The **Competitive Central-Hungary OP** has objectives from a wide range of policy areas, including **inclusivity in education and access to tertiary education**. It also aims to increase adult participation in lifelong learning.
- ▶ The **Economic Development and Innovation OP** focuses mainly on supporting economic growth, enterprises and job creation by **improving the relevance of education and training to the labour market**. The OP is strongly linked to the research and innovation sector in Hungary and VET institutions.

32% of total ESF funding<sup>1</sup>...

€529 411 765

...is allocated to the following TO10 investment priorities: **early school leaving (29%), access to quality tertiary and equivalent education (27%), enhancing access to lifelong learning (40%), and improving the labour market relevance of education and training (5%).<sup>2</sup>**

Allocation of ESF TO10 funds



- Reducing and preventing early school leaving - IP10.i
- Improving quality and access to tertiary education - IP10.ii
- Enhancing access to lifelong learning - IP10.iii
- Improving the labour market relevance of education and training - IP10.iv

## STATE OF PLAY

98% of planned resources under TO10 had been allocated in 2018, with 26% spent.

Number of overall participations in TO10 programmes by the end of 2018:

397 968

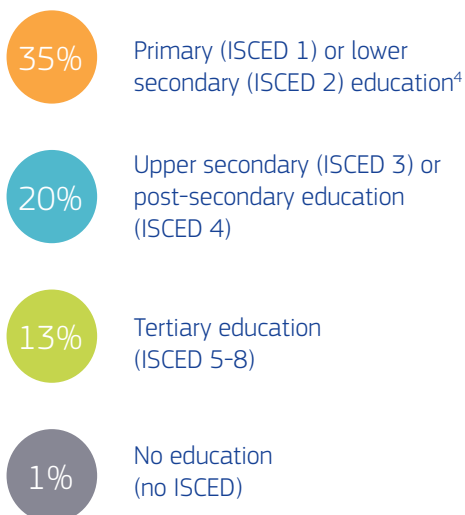
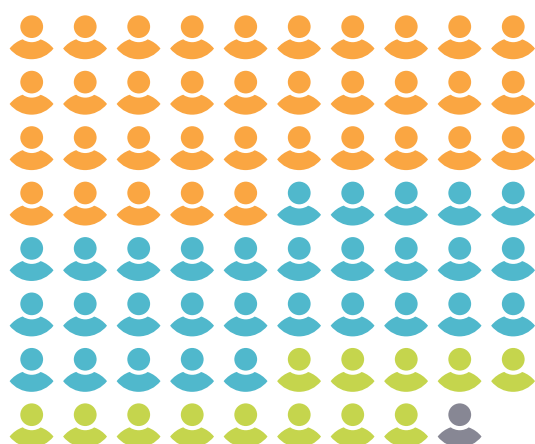
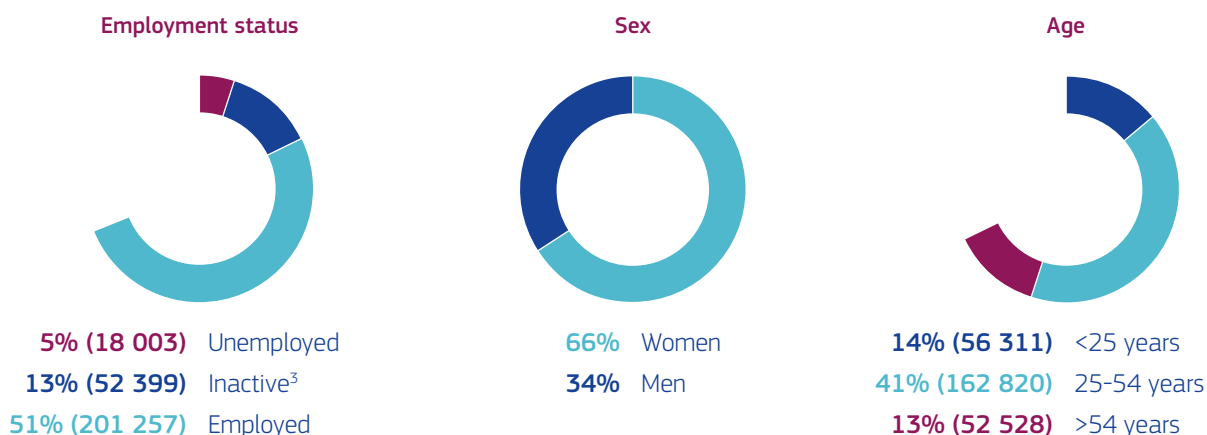
- ▶ **148 394** participations in operations to reduce and prevent early school leaving
- ▶ **11 535** participations in operations to improve the access to, and quality of, tertiary and equivalent education
- ▶ **233 020** participations in operations to enhance access to lifelong learning
- ▶ **5 019** participations in operations to improve the labour market relevance of education and training

<sup>1</sup> This includes EU-only funding and co-financing from the Member State.

<sup>2</sup> The total does not add up to 100% due to rounding.

Support to Education and Training: 2014-2018

## PARTICIPANT PROFILES WHEN RECEIVING SUPPORT

42 563  
Migrants7 667  
Other disadvantaged7 699  
Participants with disabilities1 033  
HomelessKey achievements to date of ESF T010 activities in Hungary include<sup>5</sup>:

- ▶ **152 713** successful results have been achieved to date following participation in an activity funded by ESF T010, of which:
  - ▶ **1 421** inactive participants went on to engage in job searching
  - ▶ **6 369** participants went into education or training
  - ▶ **140 067** participants gained a qualification
  - ▶ **4 856** participants moved into employment upon leaving
- ▶ By 2018, Hungary had allocated almost all its T010 funding, more so than other central and eastern European countries. A lot of progress was made in certain indicators in 2018 compared to previous years, for example, in the Human Resources Development OP, the number of teachers who received training was 71% of the target (in 2017, only 5%), and students participating in ESF supported programmes reached 371% of the target (in 2017 only 38%).
- ▶ By the end of January 2019, almost 149 000 people - including 102 000 women - had received training from some 280 training providers as part of the ESF funded operation 'Bridge the Digital Gap'. Participants were satisfied with the content and the speed of the training, and many recommended the course to others in a similar situation.

<sup>3</sup> The inactive population can include pre-school children, school children, students, pensioners and housewives or -men, for example, provided that they are not working and not available or looking for work.

<sup>4</sup> ISCED is the UN reference classification for organising education programmes and related qualifications by education levels and fields.

<sup>5</sup> Participants' data are collected when starting an operation. Data on results are collected at the end of an operation or even later. Because of this time lag the two sets of data (participations and results) should not be directly compared.

## LESSONS LEARNED SO FAR

### ► Institutional capacity

Hungary has been successful in allocating almost all its ESF TO10 funds by the end of 2018, but implementing the ESF operations themselves has been a much greater challenge, especially where building or reforming institutions is involved, or where seeking to reach disadvantaged groups such as the Roma community.

### ► Avoiding early school leaving

ESF can help to mitigate the consequences of the lowering of the compulsory school age in Hungary, especially focusing on disadvantaged youth. For example, ESF TO10 funding has been used to provide 'half day' education for school dropouts and hard-to-reach people, but could be used more for this type of operation.

### ► Target setting

ESF implementation in Hungary has demonstrated the importance of setting both realistically achievable and challenging milestone targets so that funding can be allocated correctly between priorities, and especially towards the most disadvantaged groups in Hungary. Similarly, the monitoring system needs to be developed well in advance with easily readable output and outcome indicators.

### ► Coherence with national aims

TO10 operations in Hungary are consistent with other EU funding streams in aiming to achieve a prosperous labour market contributing to economic growth. However, some nationally stated priorities, for example, National Strategy for Roma Integration, have not been allocated ESF funds commensurate with their stated importance.

### ► Hard-to-reach groups

The hardest-to-reach groups for ESF operations in Hungary have often been those who are most disadvantaged, including Roma, NEETs, people with disabilities, people with difficult family backgrounds, and former prisoners. This demonstrates the importance of setting milestone targets so that extra funding can be allocated to reach the most disadvantaged groups, and the need to have an effective monitoring system.

### ► Digital skills

The strength of the economy and the labour market have improved, but many workers are still vulnerable to future unemployment due to low levels of digital skills. The ESF has been an important source of funding in support of the 2016 Digital Education Strategy of Hungary.

## PROJECT EXAMPLES

### ► Support for the completion of basic education

Around EUR 40 million has been allocated to increase the completion of basic education, strengthen equal opportunities and foster collaboration between the education sector and local communities. The targets set include 1 800 teachers participating in professional development, as well as 4 000 kindergarten children and 30 000 students receiving support.

### ► Developing digital competence

This ESF TO10 operation aims to improve teachers' knowledge of

ICT and their ability to teach digital skills. It also provides ICT materials to schools. Priority is given to public education institutions that did not receive support for ICT development in the 2007-2013 programming period.

### ► Dual training in higher education

ESF supports the promotion of a "dual model" in Hungarian higher education institutions to deliver courses that combine theoretical training with practical training, and job opportunities at real workplaces.

## ADDITIONAL INFORMATION

European Commission, Study supporting the evaluation of ESF support to education and training (Thematic Objective 10)

The ESF in Hungary: <https://ec.europa.eu/esf/main.jsp?catId=384&langId=en>

Website of the ESF in Hungary: <https://www.palyazat.gov.hu/esf>

