



Independent national experts network in the area of adult education/adult skills

Full Country Report – Hungary

Written by Zoltan Varkonyi
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Contact: Mantas Sekmokas

E-mail: EMPL-E3-UNIT@ec.europa.eu

European Commission

B-1049 Brussels

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1.0 COUNTRY OVERVIEW

1.1 Trends for the entire population

1.1.1 Employment rate – entire population

Table 1.1: Evolution of employment rate - national average (2010-2016) compared to EU data

Geographical area	Years									Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020
EU-28 average	:	67.9	68.6	68.6	68.4	68.4	69.2	70	71	75% of the 20-64 year-olds in employment	75
Member State	60.9	62.2	59.9	60.4	61.6	63	66.7	68.9	71.5		

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the average employment rate of the population (ISCED all levels) aged 20 to 64 in a given Member State over the period 2000-2016 to EU targets and average, including the EU2020 target, national 2020 targets and the average EU employment rate for 2016.

-Comparison to EU2020 target

As of 2016, the employment rate in Hungary is 71.5% compared to the EU2020 target of 75%.

-Comparison to National 2020 target

The employment rate as of 2016 is 71.5%, compared to the National 2020 target of 75%.

-Comparison between 2016 national data and the EU-28 average for 2016

The employment rate in 2016 was just above the EU-28 average for the same year (71.5% compared to 71%).

-Evolution over time

The employment rate among 20-64 olds has increased consistently since 2010, and at a faster rate of change than that seen at EU-28 average level. For instance, in 2010, the national employment rate was 59.9% compared to 68.6% EU-28 average. In 2016, we see the national employment rate having in fact exceeded the EU-28 average rate and so

the rate of change in the national employment rate has been greater across this period since 2010.

The employment rate in 2016 (79.4% male, 65% female) continues the tendency of steady improvement. Within the last 7 years it constitutes a significant milestone since Hungary has closed the gap with the EU average throughout the period, and even slightly exceeded it (+0,5%), starting from the position of being one of the countries with the lowest employment rate among EU27 in 2010. However, as far as the national and EU2020 targets are concerned (both 75%), there is still a way to go. With the rate of increase in the last three years, there is a realistic chance the targets will be achieved. However, there are already tangible signs of limitations to the growth process, in the form of growing labour shortage, concentrated within industries like construction, trade, tourism, transportation and health, but above all in the IT sector. The parallel existence of unemployment as well as the growing size of labour shortages highlights the dysfunctionalities of the education and training systems. Research shows that beside regional disparities and the low level of mobility within the Hungarian workforce, the major bottleneck to fulfil vacancies is the high ratio of low educated people in the Hungarian workforce¹.

1.1.2 Participation rate – entire population

Table 1.2: Evolution of participation rate in education and training - national average (2010-2016) compared to EU data

Geographical area	Years										Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020	
EU-28 average	:	9.6	9.3	9.1	9.2	10.7	10.8	10.7	10.8	15% of adults in lifelong learning (LLL)		
Member State	2.9	3.9	3	3	2.9	3.2	3.3	7.1	6.3			

Source: Participation rate in education and training by sex and age (%), Eurostat code *trng_lfse_01*, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 to EU data over the period 2000-2016.

-Comparison to EU2020 target

The participation rate in education and training in Hungary is 6.3%, which stands below both the average for EU-28 (10.8%), and the EU2020 target of 15%.

¹ Magyar Nemzeti Bank / National Bank of Hungary (2017) pp. 37-41. 3-3. keretes írás: Kihasztnálatlan munkaerő-kapacitások a piaci alapú foglalkoztatás szempontjából in Inflation Report 2017 március (Unexploited workforce capacities from the perspective of market based employment) Inflation report 2017 March <https://www.mnb.hu/kiadvanyok/jelentesek/inflacios-jelentes/2017-03-30-inflacios-jelentes-2017-marcius>

-Comparison between 2016 national data and the EU-28 average for 2016

The data indicates that the national 2016 participation rate in education and training was 6.3%, some way under the EU-28 average. The participation rate in lifelong learning has been always a controversial issue in Hungary. For many years, Hungary was among the countries with the lowest participation rate. However many have argued that some statistical data collection mistakes contributed to this extremely poor figure. Followed by arguments made by adult education experts, there was a change in the methodology of data collection in 2015, which immediately resulted to the duplication of earlier figures, from 3.3% in 2014 to 7.1% in 2015. However, the data for 2016 decreased by 0.8% compared to the previous year, and ended up at 6.3%, which remains far below the EU average (10.8%).

-Evolution over time

As reflected above, the evolution of the participation rate over time reflects some inconsistencies in data collection. This means that actual trends in the rate are not easy to track. For instance, a changed approach in data collection reflected a jump from 3.3% in 2014 to 7.1% in 2015. A positive trajectory of growth are unseen at this point because the participation rate in 2016 decreased to 6.3%.

Since a significant part of the registered training activities are financed through national programmes supported by EU Structural Funds, the change from 2015 to 2016 could also correlate with the actual launch of national programmes in a given period. For this reason, far-reaching conclusions cannot be made, the 2016 figures cannot be compared to previous years due to the methodological reasons mentioned above. However, it should be highlighted that the actual figure for 2016 is far below the national and EU2020 targets of 15%. It can already been foreseen, that the participation rate will grow by a considerable extent for the period 2017-2020 due to the extreme intensification of national programmes including training elements and to be launched under the structural fund operation, but one can hardly assume that it even can close to the target indicator values.

1.2 Trends for low qualified adults

1.2.1 Share of low qualified adults

Table 1.3: Share of low-qualified adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	30.6	27.3	26.6	25.8	24.8	24.1	23.5	23
Member State	30.6	23.6	18.8	18.5	18	17.5	16.9	16.8	16.6

Source: Population by educational attainment level, sex and age (%), Eurostat edat_lfse_03, last updated 25 April 2017.

Explanatory note: this table compares the percentage of the population with low qualifications (ISCED levels 0-2) in 2016 to the EU-28 average for 2016 and the period 2000-2016.

-Comparison to EU-28 average

The share of low qualified adults in Hungary was 16.6% in 2016, which stood below the EU-28 average figure for the same year (23%). As such, there is a more positive picture in Hungary in relation to European Member States on average.

-Evolution over time

The proportion of low qualified adults in Hungary can be seen to have steadily and consistently decreased between 2000 and 2016, a trend also evident for EU-28 on average. The share of low qualified adults in the total population in Hungary was 16.6% in 2016, which is far lower than the EU average (23%), and the national rate has showed a constant decrease in the last 17 years. However the pace of decrease has significantly slowed down in the last 3 years at the national level, in the period 2014/2015/2016 (16.9% / 16.8% / 16.6%) and has become much slower than of the EU average (24.1%/ 23.5%/ 23.0%). This difference could derive from several reasons and would require deeper analysis, but could indicate the worsening performance of the public education system, reflected also in the PISA results.

1.2.2 *Employment rate of low skilled adults*

Table 1.4: Employment rates of low skilled adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	55.7	53.8	53.4	52.7	52	52.6	53.2	54.3
Member State	36	38.1	37	37.3	38.1	39.2	45.3	48.1	51.7

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the employment rates of those with low qualifications (ISCED levels 0-2) to the EU average over the period 2010-2016.

-Comparison to EU-28 average

The employment rate of low-skilled adults stands below the EU-28 average. In 2016, the national rate was 51.7% compared to 54.3% for EU-28.

-Evolution over time

Whilst the EU-28 rate has remained relatively static since 2005, the trend seen at national level is different, as shows a change of 15.7 p.p. over this time. The employment rate of adults with low educational attainment has significantly grown in the last few years, from 39.2 % in 2013 to 51.7% in 2016, that is +12.5%, much higher compared to the growth of the EU average in the same period, that is only +2.3%. Despite this significant growth process, the national figure for Hungary is still well below the EU average in 2016, by 2.6% p.p. The intense growth process was fuelled by the rapid increase of demand for labour. In industries where adults with low levels of qualification could also been offered job opportunities, for instance within the construction industry, or manufacturing with a high proportion of assembling component. Typically, companies lowered their requirements in regards to skills and qualifications, whilst at the same time – especially larger companies – increased their own internal training provision.

1.2.3 Participation rate of low skilled adults

Table 1.5: Participation rate of low skilled adults – EU average in comparison to national average

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	3.7	3.9	4	3.9	4.5	4.5	4.3	4.2
Member State	0.6	0.6	0.7	0.5	0.6	1.1	2	3.4	2.7

Source: Participation rate in education and training by sex and educational attainment (%), Eurostat code and trng_lfse_03, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 with low qualification levels (ISCED levels 0-2) to EU data and over the period 2000-2016.

-Comparison to EU-28 average

The participation rate of low skilled adults stood at 2.7% in 2016, which is under the rate seen for EU-28 as a whole (4.2%). The national rate has consistently stood below that of the EU-28 average.

-Evolution over time

As far as the participation of adults with low qualifications in training is concerned, statistics shows a dual pattern. There is a very low but even level of participation in training in the period 2000-2012; varying within the range of 0.5-0.7%, while there is steep growth period since 2012 to 2015, from 0.6% to 3.4%, and fall-back to 2.7% in 2016. This pattern can be clearly explained by the inflow of larger amount of EU resources, and the growing number of training programmes under the EU structural fund operation launched in the 2007-2013 budget period (and intensified in the very last years of the payment period of 2012-15). While the fall in rate can be explained by the fact that the new programmes under the structural fund operation 2014-2020 period has not been intensified yet in 2016, there are major programmes addressing adults with low level of qualifications and skills across the 2014-2020 period too, which will possibly be seen in the 2017 figures.

2.0 BRIEF OVERVIEW OF ADULT LEARNING SYSTEM

2.1 Main features and a concise summary of historic development

The adult education sector in Hungary has not been established as a unified sector. There is no overarching legal, financial and structural framework. The sector rather appears as one with segmented activities in different aspects of social and economic life.

Learners above the compulsory schooling age can participate in adult learning. Compulsory schooling lasts until the end of the school year, which the learner reaches 16 years of age.

According to terminology established by the legislation, adults may study either in adult education or in adult training²:

Adult education is a school-system based formal education provided for adult learners (ISCED I-IV levels). It is offered by schools (primary and general or vocational secondary schools), and thus regulated by the relevant school education Act (Act on Public Education, Act on Vocational Education). It is available as full-time, part-time or distance education, with the aim to lead to the same formal certificate or vocational qualification as mainstream school programmes. This is the main form of offering second chance education to adults to formally complete their basic or general secondary education or acquire up to two vocational qualifications free of charge. Education for adults studying in higher education is subject to the Higher Education Act. The principles for funding are laid out in the Higher Education Act, but this type of education is mostly privately funded.

The latest figures from Eurostat in terms of participation in formal education and training are presented in table 2.1 below. The figures offer a breakdown by educational level, and indicate that over 25 year olds engaged in formal adult learning are mostly participating in bachelor's or equivalent level tertiary education programs and secondly in upper secondary education.

Table 2.1 Number of participants in formal education and training by level of education and age

	Age 20-24	Age 25+	Total
Level of education (i.e. basic, vocational, higher)			
Primary	23	167	190
Lower secondary	1,591	990	2,581
Upper secondary	27,470	26,191	53,661
Post-secondary non-tertiary education		11,728	
Short-cycle tertiary education		2,822	
Bachelor's or equivalent level		70,351	

² Based on Eurydice article on Adult Education and Training in Hungary:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Adult_Education_and_Training

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Master's or equivalent level		30,557	
Doctoral or equivalent level		6,744	

Source: Eurostat, Eurostat database table "Pupils and students enrolled by education level, sex and age (educ_uoe_enra02)", accessed 2017.08.21

Adult training is education provided for adult learners outside the school system. Due to the Adult Training Act put into force on 1st September 2013, the sectoral landscape of adult learning significantly changed. From a regulatory and funding point of view, three major categories of adult training can be identified:

Adult training regulated by the Adult Training Act (Act LXXVII of 2013 on Adult Training)

In contrast to the previous Adult Training Act, the new law applies only to four fields of training, distinguishing them with letters A), B), C) and D).:

- A - vocational training programmes listed in the National Qualifications Register (regardless of origin of funding). These training typically considered as part of formal adult education and training, as they end up with a formal vocational qualification registered in NQR;
- B - publicly funded vocational training programmes not listed in the National Qualifications Register;
- C - publicly funded general or other language courses;
- D - publicly funded other training courses (such as catch-up programmes, or IT courses).

Other training programmes not belonging to the above categories do not fall under the scope of the Act.

Other state-regulated adult training

Training that is regulated by any form of sectoral legislation, by public authorities or churches, is exempt from the Adult Training Act. Amongst others they could be training related to regulated professions, mandatory training that employees working in a specific job has to comply with law or regulation. For example, mandatory training related to transport regulation requires a precondition to be trained to acquire a driving license. This category also incorporates in-service training offered to public servants, or other public employees like teachers, health professionals, social workers, church employees, to fulfil their legal obligations to maintain their continuous professional development. Training under this category can be funded either privately or by using public resources.

The providers of this type of training must comply only with the specific requirements included in the corresponding sectoral legislation.

Non-state regulated, privately funded adult training

Training that is not regulated by the state, and not publicly financed, does not qualify as 'adult training activity' by legislation, and consequently can be pursued freely without referring to any regulative requirements. Such training is purely based on market mechanisms. Employers can also organize in-company training for their employees according to their needs. Any training falling under this category delivered in a commercial way has to comply only with general law on consumer rights and protection.

As far as adult learning policies are concerned from the perspective of this report, they in fact cover only a rather limited part of all adult learning going on in the country. Adult learning policy in Hungary refers only to adult education integrated into the formal education system, and to adult training regulated under the Adult Training Act. These fields incorporate the formal general and formal vocational adult education and training as well as non-formal, publicly funded vocational, language and other general training.

Other state-regulated adult training is subject to other sectorial policies, while non-state regulated adult training is funded by participating adults or their employers, or other private donor agents. In all those cases adult learning policies cannot interfere, leaving a larger part of adult education sector open to free market mechanisms.

The above categorisation reflects how the main functions of adult education and training is understood by the Law on Adult Training:

- To encourage adults to complete their compulsory education or to obtain first vocational or general secondary qualification;
- To contribute to the competitiveness of the economy;
- To promote social cohesion as well as the social inclusion of disadvantaged groups, and to promote equal opportunities for all;
- To introduce publicly funded competence based and vocational training programmes for groups disadvantaged in the labour market, especially for low-qualified adults and the roma in order to improve their employability;
- To promote general and vocational adult training, co-funded by the esf

Interesting to note, that the above approach to adult education and training is not explicitly focusing on the active citizenship and personal fulfilment, but more narrowly focusing on social inclusion and competitiveness aspects. This position is very much influenced by the public policy constrains of the era of post-economic crises, which limits the degree to which the rich traditions of Hungarian adult education and training sector can be reflected.

2.2 Provision

Since the transition processes in the early 90's, Hungarian adult learning provision has been dominated by private providers. Private providers are rather diverse and segmented, and those who were able to maintain their operation had to nurture a very flexible organisational model due to the wavering nature of the market. Beside some larger, sometimes industry focused providers, there are a great number of small companies, even a few of them are practically operated as training organisers, maintaining some 2-5 permanent staff for coordination and administrative work, while hiring educators on an ad-hoc basis.

As far as the public providers concerned, the Türr István Training and Research Institute incorporating a number of regional units used to be the major public agent in the sector, until it was closed and merged into the Hungarian Directorate-General for Social Affairs and Child Protection on August 31, 2016. The corresponding website³ implies, that some of its training capacity is maintained and will be utilised especially in national programs for social inclusion under the governance of the Ministry for Human Capacities.

Since the re-organisation of the vocational education institutions into 44 regionally established Vocational Education and Training Centres under the Ministry for National Economy on July 31st 2015, their role in provision of adult education and training is constantly strengthening. They are and will be the most significant public actors in the field of adult vocational education and training in the on-going or soon-to-be-started national programmes financed under the EU Structural Funds.

Other types of institutes in the public education system including primary and general secondary schools are also providing courses for adults; beside the formal adult education programmes (ICT and language courses) as well as basic skills programmes for participants of the public work schemes are frequently delivered by them. They are also engaged in so-called bridge programmes to accommodate early school leavers in alternative education programmes.

Other locally based public institutions, like the network of cultural houses and libraries, as well as non-governmental agencies, civil and church organisations are also important actors in the training delivery system targeting - among others - specific, hard-to-reach groups. However, their resource base for training provision is not permanent and has been shrinking throughout the last couple of years.

³ <https://www.szgyf.gov.hu/en/felnottkepzes>

2.2.1 Helps adults improve their Basic Skills

Formal education institutes (primary and secondary schools) provide school-based second chance education programmes for those who would like to acquire certification on the completion of their basic or secondary education. Besides that, there is no systematic provision of basic skills learning, opportunities rather depend on dedicated programmes available on a temporary basis, typically linked to EU Structural Funds.

The most significant provider of basic skills learning as well as second chance education programs used to be the Türr István Training and Research Institute, and presumably the Hungarian Directorate-General for Social Affairs and Child Protection will maintain this learning portfolio in the upcoming social inclusion programmes under Human Resource Development Operative Program (HDOP). As far as the NGO sector is concerned, the Hungarian Folkhighschool Society and the Association for Lifelong Learning are the ones which maintain remarkable track records in delivering such projects, but there are also smaller NGO's as well with such experience.

In the period of 2016-18, "Training of People of Low Educational Attainment and those Employed in Public Work Schemes" Economic Development and Innovation Operative Programme (EDIOP) is the main source of funding for basic skills courses primarily addressing the participants of public work schemes. On average, there have been around 200,000 people in public work schemes per month in the last couple of years, many of them formerly long-term unemployed, for whom becoming active within the labour market is enormous challenge.

Complex programmes to eliminate segregated settlements specifically addressing the Roma population under Priority 1 of the Human Resource Development Operative Programme (HDOP) integrates basic skills provisions too in the period 2017-2020.

The emphasis and the high number of initiatives on digital inclusion have mobilised a number of diverse providers, private and public ones (like cultural institutes and libraries) as well as NGOs, to provide basic digital skills program for people lacking or having very low level of digital skills (with special regards to program EDIOP 6.1.2) based on centrally developed curriculums.

2.2.2 Helps adults achieve a Recognised Qualification

Primary, lower and upper secondary qualifications are available for adults either as full-time programmes or evening schools through the established school system i.e. educational institutes, however for those who want to choose a different pathway to obtain secondary level qualification there are alternative school programs available mainly in larger cities run by NGOs.

Incentives to obtain first or second vocational qualifications are ensured by a Government initiative that makes school-based vocational education programmes available free of charge for every adult (since its introduction in September 2015, this opportunity has increased the number of participants in adult education by 44,000).

Conditions and completion requirements are the same as for the young student in full time education programmes, but adult learners can obtain qualifications within 1-2 years.

The Vocational Education and Training Centres but also other private providers, and sometimes NGO's and even church organisations could provide training with qualifications from the National Training Register. In 2016, 433 providers all together implemented 10404 courses and contributed to obtaining qualifications by 130,169 adults at ISCED 2, 3 or 4 levels.⁴ The duration of these programmes are very versatile, from 1-2 months to 1.5 – 2 years. Mainly the National Employment Fund as well as EU Structural Funds finance courses, but participants often contribute or even fully pay for their own education at ISCED 3 or 4 levels.

2.2.3 Helps adults develop other knowledge and skills, not for vocational purposes

These types of provisions are highlighted in the Lifelong Learning Framework Strategy for the period 2014-2020. There are providers with long-standing track records in this sector, among them cultural institutes, NGOs like folk high schools and 'TIT' (i.e. The Society for Sharing Scientific Knowledge) etc. At the time of the economic crisis, the public resources available for such learning programme dramatically shrunk, but community grounded programmes shall be supported in some of the measures of Human Resource Development Program (HDOP 3.7 measure: non-formal and informal learning programme supporting lifelong learning) in the period up to 2020.

2.2.4 Facilitates Transition to the Labour Market for unemployed people or those at risk of unemployment (ALMPs)

These provisions are funded through the National Employment Fund (NEF) and Priority 5 interventions under the Economic Development and Innovation Operational Programme in the period December 2015– December 2021. The ALMPs administered by PES often offer training combined with a variety of other tools. One of the major interventions is targeting youth under age of 25. In 2016, 16,000 unemployed young people participated in training programmes to obtain qualifications directly leading to employment. There are other measures targeting youth, promoting entrepreneurship, in company traineeship as well as transit facility incorporating combined training and employment. Some of the training provisions announced in annual cyclical bases, but available training offers depend on the actual budget allocations from national resources, while other measures temporary available and linked to Structural Fund Operations and programming cycles. This latter constitute the major part of the available ALMP training in the period 2015-2020. Mainly the Vocational Education and Training Centres, private providers as well as some NGOs are active in this provision.

⁴ OSAP Statistic Portal on Adult Education in Hungary: <https://statisztika.mer.gov.hu> [last accessed: 02.10.2017.]

2.2.5 Opens up Higher Education to adults

In Hungary the adult/ mature entrant to higher education was 85,019, out of them 61,079 (71%) was publicly financed and 23,940 (29%) privately according to statistics of Ministry for Human Resources⁵. Out of them 8779 (10%) was admitted to short cycle tertiary vocational programme, 58,497 70% full-time bachelor or master programme, the rest was on part-time programmes.

2.2.6 Enables adult employees to develop their work-related skills

Employee training programmes were already introduced in the previous EU Structural Fund programme, significant funds are allocated under priority 6 in EDIOP, due to the enormous pressure from the economy to competitiveness. EDIOP 6.1.2 and 6.1.3 supports ICT and language skills both for employees and job seekers, 6.1.4 key competences for employability and work place basic skills learning, 6.1.5 and 6.1.6 and 6.1.7 facilitates skills development for employees of SME-s and larger companies. The Government jointly with ICT Association of Hungary - IVSZ announced in April the digital workforce programme, which introduce strategic measures on how to improve digital competences of employees, especially in the context of the challenges of digital transformation and industry 4.0. The majority of the above programmes shall be implemented starting in the second half of 2017, but most of the training will be delivered in 2018-20.

⁵ Statistics past years (2001/Á-2017/Á). https://www.felvi.hu/felveteli/ponthatarok_rangsorok/elmult_evek [last access: 02.10.2017.]

3.0 ADULT LEARNING POLICIES

3.1 Context

3.1.1 Distribution of responsibilities regarding adult learning

As far as **governance** is concerned, adult learning is governed from the national level to a high extent. Responsibilities for adult learning are shared between two Ministries:

- The ministry responsible for education (Ministry of Human Capacities) is in charge of coordination of policy areas like lifelong learning, social inclusion as well as strategy against early school leaving. It also supervises the development and implementation of the Human Resources Development Operational Programme (HDOP). As far as adult education provision is concerned, the ministry is responsible for school-based formal adult education, basic and general upper-secondary schools, as well as higher education institutions.

The ministry responsible for employment (Ministry for National Economy) is in charge of employment policy, including vocational and adult training. Its portfolio of responsibilities includes among others the development and implementation of strategy on employment (covering also vocational education and training); the development and implementation of Economic Development and Innovation Operative Programme (EDIOP) as a mean for funding policies; the provision of school-based vocational adult education; and non-school based adult training (including vocational and non-vocational courses) regulated by the Act on Adult Training. Nevertheless, the individual vocational qualifications (i.e. the development of their curriculum and exam requirements), are regulated by the ministries in charge of the profession concerned. The National Vocational and Adult Training Council is a consultative body to the Minister.

At the subnational level, county-level Development and Training Committees decide annually – based on labour market data – which school-based vocational and adult training courses (preparing for a certain profession) should be funded publicly. The PES offices integrated into the deconcentrated units of Government Offices administer training for the unemployed.

The role of **municipalities** in adult training is rather limited, and is mainly related to the obligatory training element of public work schemes, where municipalities select the training participants.

The Act provides the Hungarian Chamber of Commerce and Industry with an important role – the Chamber acts also as an authority in this sector. It keeps the electronic register of the vocational programme requirements of adult training programmes based on the decision of the committee consisting of the representatives of the chambers and the Ministry for National Economy.

The authoritative functions relating to the implementation of the Act on Adult Training formerly carried by the National Office of Vocational Education and Training and Adult

Learning (NOVETAL) had been assigned to the Pest County Government Office since January 1, 2017.⁶

3.1.2 Major national socio-economic strategies governing the provision of Adult Learning

Major national strategies that shape the context of adult learning provision include:

- Founding the Development Aiming at Employment Policy between 2014 and 2020 – Strategy;⁷
- National Social Inclusion Strategy 2011-2020;⁸
- Mid-term Strategy to Tackle Early School Leaving without Certifications between 2014-2020;
- ‘Lifelong Learning Policy Framework Strategy 2014-2020’

The priorities and actions of the Lifelong Learning Strategy, the strategies for employment, social inclusion, and early school leaving, as well as the corresponding operational programmes elaborated for EU Structural Fund Operations in 2014-2020, are coherent, and cover an overwhelming proportion of adult training financed from public (national and EU) resources in the period of 2014-2020. National resources dedicated to training are integrated into the budget of the EU co-financed operation programmes to a very high extent, which makes irrelevant to analyse training policy outside of the EU Structural Fund operations.

Although not expressed explicitly, the objectives of the referred strategies, the identified measures and programmes, as well as the indicative allocation of resources, clearly outline the key priorities for adult learning for the coming period:

- Promote the competitiveness of the labour force;
- Improve employability of low qualified adults and those participating in public work schemes;
- Ensure basic skills and formal general primary and secondary or vocational qualifications for those in a multiple disadvantage situation;

The Government’s massive commitment in facilitating the exploitation of the digitalisation processes, both as a boost to economic growth, as well as the source of promoting welfare in society started by Government Decree 2012/2015 (XII. 29) on the Digital Welfare Programme (translated officially as Digital Success Programme) at the end of 2015. This resulted in – among others – The Digital Education Strategy of Hungary enforced in October 2016. The Strategy has a transversal character and supplements a number of other strategies already implemented, among them those mentioned above. The strategy dedicates a separate pillar for adult learning, and the formulated objectives and

⁶ Government decree 393/2013. (XI. 12.) on the rules of procedures and requirements of giving permission to institutions launching trainings, of the register of these institutions and of the control over these.

⁷ http://2010-2014.kormany.hu/download/8/4c/01000/Fogl_Strat_14-20.pdf

⁸ National strategies on lifelong learning, social inclusion as well as tackling school drop outs available here: <http://ofi.hu/en/news/hungarian-national-eu2020-strategies-are-now-available>

corresponding measures challenges adult learning and training sector in regards to the efficient supply of digital competences for society and economy as well as exploitation of digitalisation in promoting and improving efficiency of adult learning.

The actual policy context heavily determined by the labour shortages in general and the lack of skilled labour in certain industries, which creates bottlenecks for boosting economic growth. The government also determined to decrease the number of active age people who live on benefits and to reach the state where actually there is no unemployment apart from those in transition on the labour market.

All these factors generate a growing pressure on the adult education and training system. On the one hand, it is supposed to deliver adequate skills for both job seekers and those in employment to fulfil the demand of the labour market, but also to increase adaptability and productivity of the employees. On the other hand, it has to provide efficient means to those in public work schemes to upskill and be able to compete on the labour market and ease labour shortages (to expand available workforce for the economy) and at the same time activate those long term inactive to be able to participate in public work scheme.

3.2 Adult learning policy framework

3.2.1 A summary of major developments/ changes since 2010

Since 2013, the main aim of policy developments has been to ensure that the legislative and structural provisions of policies are in accordance with the principles and developmental goals formulated in the presented strategies in Section 3.1.2, and to ensure smooth, accountable and efficient implementation of those strategies by exploiting Structural Fund resources.

The legal framework of adult learning in Hungary is provided by the Act CLXXXVII of 2011 on Vocational Education and Training⁹, aiming at quality improvement of vocational education and training, and the Adult Training Act (Act LXXVII of 2013), aimed at¹⁰:

- Focusing on employer needs, strengthening the labour market orientation of adult learning system;
- Raising quality: increasing the level of knowledge acquired in adult training outside the school system to the level of knowledge obtained within the school system;
- Providing more transparent regulation;
- More efficient supervision of the sector in order to ensure benefits of public investments (safeguarding national and EU resources).

⁹ See for the legal text: MAGYAR KÖZLÖNY Issue 96. June 13, 2013
<http://www.kozlonyok.hu/nkonline/MKPDF/hiteles/MK13096.pdf> [accessed 31-08-2016]

¹⁰Based on Eurypedia

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Developments_and_Current_Policy_Priorities

The preamble of Act LXXVII of 2013 on Adult Education provides the overall objective of the policy: "so that the inhabitants of Hungary be capable of meeting the challenges of economic, cultural and technological development; enter the world of work successfully; succeed in life and have an improved quality of life due to adult learning, it is necessary to have better organized vocational, language and state-supported training, to improve the quality of the content and reinforce the supervision of implementation".

The **main tasks** of adult education and training are¹¹:

- To encourage adults to obtain missing (first) qualifications;
- To introduce publicly funded competence based and vocational training programmes for groups that are disadvantaged in the labour market, especially for low-skilled adults and the Roma, in order to improve their employability;
- To promote general and vocational adult training, co-funded by the ESF.

In recent years, there have been two amendments to Act CLXXXVII of 2013 on Adult Education and Training, to correct some malfunctioning part of the recently introduced new act, which concern the following:

- According to the 2015 amendment to the Act, adult education and training institutions can exclusively **carry out training activities within their own organisations**, which means they cannot subcontract other organisations for realising their courses. They are still allowed to contract external trainers, to rent training facilities and to make contract for the implementation of the practical part of the training¹².
- According to the same Amendment, adult education and training institutions can only organize **module examinations** if participants have attended the vocational training aimed at acquiring the relevant vocational qualification at the institution. In practice, this means that participants of the training programme who have not completed a certain module of the course organized by the institution, can only take the module test at an institution defined by the law. The aim of this modification on the one hand was to make recognition of prior learning as a favourable option. On the other hand, exams taken at an objective external examination centre can verify the quality of the training institutions outcomes for participants.
- As for the regulation of training announcements and calls, training providers:
 - Have to clearly indicate if the announced training course is authorised;
 - Have to indicate the registration number of the course;
 - Cannot use the name of qualification which corresponds to the name of a training course, which is listed in the "National Training Register", but for which the provider has no permission;

¹¹ [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Adult Education and Training](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Adult_Education_and_Training) [accessed 31-08-2016]

¹² See for the legal text: MAGYAR KÖZLÖNY Issue 77. June 4, 2015
<http://www.kozlonyok.hu/nkonline/MKPDF/hiteles/mk15077.pdf> [accessed 31-08-2016]

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- According to the second (2016) Amendment to the Act, the Adult Education Expert Committee conducts external audit of adult education and training institutions every second year.¹³

The following three decrees are also important in the regulation of Adult Education and Training:

- 58/2013 (XII.13) Ministerial decree of the ministry responsible for economics on the quality assurance framework system and the members of the Expert Committee on Adult Education and Training, and detailed regulation of its tasks and procedures;
- Government decree 393/2013. (XI. 12.) on the rules of procedures and requirements of giving permission to institutions launching training, of the register of these institutions and of the control over them;
- 14/2014. (III. 31.) Ministerial decree of the ministry responsible for economics on the rules of acting as an adult education and training expert and adult education and training programme expert.

The legislative changes had an impact to two major stakeholders in the adult learning field: The National Employment Office and the National Institute for Vocational and Adult Training. The two organizations have been given a new name as a result of the merge with a third organization, the Hungarian Labour Inspectorate. The new organisation was established in December 2014 and is called the National Office of Vocational Education and Training and Adult Learning. This institutional change was defined by four government decrees¹⁴:

- Government decree A 318/2014. (XII. 13.) on the modification of the government decrees on the termination of National Labour Office and the establishment of The National Office of Vocational Education and Training and Adult Learning;
- Based on government decree (319/2014 (XII. 13.) a new National Office of Vocational Education and Training and Adult Learning (Nemzeti Szakképzési és Felnőttképzési Hivatal, NSZFH)¹⁵ was established in December 2014;
- At the same time, according to government decree (320/2014 (XII. 13.) the National Employment Office was closed down on 31 December 2014;
- Türr István Training and Research Institute, with its regional offices, was the main public player in adult training. It took an active role in the training of disadvantaged and Roma adults, typically co-funded by the EU. Recent government decree

¹³ See for the legal text: MAGYAR KÖZLÖNY Issue 88. June 17, 2016
<http://www.kozlonyok.hu/nkonline/index.php?menuindex=200&pageindex=kozltart&ev=2016&szam=88>
[accessed 31-08-2016]

¹⁴ See for the legal text:
https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/99531/118851/F339371388/MK_14_175.pdf [accessed 31-08-2016]

¹⁵ For more information on the National Office of Vocational Education and Training and Adult Learning see:
https://www.nive.hu/index.php?option=com_content&view=article&id=574&Itemid=103

1312/2016. (VI. 13.)¹⁶ closed the institute as of 1st September 2016, and some functions are being merged into the ministry.

Klebelsberg Institution Maintenance Centre governed majority of the state-maintained (basic and upper-secondary) schools who provided adult education until June 2015. However, the ones providing vocational training are now maintained by the Ministry for National Economy from July 2015. The Ministry grouped vocational schools to create 2-3 vocational training centres in every county, to cater for the labour market needs of the region concerned. It seems that the recently created Vocational centres will have more and more significant role in the provision of public financed adult education programmes in the coming years.

As far as the priorities of the European Agenda for adult education is concerned, changes and developments in the last 4 years certainly made some contributions. However, in some cases it evident that changes are not making sufficient contribution.

Governance

In terms of governance, the main driving force for policy coordination and ensuring coherence with other policy areas is the utilisation of the EU Structural Funds, especially the European Social Fund. ESF planning and implementation structures provide a framework as well as processes for policy coordination with a number of policy areas. Since majority of spatial financial allocation in the field of adult learning ensured by ESF and national co-financing, it can be stated that policies are coordinated and needs (especially that of employers) are reflected. There is a growing pressure from the side of the employers to influence training offers and quality of provisions, as growing shortage of labour put training and competence development higher on the agenda. The role of the representative of Employers, like the Chamber of Industry and Commerce and Chamber of Agriculture expanding in the governance of the sector and development of the adult learning provisions. However, a significant part of adult learning taking place outside of publicly funded training is completely left over to market mechanisms that are often not able to meet societal needs. Data about those area of adult training activities and adult learning needs are partially available or not at all. Employers and private persons are not encouraged to invest in adult learning by creating co-financing structures. Beside employers, representation of employees or adult learners in general is more or less missing from the governing and coordination processes.

Flexibility and access

Workplace based learning promoted by the present legislation on vocational education by giving incentives to dual vocational education, meaning that practical elements of the training can be implemented on the site of the companies. These refer to formal adult education, i.e. school-based vocational education or vocational training registered in the

¹⁶ A Kormány 1312/2016. (VI. 13.) Korm. határozata a központi hivatalok és a költségvetési szervek formában működő minisztériumi háttérintézmények felülvizsgálatával kapcsolatos intézkedésekről
http://www.fvsz.hu/files/tartalom/mk_16_085.pdf

National Training Registry and ending with a qualification acknowledged by the State. As far as non-formal adult training concerned, because of the above mentioned financial restriction regarding using training levy for the training of own employees, companies are not encouraged to invest in the training of employees unless it will be financed by specific EU funded projects over a specific period of time. However there are significant resources allocated to develop work-place learning schemes (EDIOP 6.1.5, 6.1.6, 6.1.7), which will have an impact on developing this type

Supply and take up

These provisions primarily promote vocationally oriented training, and the availability of basic skills provision is limited by programmes timeframes. However, second chance education ensured by legislation available permanently in the mainstream public school system. The national guidance system (co-financed by EU funds and available in periods of projects), was coordinated by the National Employment Office. With the termination of that office as mentioned above, the guidance system needs to be recreated within the network of regional vocational training centres, and these are not easily accessible for many adults. Basic skills programmes including digital competences, guidance and outreach measures, are strongly linked to specific EU financed projects that are only available for a short period.

Quality

The changes try to ensure high quality training programmes by setting quality criteria regarding programme documents, as well as by introducing onsite inspections. Quality assurance is important and highlighted in the recent legislative changes. However, they focus on quality requirements on a documentary level, as well as control and inspection. They do not include targeted measures for supporting individualised learning pathways, incentives for promoting innovation and exploitation of digitalisation, promoting efficiency and impact assessment, education and professionalization of adult educators, or ensuring high quality data on learning needs to effectively target and design provision.

3.2.2 Main legislative act(s) governing the provision of adult learning

Main legislative provisions are presented under section 3.2.1 as a major part of the development processes since 2010. The detailed list of corresponding legislations is attached in Annex 1.

3.2.3 Main strategy(-ies)

There is no dedicated policy paper or government strategic document for adult learning at present, since it is considered as one of the key policy tools in other policy areas rather than as an independent policy domain in itself¹⁷. Therefore, the adult learning policy focus can be traced to a number of strategies mostly presented as one of the means that can

¹⁷ Based on Eurypedia article on Adult Education and Training in Hungary:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Adult_Education_and_Training

contribute to reaching certain strategic goals in the field of employment, social inclusion and tackling early school leaving:

- Founding the Development Aiming at Employment Policy between 2014 and 2020 – Strategy;¹⁸
- National Social Inclusion Strategy 2011-2020;¹⁹
- Mid-term Strategy to Tackle Early School Leaving without Certifications between 2014-2020

All of the different initiatives corresponding to the field of adult learning, including the ones presented in the above three strategies, were collected and incorporated into the 'Lifelong Learning Policy Framework Strategy 2014-2020' that was adopted by the government in November 2014. The LLL strategy is also known as a framework strategy in its official name, which expresses its overarching character by integrating all the existing education related policy initiatives into one joint framework. It makes efforts to visualize linkages and explore synergies, as well as to define complex areas of interventions in a lifelong approach under the identified three comprehensive objectives: 1) expanding the participation in lifelong learning and improving its accessibility; 2) strengthening the principles of lifelong learning in the educational and training systems as well as in adult learning; 3) making the quality and the achievements of learning visible and valued and acknowledged.

At the same time the above four strategies are also ex-ante conditions of accession to EU structural funds, so there is a strong implication that the actual adult learning policy in Hungary is highly integrated with the planning and allocation of EU structural funds 2014-2020. In fact, the realization of the strategies primarily happens through the actions of the Economic Development and Innovation Operative Programme (EDIOP) and the Human Resources Development Operational Programme (HDOP)²⁰, and to lesser extent the Territorial and Settlement Development Operational Programme (TSDOP) and the Competitive Central Hungary Operational Programme (CCHOP). As a consequence, further reference to priorities and focuses of adult learning policies can be identified in operational programmes that transform strategies into more action oriented measures and programmes.

The Government Resolution on Digital Education Strategy for Hungary²¹ was accepted by the Government on October 13, 2016. The resolution ensured the implementation of

¹⁸ http://2010-2014.kormany.hu/download/8/4c/01000/Fogl_Strat_14-20.pdf

¹⁹ National strategies on lifelong learning, social inclusion as well as tackling school drop outs available here: <http://ofi.hu/en/news/hungarian-national-eu2020-strategies-are-now-available>

²⁰ To lesser extent, adult learning measures also included in the Territorial and Settlement Development Operational Programme (TSDOP) – which includes adult training components to handle skill shortages on the local labor market expressed by companies in the regional employment pacts; The Competitive Central Hungary Operational Programme (CCHOP) – implemented in Central Hungary region, among others ensures parallel national financing of also some of the adult learning programs implemented in other regions from EU resources, as part of the above mentioned operational programs.

²¹ 1536/2016. (X. 13.) Korm. Határozat a köznevelési, a szakképzési, a felsőoktatási és a felnőttképzési rendszer digitális átalakításáról és Magyarország Digitális Oktatási Stratégiájáról (Government Resolution No 1536/2016 (X.13) on the Digital Transformation of Public Education, Vocational and Higher Education and Adult Education System and the Digital Education Strategy for Hungary (<http://www.kozlonyok.hu/nkonline/MKPDF/hiteles/MK16155.pdf>)

Digital Education Strategy highlighted some of the measures in the field of adult learning. The Government Resolution confirms the right of every Hungarian adult citizen to get access to provision of key digital competences at basic level for free of charge, within a 30km distance from their place of residence. It also underlines measures to promote learning and promote digital competences as well as measures on how adult learning provisions can exploit digital tools and learning to a higher extent. It also refers to the national reference framework (1705/2016) for info-communication that describes digital competences in the dimensions defined by DIGCOMP across four levels.

3.2.4 *Main implementing act(s)*

All those planned measures having relevance to education and training and included in the different operational programmes have been synthesized in the recently accepted 'Action Plan for Lifelong Learning Policy Framework Strategy 2014-2020', and incorporated into the three overall aims, 13 specific objectives and 65 intervention areas identified by the LLL framework strategy. The action plan had been enforced by the government on December 5, 2016 by Government Resolution 1705/2016 (XII.5.) on the Action Plan for Lifelong Learning Policy Framework Strategy 2014-2020²². The document serves as an implementation plan for the Lifelong Learning Framework Strategy 2014-20.

Although it is not expressed explicitly, the objectives of the referred strategies, the identified measures and programmes, as well as the indicative allocation of resources, clearly outline the key priorities for adult learning for the period:

- Promote the competitiveness of the labour force;
- Improve employability of low qualified adults and those participating in public work schemes;
- Ensure basic skills and formal general primary and secondary or vocational qualifications for those in a multiple disadvantage situation;

The above priorities can be illustrated by presenting some of the flagship initiatives of the mentioned operational programmes²³:

Promoting social inclusion and employability to multiple disadvantaged groups, especially the Roma and persons with disabilities:

- **HDOP 3.7.1 – 'Actively for knowledge'**²⁴

Aims to improve 'life skills' including basic skills and work-related competences of some 44,000 people aged 18-55 with low levels of or no education, promoting the

²² 1705/2016. (XII. 5.) Korm. Határozat az egész életen át tartó tanulásra vonatkozó szakpolitika keretstratégiájának 2014-2020 évekre vonatkozó cselekvési tervéről (Government Resolution 1705/2016 (XII.5.) on the Action Plan for Lifelong Learning Policy Framework Strategy 2014-2020)
https://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A16H1705.KOR&txtreferer=00000001.txt

²³ Programs are to be launched toward the target groups from 2017 or in 2018 in most cases.

²⁴ See for the legal text: Government decision 1037/2016. (II. 9.) on the Human Resources Development Operational Programme Annual Development Budget - conversions from HUF to EUR were carried out at 310 HUF/EUR exchange rate.

acquisition of certification on the completion of primary school and practical competences in maintaining their life.

- **HDOP 1.1.2 – ‘Growing Chance’ (~13.06 million euros) –**

Promotion of inclusion of Roma women, improving basic skills and promoting vocational qualifications in the health and social sector (app. 2,000 persons) + HDOP 1.6.2 Complex Programmes to eliminate segregated settlements (app. 5,250 mostly Roma people will take part complex interventions, including significant training element on ‘life skills’ (contextualised basic skills programmes).

Improving the employability of low-qualified adults, especially long term unemployed and those who are involved in public work schemes.

Public works schemes affected 178,850 people based on average yearly data, while in 2015 it meant the employment of 208,100 in 2015 on a yearly average. In 2016, the average number of persons was 223,470. There are a number of programmes under EDIOP, which aim to improve the employability of low-skilled adults by improving learning skills and other basic skills. These will foster access to vocational qualifications, in order to open up new pathways to the labour market. The sources that can be spent on public work schemes is included in the work programme appropriation of the National Employment Fund. There are several additional measures to activate participants of public work schemes on the labour market through training and competence development.

- **EDIOP 6.1.1-15 – “Training of low-skilled and public workers’**

The measure plans to involve 85.000 disadvantaged people into training programmes, with the final aim to obtain formal vocational qualification, out of them 80,000 at ISCED 1-2 level. (~96.77 million euros)

- **EDIOP 5.1.1 – ‘The Road to the Labour Market’**

The measure ensures labour market training as well as vocational training to those 100,000 primarily low skilled job-seekers or inactive people in the period 2016-2020. Completion of primary schools or upper secondary schools are also ensured by the programme.

- **EDIOP-5.1.9-17 Encouraging job seekers and young people to become entrepreneurs – training and mentoring**

The aim of the project is to support job seekers above 30 and young people below 30 who plan to start a new individual business or business partnership. Job seekers with entrepreneurial attitudes, as well as to prepare them for starting their own business by means of providing them with knowledge and skills for elaborating and implementing their business plan, training, mentoring, and preparing them for how to use combined financial support.

Upgrading of skills of those who are lacking competitive skillset for work and whose qualification does not match with those required by the labour market.

There are a number of measures, which support gaining new vocational qualifications as well as improving key competences for work (especially foreign language, ICT competences). SMEs will also be supported in order to implement work-based learning programmes for their employees:

- **EDIOP 6.1.2-15 'Combating the Digital Gap'**

'Developing digital literacy' – provision of basic digital skills to 200.000, at least 50% with low educational attainment. (~65.81 million euros²⁵)

- **EDIOP-6.1.3-17 'Supporting learning foreign languages';**

It is the aim of the Government of Hungary to involve the greatest proportion of the working-age population (between 16 and 65) as possible in formal education, through which they can obtain basic knowledge, skills and competences that are relevant from a labour market perspective. This application concept helps the stakeholders achieve the above overall in the field of language teaching. In the projects receiving support, the comprehensive processes related to teaching (e.g. recruitment, level assessment/selection, training) have to be implemented, furthermore, the applicant organisations (VET Centres, Central budget bodies) have to make a statement at a county level for the number of persons participating in language teaching and successfully completing it. At the same time, the project helps the organisations receiving support prepare for the challenges related to the education of the present and near future (e.g. competition with organisations operated on a market basis, digital training, etc.), as well as allowing for the acquisition of a part of the required resources (e.g. teaching aids, digital devices, etc.). (~48.39 million euros)

- **EDIOP 6.1.4 'Key Competences for Work'**

Provision of short cycle, customised learning programmes for developing key competences for work, including communication on mother and foreign languages, mathematical skills, learning to learn, soft skills (cooperation, problem solving, etc.), skills for digital learning etc. delivered through community based open learning centres in 50 locations throughout Hungary. (~ 8 million euros)

- **EDIOP-6.1.5-17 Support for workplace training to employees of larger companies**
- **EDIOP-6.1.6-17 Support for workplace training to employees of micro, small and medium-sized companies**

²⁵See for the legal text: Government decision 1006/2016. (I. 18.) on the Economic Development and Innovation Operative Programme Annual Development Budget - conversions were carried out at 310 HUF exchange rate.

- **EDIOP-6.1.7-17 Support facility for micro, small, medium-sized and larger companies to be able to apply for training grant under EDIOP-6.1.5-17 and EDIOP-6.1.6-17**

The above interventions correspond to the key strategies of both Hungarian employment policy, adult training and industry development. The promotion of workplace learning has become a priority in the political strategy related to employment policy as well as in the framework strategy presenting the policy of lifelong learning, which also includes the intervention priorities in adult training. The Call supports the development of employer's competences that are required for the Industry 4.0 specific applications and solutions, as well as the process-based Industry 4.0 organisational philosophy. Therefore, it is a priority aim of the call to promote a wider access to learning opportunities at the workplaces for those who need the development of ICT and other basic competences to survive in the labour market. (Altogether ~139.41 million euros)

There are some measures to support the systemic development of VET and Adult Learning Systems

- **EDIOP-6.2.4-CCHOP/16 Development of the quality and content of VET and adult training in the 21st century**

The aim of the measure is to develop vocational education and training systems that are adaptable to labour market demands; make the transition from learning to working easier; strengthen the organisation of the professional training system; and improve its quality amongst others. This is to establish the intelligent management information system required for the efficient operation of the VET system, to establish framework to support work-based learning, including making dual learning systems and practical training with adequate learning contract more effective. EDIOP-6.2.4-17 System-level activities are to support the life path planning of adult population, and the professional preparation for counselling and career guiding activity to be provided in VET centres. An additional aim is to improve the equal access to the opportunities of adult lifelong learning for all age groups, in the formal, informal and non-formal ways as well as to promote flexible forms of learning and participation in VET, among others by means of career orientation and recognising the acquired competences. The programme intends to contribute to providing appropriate tools and validated information on which education and training infrastructures and processes are the most efficient for the Hungarian VET and adult learning systems, to design efficient management information system and promote adequate dialogues among the stakeholders of the VET system (providers, authorities, parents, bodies to provide financing, employers and other stakeholders). The measure will provide resources for the elaboration, testing and introduction of a number of measures for professional development, which could promote professionalisation, quality in Adult Learning as well as implementation strategies, evaluation approaches and validation regarding the implementation of the "Recommendation on Upskilling Pathways". The detailed content of the measure is still under elaboration.

- **EDIOP-6.2.5-17 The establishment of local adult training networks and training cooperation**

The intervention intends to contribute to strengthening the networking among registered adult training institutions, state bodies for employment and VET centres, mainly in the field of digital support for adult learning so that the adult training activities of state institutions and adult training institutions can be adapted to changing economic needs more quickly. The VET centres receiving support shall prepare an action plan for the fields of cooperation, reflecting existing experience, local needs and characteristics. The aim of the construction is to establish work relationships, as well as to share knowledge and good practices within the network and among the networks. The intervention helps through training and consulting the experts working with the members of the network, not performing training and training tasks be as prepared as possible for providing flexible, customised adult training activity, performing adult training supplementing activities, in particular dealing with the job seeking, economically inactive, working-age population with low educational attainment. VET centres needs to develop cooperation with companies and different participants in the business world as well as other adult training institutions and state bodies for employment. It does not matter whether it is about implementing workplace training, or that the VET centres should provide an adult training and service portfolio that is the most fitting to the demands of the local economy and labour market. Furthermore, the intervention also intends to support the implementation of rooms in the VET centres, equipped with the necessary tools, which are suitable for receiving adults, dealing with them, as well as examining their skills and capabilities, to establish the atmosphere of trust required for performing adult training supplementing activities (e.g. career counselling, training consulting, mentor service, etc.).

3.3 National quantitative policy targets

Table 3.1 Targets linked to Adult Learning in broader economic policies/LLL strategies/framework or implementing act

General information	Progress toward target				
Target (target figure and date to be achieved by)	Source of information	Adoption date	Initial value (at date of adoption)	Current value	Summary of progress against target
25,300 employed people to benefit from training programmes.	Competitive Central-Hungary OP	20/01/2016		-	
450,000 people set to participate in training to enhance employability	Economic Development and Innovation Operational Programme	05/09/2014		-	
60,000 students and 40,000 teachers will participate in various training and retraining programmes linked to reducing and preventing early school leaving and promoting equal access to good quality early childhood, primary and secondary education	Human Resources Development Operational Programme	09/02/2016		-	
18,000 disadvantaged people will be involved in labour market integration programmes				-	
7,000 migrants and minorities (including Roma) will be involved in social development programmes				-	
To reduce the ratio of those affected by marginalization (early school leavers) from the 15% in 2007 to below 10% by 2020	Mid-term Strategy to Tackle Early School Leaving	04/11/2014	15% in 2007	-	

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	without Certificatio ns				
The rate of adults aged 25–64 with low level or no digital competences is reduced from 60% (3,4 million working age adult citizens) to 30% by 2020.	Digital Educational Strategy of Hungary	13/10/2016	In 2016 more than one third of the persons under 15 years of age are digitally illiterate	-	
The number of persons participating in digital competence development courses, which results in the increase of their digital competence levels, increases from 36 thousand per year to 100 thousand per year by 2020.			36 thousand persons in 2016	-	
The rate of adult population aged 16-74 taking part in online courses increases from 3% to 6 % by 2020.			3% in 2016	-	
The number of online or blended course providers triples between 2016 and 2020.				-	

3.4 Quality assurance

Quality Assurance in the new regime

Adult education taking place at schools and higher education institutions is regulated by the legislation regulating the sector concerned (i.e. school education and higher education), also regarding quality assurance. Adult learning taking place at adult training providers outside the school system, and is mainly regulated by the Adult Training Act and related regulations.

According to the earlier Adult Training Act (2001), the registration of providers was obligatory, while programme and institution accreditation were compulsory for some types of providers and programmes. The new Act of 2013 contains more demanding quality assurance requirements for some types of training programmes (those included in the National Qualifications Register, other vocational programmes and foreign language programmes), and fulfilling them is a prerequisite for registration and launch. Licensed adult training providers have to set up their own quality assurance systems in line with the legal regulations. The National Office of Vocational Education and Training and Adult Training licences and controls adult training providers.

The Act provides the Hungarian Chamber of Commerce and Industry with an important role, and the Chamber acts as an authority in this sector. It keeps the electronic register of the vocational programme requirements of adult training programmes. Registration, modification of registration, and removal from the register is decided by a committee of adult training programme experts composed of three members delegated by the Chamber of Commerce and Industry. One member delegated by the Chamber of Agriculture and one member by the ministry in charge of the profession concerned.

The National Vocational and Adult Training Council is a consultative body to the Minister, which is consulted on the adult training regulations and reforms, and which may make proposals on development. It has 20 members including 7 members delegated by relevant Ministries, 2 members delegated by employer organisations and 1 member delegated by employee organisations as well as members delegated by training providers, school maintainers, chambers, educational experts and NGOs.

The **Adult Training Expert Committee** is the consultative and advisory body of the National Office of Vocational Education and Training and Adult Learning. The Committee examines that the quality assurance systems of adult training providers are compliant with the quality assurance framework defined in the ministerial decree. It also recommends experts for participating in the authorization of individual training providers and experts participating in inspection. It has six members who are appointed and removed by the minister, and their appointment is for four years.

3.5 Future policy developments

The Hungarian Economy is under very high pressure due to the present shortage of labour. Recent analyses from the National Bank of Hungary (one of the think tanks having strong influence on economic policy in Hungary, beside monetary policy especially focused on growth and competitiveness) highlights the fact, that one of the hindering factors toward expanding the workforce is the high ratio of persons with low educational attainment within the unexploited working force capacity²⁶. One of those reports found that decreasing the ratio of the 25-39 age population with the maximum of basic educational level and at the same time increasing the ratio of population with secondary and higher education qualifications as well as the development of the education and training systems as major preconditions to increase further the employment rate. It is of the utmost importance to encourage a major part of the population to take part in lifelong learning and to acquire new competences and qualifications required by the labour market²⁷. These are clear indications that there is a growing concern around the skills and competences required by the labour market as well as quality of training provision.

- **National Technological Platform for Industry 4.0**

The Ministry for National Economy initiated the national technological platform²⁸ including social partners, key industrial players as well as relevant governmental stakeholders to create a proactive strategy to the impact of the changes in industrial production. One of the highlighted area of this strategy under preparation is to assess human resource development needs when it comes to implementation of the shift to industry 4.0. It requires high-level flexibility from the adult training system to follow fast technological changes, and ensure efficient provision of high-level digital and also newly identified skills demanded by transformed workplaces, as well as to offer alternative training to employees working in those workplaces that cease to exist as a consequence of automation. To meet this challenges significant development needed in the sector to become much more responsive, flexible, and innovative in finding new learning approaches as well as capable of generating needed knowledge.

- **The National Council for Competitiveness suggests reform the vocational education and training**

The National Council for Competitiveness has been set up by the Government, led by the Minister for National Economy, and has involved key representatives of chambers of commerce, employers' organisations, larger companies, SME's, as well as universities and government stakeholders on March 23th, 2017. The Council was set up in order to initiate

²⁶ Magyar Nemzeti Bank/ National Bank of Hungary, (2017). *Infláció jelentés 2017. március* (Inflation Report March 2017) <https://www.mnb.hu/kiadvanyok/jelentesek/inflacios-jelentes/2017-03-30-inflacios-jelentes-2017-marcius>

²⁷ Benk, Sz. and Morvai, E., (2017). *A hazai foglalkoztatás alakulása régiós összehasonlításban* (Development of domestic employment in a regional comparison) <https://www.mnb.hu/kiadvanyok/szakmai-cikkek/tovabbi-szakmai-cikkek/benk-szilard-morvai-endre-a-hazai-foglalkoztatasi-alakulasa-regios-osszehasonlitasban>

A Magyar Nemzeti Bank kiadványa (Published by The National Bank of Hungary)

²⁸ Announcement of the establishment of the national technological platform on Industry 4.0: <http://www.kormany.hu/hu/nemzetgazdasagi-miniszterium/belgazdasagert-felelos-allamtitkarsag/hirek/ipar-4-0-nemzeti-technologiai-plattform-alakult>

measures to improve the competitiveness of Hungarian companies. This reflects that one of the first recommendations of the Council is to reform the system of adult vocational training and adult learning in order to fit the companies' needs.

- **Amendment of the regulations on the detailed implementation of Law on Adult Education (2013).**

Reflecting on the recommendations of the National Council for Competitiveness, the Ministry for National Economy worked out a draft²⁹ amendment of the previous ministerial regulation on the detailed implementation of Law on Adult Education (2013). The draft was published for public consultation intended to help companies recruit workforce to ease labour shortages. The draft aims to reduce the administrative barriers and allow licencing of short cycle vocational trainings that better fit the companies' needs. The changes promote effective and quickly-mobilised interventions, thereby the intensity of companies' competitiveness can be provided by continuous, on-the-spot training. Vocational training is intended to move from the previous supply-driven training system towards the demand-driven skill and training system. The expected concrete changes in vocational and adult training policy in the near future are:

1. Making adult training regulations more flexible so that the learning outcome requirements are not impaired but the efficiency increases (e.g. ensure access to partial contents to training under the National Register of Vocational Qualifications (NRVQ) by providing them in a sequenced, modularized way);
2. Permanent adult training shall be promoted to become an integrated part of employment (launching and enhancing on-the-spot work-based related training provision with a budget of HUF 45 billion /14,5 million EUR from EU EDIOP funds);
3. The influence of employers will be increased in the design of the training delivery system, new sectoral cooperation shall be initiated by establishing Sectoral Skills Councils (on the basis of EU recommendations);
4. The development of new training contents; competencies necessary for successful employment shall be focused on (NRVQ reform by establishing vocational skills providing basic sectoral skills, by the reduction in the number of vocational skills by a merger thereof; content development with the competencies demanded by workplaces);
5. Providing labour force recruitment with the help of quality vocational training reform (providing more flexible student paths; further development of the dual student contract system, the establishment of career tracking system).

- **The Digital Workforce Programme for Hungary**

The above described redesigning of the current system of adult education were also integrated to and announced as part of the Digital Workforce Programme, which aim to

²⁹ [Tervezet a felnőttképzési szakmai programkövetelmények nyilvántartásba vételének követelményeiről és eljárási rendjéről, valamint a szakmai végzettség megszerzésének igazolásáról szóló 59/2013. \(XII. 13.\) NGM rendelet módosítás](http://www.kormany.hu/hu/dok?source=8&type=302#!DocumentBrowse) (Draft Amendment of Regulation no 59/2013 (XII. 13.) on Requirements and Procedures regarding Registry of Expected Vocational Learning Outcomes as well as certifying vocational qualifications. <http://www.kormany.hu/hu/dok?source=8&type=302#!DocumentBrowse>

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offer rapid and efficient relief to ease labour shortage in ICT professions, i.e. by offering a series of short-cycle training and short cuts by recognition of prior learning to obtain certain ICT-related qualifications. The Digital Workforce Programme, a joint effort of the government and various stakeholders of the business community was launched. The Government maintain permanent consultations with enterprises and entrepreneurial organisations (HCCI, DUIHK, AmCham) in order to establish the training supply appropriate for institutional and corporate demands. The government believes that a series of coordinated and effective measures will deliver great results in reducing the labour shortage and will enhance the digital competitiveness of Hungary.

4.0 INVESTMENT IN ADULT LEARNING SYSTEMS

4.1 Total investment in adult learning and change over time

As of 2017, the annual central government budget to the national Employment Fund was €355 million, a figure which stood at €423 million euros in 2008. This figure includes employment and training aids, vocational and adult education aids and EU pre- and co-financing. It is not clear however, what proportion of this allocation is used discreetly for adult learning.

4.2 Public national investment

In the previous period, adult learning programmes supported from national funds were financed by the central financial framework for training of the National Employment Fund. The budget for adult learning programmes has decreased significantly since the beginning of the economic crisis as direct consequence of fiscal consolidation, as can be seen in Table 5.1. The system has only allowed limited national funding for adult learning purposes recently. The majority of adult learning programmes in the period are supported by the European Social Funds where national resources dedicated to adult training are integrated as co-financing, while adult learning financed from purely national funds remains at low levels.

The National Employment Fund gives indications on the volume of state funds for adult education. However, funds for training are not separated from other measures.

Table 4.1 Central government budget on an annual basis on the National Employment Fund

Heading	2008	2014	2015	2016	2017
Employment and training aids	55 853,8 billion HUF ~ 180 173 870 €	27 000 billion HUF ~ 87 096 774 €	14 000 billion HUF ~ 45 161 290 €	16 172 billion HUF ~ 52 167 742 €	16 172 billion HUF ~ 52 167 742 €
Vocational and adult education aids	33 027,7 billion HUF ~ 180 173 870 €	26 400 billion HUF ~85 161 290 €	16 000 billion HUF ~ 51 612 903 €	16 819 billion HUF ~ 54 254 839 €	20 000 billion HUF ~ 64 516 129 €
EU pre- and co-finance	25 556 billion HUF ~ 82 438 710 €	71 330,1 billion HUF ~ 230 097 096 €	67 764,6 billion HUF ~218 595 484 €	58 563,2 billion HUF ~ 188 913 548 €	74 116 billion HUF ~ 239 083 871 €

Source: Regulations on the central government annual budget

From the heading 'Employment and training aids' in Table 5.1, national funding has been decreasing in the past years. EU funded projects³⁰ which are to be implemented in 2015-17 include adult learning elements, but as the implementation period covers more than one year and training elements are not the only measures that the programme applies: the sum in the row 'EU pre- and co-finance' does not provide a clear indication on appropriated adult learning expenses either.

There used to be an effective mechanism to promote co-financing of the training of employees in companies. The system of the vocational training contribution (szakképzési hozzájárulás, SZH) is a payroll levy on enterprises amounting to 1.5% of their total labour cost. This mechanism has been significantly changed by a SZH law passed in November 2011. From 2012 'development subsidies' ('fejlesztési támogatás' - i.e. equipment or money provided by enterprises to VET institutions for developing practical training infrastructure), and the cost of training of own employees, are no longer deductible from the SZH. This resulted in a significant drop on in-company training and work-based C-VET.

As of January 2013, companies could again allocate a part of their training levy to co-finance their employees' vocational and foreign language training. However, this option is only available for companies that provide practical training to at least 45 apprentices (VET school students), and only up to at most 16.5% of their training levy. Due to these strict criteria, only a very few large companies are able to make some use of this measure.

SZH not spent on direct training provision by the companies as described just above must be paid into the training fund of the National Employment Fund (Nemzeti Foglalkoztatási Alap, NFA), which among others shall be integrated to EU financed programmes as national contribution.

The minister responsible for VET currently the Minister for National Economy) alone has the right of disposal over the training fund, which can support only objectives directly related to VET and adult training. Aiming to encourage training also in vocations that require high material and other costs, the regulation introduced annual per capita rates differentiated by qualification as the basis of deduction or reimbursement.

³⁰ In 2017 the Youth Guarantee Intervention Package (*EDIOP 5.2.1., CCOP 8.2.1.*) and ALMP-s intervention package 'Road to the Labour Market' (*EDIOP 5.1.1., CCOP 8.1.1.*) are pre-financed from the National Employment Fund. More information on the measures are included in Annex 2.

Table 4.2 Breakdown of public national investment

Title of public investment source	Source of funding	Amount of funding	Targeted number of participants	Targeted level of provision	Start/end date
HDOP 1.1.2-15- 'Growing Chance - training and employment	ESF / national	13.06 million euros	2000	local	04.2016 - 2018.06 .
CCHOP-7.1.1-15 - Growing Chance' - training and employment	ESF / National	80,64 million euros	2000	local	12.2016 - 2019.03 .
HDOP 1.1.3-17- 'Growing Chance' - employment	ESF / national	10,16 million euros (for each winning application 3 500 000 HUF - 300 000 000 HUF non-refundable aid)		local	03.2017 - 07.2021 .
HDOP 1.6.2 Eliminating segregated life situations with complex programmes	ESF / national	70,96 million euros	5 250	central	09.2016 - 11.2020 .
CCOP 7.1.4-16 "Eliminating segregated life situations with complex programmes"	ESF / national	1,45 million euros (for each winning application 60 000 000 HUF - 80 000 000 HUF non-refundable aid)		local	12.2016 - 11.2021 .
HDOP 3.7.1 - 'Actively for knowledge'	ESF / national	20.32 million euros	25 000	central	01.2017 - 03.2021 .
HDOP 3.7.3.-16 - Ensuring access to lifelong learning	ESF / national	25 million euros (for each winning application 15 000 000 HUF - 140 000 000 HUF non-refundable aid)		local	12.2016 - 01.2021 .

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EDIOP 5.1.1-15 – ‘The Road to the Labour Market’	ESF national /	690,322 million euros	142 500	local	09.2015 - 10..2021
CCHO 8.1.1-15 – ‘The Road to the Labour Market’	ESF national /	57,41 million euros		local	10.2015 .- 10.2020
EDIOP 5.1.4-17- Supporting transit employment programmes	ESF national /	16,91 million euros (for each winning application 30 000 000 HUF – 150 000 000 HUF non-refundable aid)		local	02.2017 . – 2020.05 .
EDIOP 5.1.9-17 - Supporting the young and job seekers to become entrepreneurs	ESF national /	19,35 million euros (for each winning application max.1 402 937 941 HUF)	12 000	local	03.2017 – 12.2021 .
EDIOP 5.2.1-14 - Youth Guarantee	ESF national /	600 million euros	197 000	central	10.2014 . - 10.2021 .
CCHOP 8.2.1-15 - Youth Guarantee	ESF national /	13,54 million euros	1800	central	08.2015 . - 31.2017 .
EDIOP 6.1.1-15- Training of low-skilled and public-sector employees	ESF national /	96,77 million euros	85 000	local	08.2015 . - 12.2018 .
EDIOP 6.1.2-15 Combating the Digital Gap	ESF national /	73,870 million euros	260 000	central	04.2015 - 10.2020 .
CCOP 8 5 4-17 Development of the digital labour market competences in the	ESF national /	2,58 million euros	10 000	central	08.2017 . - 10.2020 .

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Central Hungary Region						
EDIOP 6.1.4 - Developing labour market competences in convergence regions	ESF / national	8 million euros	20 000	local	12.2016 . - 02.2020	
EDIOP 6.1.5 - 17 Support for job trainings for employees of large companies	ESF / national	69,41 million euros (for each winning application 10 000 000 HUF - 100 000 000 HUF)	-	local	03.2017 - 2019.10 .	
EDIOP 6.1.6-17 Support for job trainings for employees of micro, small, medium companies	ESF / national	61,4 million euros (for each winning application 3 000 000 HUF - 50 000 000 HUF)	-	local	03. 2017. - 2019.10 .	
EDIOP 6.1.7 Support facility to EDIOP 6.1.5. and 6.1.6	ESF / national	6,4 million euros	1 000	local	03.2017 . - 12.2020 .	
CCOP 8 5 2-17 - Support for job trainings for employees of large companies	ESF / national	4,19 million euros (for each winning application 10 000 000 HUF - 100 000 000 HUF)	-	local	03.2017 . - 10.2019 .	
CCOP 8 5 3-17 Support for job trainings for employees of micro, small, medium and companies	ESF / national	5,93 million euros (for each winning application 3 000 000 HUF - 50 000 000 HUF)	-	local	03.2017 . - 10.2019 .	
EDIOP 6.2.4 - CCOP - Improving the quality and content of 21st century vocational training and adult education	ESF / national	30,4 million euros - EDIOP 11,4 million euros - CCOP	3 000	local	05.2016 . - 10.2020 .	

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EDIOP -6.2.5-17 Creating local adult training networks and training co-operations	ESF / national	14,19 million euros	2 200	local	03.2017 - 03.2020
CCOP 8.6.4-17 Creating local adult training networks and training co-operations	ESF / national	5,16 million euros	2100	local	03.2017 - 12.2020
TSDOP - 5.2.1-15 Improve local adult training networks and training co-operations	ERDF	25,16 million euros	-	local	01.2016 - 12.2021
TSDOP - 5.1.2-16 Local Employment Collaborations	ERDF	25,43 million euros	-	local	12.2015 - 2020.12
Start Labour Programme	National	1048 million euros		local	Call date:
Helping Hands programme National Public Works model scheme	National	The programme is implemented from HUF 2.1bn on the budget of NEF.		local	Call date:

It can be seen, that there is a huge amount of resourcing flowing into the sector. Most of the measures are in progress, or under preparation, only very few of the measures are in the implementation phase. The intensity of the activity is rising across the last quarter of 2017, and will very steeply increase in 2018. There will be a large number of programmes with a focus on adult education, which raises a number of questions regarding the capacity of the sector, the quality of provision under this enormous pressure as well as the potential sustainable impact of investments.

4.3 EU support via structural funds (primarily ESF)

4.3.1 Structural fund support planned as part of 2014-2020 financial framework

According to the data on financial support to the Member States between 2014 and 2020 (and available in July 2016 for the European Commission from Operational Programmes for the European Social Fund), the planned financial support from the European Union for

the investment priority most directly targeting adult learning (Investment priority 10.3 – Enhancing access to lifelong learning) is EUR 485.4 million.

Data on financial allocation of the major projects are covered in table 4.2 as well as in Annex 2.

4.3.2 *EU support via structural funds (primarily ESF) provided as part of 2007-2013 financial framework*

The EU co-funded Social Renewal Operational Programme (SROP, 2007-2013) included several measures aiming at developing the general skills and key competences of various target groups. As the study issued by the Hungarian State Audit Office shows (2015, Table 7, pp. 39)³¹ within the SROP and State Reform Operational Programme 918,123 adults were involved in training activities as participants by the end of 2013 (the target was 818,720).

One of the most important flagship programmes SROP 2.1.2 (~41.29 million euros³²) intended to improve the foreign language and IT skills of the adult population, in order to enhance their economic competitiveness and employability. Anyone over 18 without a pupil or student status was eligible, and about 65% of the participants were disadvantaged persons. Ministries coordinated the programme but the training courses were mainly implemented by for-profit training providers. Participants received a grant of about 300 Euros, sufficient for a 50-100 hour training course. They had to contribute towards training costs (min. 5%, or min. 2% in case of disadvantaged participants).

Several measures of the SROP (e.g. SROP 1.1.2 and 1.1.4: ~88.52 million euros) supported the labour market entry of low-qualified (max. ISCED 2) persons. The projects, implemented by the Public Employment Service, often involved the development of key competences.

Labour market training has been a significant element of active labour market policies. This publicly funded training was available for the unemployed but it was also offered for those at risk of losing their jobs, participating in the secondary labour market (e.g. in the public works scheme), caring for children or relatives at home or having reduced ability to work. This was co-funded by the EU, coordinated by the Public Employment Service, and implemented by training providers selected through a tendering procedure. Training for participants of public works schemes was provided exclusively by Türr Istvan Training and Research Institute, an agency of the Ministry responsible for education. The training was

³¹ Tóthné Kiss, P., Vida C. and Literáti, G., (2015). *Tanulmány a 2007-2013. évi EU költségvetési időszakban Magyarország részére juttatott közösségi támogatások összefoglaló bemutatásáról, értékeléséről* (Introduction and assessment of the community funds for Hungary between 2007-2013 budgetary period - Study), Állami Számvevőszék https://www.asz.hu/storage/files/files/Publikaciok/Elemzesek_tanulmanyok/2015/2007_2013_eu_koltsegvetes_i_idoszakban_magyarorszag_reszere_juttatott_kozossegi_tamogatások_összefoglaló_bemutatása_értékelese.p df [accessed 04-10-2016]

³² Budget for each programmes were found in the calls for the design of the projects on the website of the National Development Agency: <https://www.palyazat.gov.hu> - conversions were carried out at 310 HUF exchange rate. [accessed 04-10-2016]

implemented in the SROP 2.1.6 (~64.84 million euros) measure and was co-funded by the EU.

A large proportion of the training courses end in vocational qualifications, but there are also courses for key competence development, foreign language exam preparation, career orientation courses, and for a driving licence. The majority of training courses are ones that meet the needs of the local labour market (based on county-level lists) but training courses not included in the county-level lists may also be supported on request of the job seeker. The average length of training is one month (100-150 hours) for participants of the public works scheme and 4.6 months for others.

In the 2007-2013 planning period the cultural sector was developed in Priority 3 of the SROP (Providing Quality Education and Access to All). There were programmes for library development, museum development and museum pedagogy development projects, as well as programmes aiming at the human resource development.

4.4 Effectiveness of investment

Between 2007 and 2012, several projects targeted the low qualified though complex services, direct employment, decreased amount of social contribution and training. The economic crisis of 2008 and the change of government both had an impact on the implementation of the programmes as they were expected to take immediate action on the new challenges. The focus of the programmes slightly changed favouring the youth and those (not necessarily low skilled) who lost their jobs due to the crisis.

The ex-post evaluation of the whole ESF operation 2007-12 has been completed, which emphasised that the lack of policy coherence and coordination in between the Ministries caused severe drawbacks and inefficiencies in the operation of the programme.³³ Former analysis by the external evaluators on specific priorities of the Social Renewal Operative Program³⁴ has found that involving low educated people on the programmes was a risk, with concerns about high drop-out rates and thus not meeting the specified indicators, and this resulted in limited involvement in the programmes.

Several actors were responsible for the planning of the programmes. In some cases, without proper coordination or vision on how the improvements would fit to the goals and instruments of the policies they affect (Expanzió Humán Tanácsadó, 2011)³⁵. The continuous restructuring of institutions since 2010 also makes it difficult to incorporate

33 Ex-Post Evaluation of the Social Renewal Operational Programme - <https://www.palyazat.gov.hu/trsadalmi-megjuls-s-infrastruktra-expost-rtkelsek>

34 Hétfa Kutatóintézet, Revita Alapítvány (2013), Foglalkoztathatóság javítását szolgáló intézkedések értékelése (Assessment of initiatives on enhancing employability)

35 Expanzió Humán Tanácsadó Kft., (2011). Megállapítások és javaslatok a Nemzeti Fejlesztési Ügynökség számára "a TÁMOP felsőoktatási, közoktatási és kulturális konstrukcióinak értékelése" témában a TÁMOP egészére vonatkozóan (Findings and proposals for the National Development Agency on the "Assessment of the initiatives related to the higher education, general education and culture programmes within the SROP" topic regarding the entire SROP) <https://www.palyazat.gov.hu/download.php?objectId=40130> [accessed 26-08-2016]

and sustain outcomes of the programmes, and as a result may lead to a loss of experience and knowledge capital.

The lifelong learning framework strategy identifies 65 intervention areas alongside three overall aims and 13 specific objectives. The majority of measures are realised with European Social Funds co-financing and similarly to the objectives of National Employment Fund. In this case, training is not seen as an independent objective either, but it is a tool for achieving the objectives in complex interventions. The success of the developments can be improved if, compared to the previous programming period, significantly more emphasis is put on the development of key competences, not separately, but as a part of the program. Key competence development, including basic skills, as a dropout decreasing factor is especially important in case of people with low education level. Compared to the previous programming period planned programmes put more emphasis on key competence development.

At the same time, it could be a challenge to ensure quality provision of such training programmes due to a lack of prepared providers. The government decided³⁶ to merge Türr István Training and Research Institute into the Ministry of Human Resources, which earlier as a network of training centres played an important role in developing and implementing great number of training programmes of skills development and basic skills. Through accredited training programmes and great number of consulting professionals the Institution were capable of involving an estimated number of 50,000 people annually³⁷. After merging, the training institute has become part of the Ministry, and is not clear how much of its capacities will be maintained and in what functions. The training providers on the field of adult education lack the experience and the methodology in the area of basic skills development while there are only few civil society organizations able to enhance basic skills development.

4.5 Increase employers' investment in learning

According to the latest (2010) available survey prepared by the Central Statistical Office, 50% of the employers employing more than 10 employees support the training of their workforce. This figure is significantly lower than the EU average (66%) not also considering the fact that companies under 10 employees (microenterprises are 95% of the total number of companies employing 40% of employees), could lower the national result.

Since 2011, it has not been possible for companies to utilize part of their tax-like vocational training contribution (szakképzési hozzájárulás) directly to train their own employees. The revenues were used in the national budget to provide matching contribution to the EU programmes as. However, beside a very few larger companies there are no financial incentives remained for enterprises to promote training for their employees. In the coming period there will be one programme dedicated for larger companies, one for SMEs for this purpose, but the number of companies shall be limited. In addition, the actual needs and

³⁶ Government Decision no. 1312/2016. (VI. 13.)

³⁷ Official website of the Türr István Training and Research Institute: <https://www.tkki.hu/page.php?pid=15> [accessed 26-08-2016]

possibilities of the company also dictate whether it can make use of it. It would be of vital importance to promote a new and steadily available financial incentives to promote training.

4.6 Improve equity of access for all

The planned measures in the action plan for lifelong learning strategy have a very wide range of target groups with various disadvantages. PES offices and public work schemes which are well organized using the capacities of the local municipalities, which would improve chances for successful outreach for the programmes, hard-core external motivational factors like access to salary or other financial benefit system would be another factor to success. However, involvement of NGOs in the delivery of adult training is extremely low. In 2015, they accounted for less than 10% of the adults taking part in non-formal training (68,053 out of was 761,269).³⁸ Availability and accessibility will very much depend on two factors from the individual learner's point of view: the programmes are limited in time and available only for a certain period, and it not certain that a programme is available when the training is needed. There is a huge inequality in Hungary, since the geographical coverage of the country by training is rather diverse. Typically, remote areas suffer significantly from the fact that training is available only at a some distance away.

Getting access to the labour market is not easy for disabled people in Hungary. It is mainly due to the fact that employers have no information on the employment of disabled people on the one hand and. On the other hand, they often fail to create the technical conditions necessary for employing people with disabilities. Although there are some protected workplaces, it is more characteristic that disabled adults live on benefits and are inactive. Under HDOP there is a dedicated program. Both the earlier Adult Training Act (2001) and the current one (2013) entitles learners to having their prior learning assessed and recognized in training programmes, however, in practice, it is still very rare. For training providers, it makes organizing courses more complicated, participants are afraid of losing some of their benefits, and the methodology of assessment has not been well developed until recently.

4.7 Deliver learning that is relevant

There is little focus on individual learners' needs and motivation in the present policy, provisions and actions. This statement is backed by the fact that assessment and understanding of individual learning needs, assessment and validation of existing skills, building up intrinsic motivation, offering tailored learning opportunities, are not a highlighted part of the provision. Also, they are difficult to handle in training provision based on programme logic (due to funding dominated by EU resources), where predefined resource input, activity and portfolio of learning as well delivery outputs, contractual delivery obligations and performance in order to get access to payment, prevent donors and providers interested in creating flexible provision.

³⁸ Statistics downloaded from OSAP (National Statistics of Adult Training): <https://statisztika.nive.hu/>

There is lack of capacity and methodological knowledge in the system to identify future skills need, professional fora to discuss those. Employers are not equipped with proper competences and knowledge to express training needs, there is a need to translate employer challenges into learning goals, local, regional and national levels too.

Since adult learning more or less has the function to deliver competences and learning to support other policies like employment and social inclusion (which is to deliver certain type of training to certain number of people), it prevents designers of adult learning measures exploring about innovation and experimentation in the field of adult learning. There are very few examples that can be traced down in the documents of the planned measures for the period 2014-2020 where innovation is expressed and promoted, or at least allowed by funders.

Although assessment, validation of competences acquired through prior learning is promoted by regulation and structures, it is not gaining take-up in practice. Providers are reluctant to promote it toward learners, and they lack the knowledge of proper methodology. This situation should be moved forward with targeted measures.

4.8 Deliver learning that is of high quality

Quality assurance framework is debated very much by the representatives of adult training providers, such as the Association of Adult Trainers³⁹. Criticism addresses the heavy administrative burden levied by the new Act, and its provisions on quality assurance compared to its real impact on quality of training. It is expressed that the assessment of learning outcomes (instead of input and output factors) would be much more beneficial for both learners and funders, would provide much more flexibility for ensuring customised learning, as well as less administrative burdens for providers. So far there is no indication that this claim has been well received by the legislator.

The new Adult Training Act of 2013 stipulates that vocational teachers working with adults instructing programmes that fall under its jurisdiction must hold a relevant teaching qualification or at least a relevant higher education degree (ISCED 760). Otherwise, there are no requirements towards the initial education of those taking part in non-formal adult training. Typically, teachers from public school system are involved in the delivery of adult training programmes. There is a Master degree programme in andragogy, which can be undertaken as a second teaching qualification, but no other type of initial education is offered. In-service training for adult trainers is not mandatory, and there is not many offers on the market providing access to high quality, practice oriented training for adult educators to develop their generic or specific professional competences.

Proper knowledge and application of adult learning principles and procedures in adult education and training have crucial impact on its success, a factor that is heavily undervalued or disregarded at this moment in adult learning policy and practice. Therefore, these are of key importance to ensure that educators, who participate in adult education

³⁹ <http://www.fvsz.hu/>

and training on a regular basis, possess the practical skills and qualifications necessary for successfully delivering training programmes. This is not widely known and acknowledged by decision makers at the moment. There should be a strong focus on professionalization of adult learning workforce in the coming developmental programme, especially for those working with low skilled adults and basic skills. Employment status of educators and trainers is very weak, most of the time they are not employed permanent bases, just on contract base as a second or third job.

4.9 Ensure coherent policy

As indicated earlier, there is no such a thing as an overarching adult learning policy. Lifelong learning strategy is being compiled by the different initiatives defined by the stakeholder ministerial bodies. The government only partially intervenes in the sector and focuses on providing learning opportunities for specific target groups. As it was said, often there is communication between the different Ministries involved in (parts of) the adult learning system, but there is no structures to support harmonisation of ideas, and the optimal use of resources. There is no vision for adult learning expressed by the responsible bodies, and there is no vision shared among different governmental and other social and economic stakeholders. There are very different understandings of adult learning and especially the quality of adult learning by the different stakeholders. Without having a tangible vision it is very difficult to develop the sector and understand the needs for development. As a consequence there is a lack of a systematic approach in building the knowledge base and monitor and review of actions.

From the perspective of adult learning policy and reforms, there has been no attempt to create coherent reforms and approaches in the last 12 months. All initiatives which have had an impact on formulating new adult learning policy measures, or at least expressed demand for new policy actions, derived from external initiatives, to high extent due to the rapid digitalisation process as well as the lack of skilled labour. These initiatives included the Government Resolution on the Digital Education Strategy and its implementation plan (Coordinated by the Digital Success Program which is led by the Prime Ministerial Commissioner in the Prime Minister's Office), Irianyi Plan (the government's main strategy to promote economic growth, a major re-industrialisation blue print) and the initiation of the National Platform for Industry 4.0 Technology (coordinated by the Ministry for National Economy, State Secretariat for Economic Development and Regulation), as well as the expectations formulated by the newly established National Council for Competitiveness. The different initiatives and expectations from the European Commission (Upskilling Pathways, creating a national system of validation etc.) constitute another set of external requirements, which put pressure on the responsible agents for AL policy making. There are efforts to coordinate the different initiatives, but they are not integrated into an overall reform programme as yet, which could provide the opportunity to ensure an overall approach addressing all the needs and elements of a change process, as well streamlines, and create stronger links and synergies with pre-existing initiatives, especially programs already established under the Structural Fund operation.

Recent interventions and new developments have been basically promoted by the representatives of the economy (like business leaders in the National Council for

Competitiveness, business associations and chambers) due to the fact that the vocational education and training sector has been unable to react to the needs of the employers. It has become more and more painful by the growing need for skilled labour and increasing labour shortages. This has resulted sharpening the focus of the EU structural funds programs being launched or under planning and to be implemented in the coming 2.5 years on addressing the issues raised by the economic sector. However, the lack of capacity, innovative approaches as well as state of the art knowledge of the implementing agencies due to the lack of development policy throughout years creates barriers.

The development of new initiatives as well as the EU Structural Funds programs appears to be going in the right direction, focusing on vital challenges, but coordination between the different initiatives, programmes and bodies as well as the capacity building and system development aspects should be strengthened. There is a danger of having implemented a vast amount of EU funded programs with a focus on fulfilling objectives linked to absorption funds and without contributing with them to major systemic reforms and capacity building.

There is a constant critique⁴⁰ of the existing legislation that it does not provide proper legislative infrastructure for addressing the needs of the companies and the economy in general. Due to these critiques from the businesses the Government recently initiated some changes⁴¹, which will allow companies to initiate new vocational training programmes with shorter duration and in a faster procedure.

⁴⁰ Example: Report on the speech of László Parragh, the Chairman of the Hungarian Chamber of Industry and Commerce on the Annual Assembly of Economists in Kecskemét, 09.15.2016, where he emphasizes the ineffectiveness of adult training provision
http://hvg.hu/gazdasag/20160915_Parragh_Laszlo_Kozgazdasz_Vandorqyules_jarulekcsokkentés_munkaerohi_any

⁴¹ [Tervezet a felnőttképzési szakmai programkövetelmények nyilvántartásba vételének követelményeiről és eljárási rendjéről, valamint a szakmai végzettség megszerzésének igazolásáról szóló 59/2013. \(XII. 13.\) NGM rendelet módosítás](http://www.kormany.hu/hu/dok?source=8&type=302#!DocumentBrowse) (Draft Amendment of Regulation no 59/2013 (XII. 13.) on Requirements and Procedures regarding Registry of Expected Vocational Learning Outcomes as well as certifying vocational qualifications.
<http://www.kormany.hu/hu/dok?source=8&type=302#!DocumentBrowse>

5.0 STRENGTHS AND WEAKNESSES OF THE ADULT EDUCATION SYSTEM

5.1 Strengths

- There is a very strong focus on responding to labour market needs and promotion of labour market advancement and employability of learners. Having chambers of commerce incorporated into the governance and quality assurance structure of provision of adult and vocational training can be an efficient tool for it. However, the efficiency of functioning needs to be monitored and evaluated, processes and mechanisms fine-tuned in order to optimise the relatively newly set up structure.
- National and EU resources are integrated and concentrated, and policy is implemented through joint financing instrument. The EU Structural Funds implementation structure ensures coordination with other policies, involving different stakeholders, such as measures addressing low skilled adults and the education of their children can be harmonised, synergies of interventions exploited.

5.2 Weaknesses

- There are still no efficiently working structures and adequate solutions that ensures that adult learning / training offers respond to employers' as well as learners' specific needs.
- Lack of vision for adult learning: adult learning policy has been focused on how can it facilitate the implementation of Employment Policy and the absorption of the EU Structural Funds. Recently there is a growing focus on employers needs and request and how to ease the labour shortage. But for any systemic development and reform process it is crucial precondition to have a vision about what function will adult learning have in the Hungarian society and how can it facilitate sustainable living, higher quality of life and economic growth. Such a vision have to be created and shared by the main stakeholders, otherwise policy interventions will have ad-hoc character, show scattered, incoherent pattern which is not agreed and supported by all the stakeholders.
- Lack of reliable and high quality data about the whole adult learning sector including both private and public funded provisions. To assess the quantitative dimensions and qualitative aspects of the delivery system as well as to make analyses and relevant strategies without proper management information system is impossible. OSAP, the publicly available sectoral database is not complete, items are not explained, data are overlapping, and not possible to make decent analyses using the database. Different statistical sources using different definitions and producing divers results.
- Even though there is already some coordination going on between ministries and other stakeholders alongside EU Structural Funds planning and implementation, there is still a strong need to apply more comprehensive approaches towards adult learning covering all areas and segments of the sector. With adult learning policies narrowed only to vocational and labour market related training disables policies to release other creative potentials of the adult population. This requires a broader concept on the acknowledgement of the benefit of learning, how learning happens,

the role of intrinsic motivation and how skills acquired in diverse settings can be transferred into skills valuable on workplaces.

- Lack of learner's voice in the formulation and reform processes of the adult learning system, learners are not represented even through indirect ways like ngo-s, unions etc – it questions to what extent is it possible to make adult learning relevant.
- Lack of joint understanding what QUALITY means in adult learning by key stakeholders;
- At the moment, the activity rate of the adult training sector heavily depends on the cyclical availability of EU resources due to programming principle. In most of the cases training is provided through operational programmes and periodic interventions, which results regular shifting between 'monsoon rain' and 'dry seasons' of training. The lack of permanency makes publicly financed training provision unreliable for learners as well as PES Staff and other support services of the target group, at the same time make it impossible to maintain a stable capacity of training staff for training providers. As a consequence, most of the training providers maintain only a small administrative unit and hire educators on an hourly base in case of training. A significant proportion of educators and trainers are forced to take full-time jobs in public schools, and only teach adults as a contracted job after work. Professional development for trainers, capacity and knowledge building for providers is more or less impossible.
- The lack of development and innovation, accumulation and sharing mechanisms of knowledge are important bottlenecks in the professional capacity of the sector. There is a strong need for the professionalization of the sector to a much higher and much wider extent than it is today. At trainer level there is the need for more distinct professional identity from other educational domains, more diverse education opportunities for trainers, aligning teacher training more with international development trends.

6.0 FURTHER POLICY REFORMS AND ORIENTATIONS NEEDED

Modernisation processes in adult learning in Hungary are overwhelmingly driven by the intention to meet external (EU) requirements (i.e. introduction of policy tools like national qualification framework, validation and recognition of prior learning as ex-ante conditions, etc.), which has resulted in formal solutions that are slowly penetrating the sector. Consequently, further policy reform should be formulated in two directions: 1.) exploitation of policy tools and measures introduced formally on the recommendation and initiation of the EU; and 2.) modernisation and developing policy tools and measures in areas untouched by the reform process generated by the EU but would be important for addressing needs and expectations of the Hungarian society and labour market. For the first one, a good example is the exploitation of the National Qualification Framework, the previously established guidance system as well as the recognition and validation of prior learning in further policy development. For the latter one, the improvement of monitoring and evaluation practices, creating joint vision for adult learning, supporting the professionalization of adult learning staff, developing comprehensive policies for adult basic skills, and promoting adult learning, could be highlighted areas of further policy developments.

Exploiting National Qualification Framework

The Referencing and Self-certification Report of the Hungarian Qualifications Framework (HuQF) to the EQF and to the QF-EHEA was presented to the European Qualifications Framework Advisory Group on the 3rd of February 2015. By February 2016 the qualifications listed in the National Vocational Qualifications Register⁴² and in the Higher Education Qualification Register⁴³ have a HuQF level. Adult education activities aimed at obtaining a vocational qualification, and which are not in the National Vocational Qualifications Register (NVQR), may be performed with a permit issued for an indefinite period.

The issuance request of publicly funded vocational training programmes not listed in the National Qualifications Register, shall be submitted to the relevant authority with the proposed HuQF level of the programme. Referring to the Adult Training Act as introduced in Chapter 2 of this report, HuQF levels are applied already in regards to vocational training programmes listed in the National Qualifications Register (referred as category 'A' training programmes by the Adult Training Act), and have to be implemented by regulation in regards to publicly funded vocational training programmes not listed in the National Qualifications Register (referred as category 'B' training programmes). That regulatory obligation, as well as practical implementation (i.e. referencing on HuQF levels), should be extended on the publicly funded general or other language courses (referred as 'C' category training programmes) just as on publicly funded other training courses (referred as 'D' category training programmes).

⁴² Government Decree no. 25/2016. (II. 25.)

⁴³ Government Decree no. 139/2015. (VI. 9.)

Further development and professionalization of LLL guidance system, with specific competences toward adults needs and lifelong learning: that is guidance competences not equivalent with carrier guidance under establishment to children and young adults, as part of the formal education system. The previously established national guidance system is only a latent network of experts at the moment. Guidance services are planned to be integrated into the service portfolio of the regional vocational centre, as carrier guidance for vocational students, but there is no information available how will it serve the needs of the adults as well as how the capacities of the formerly trained experts shall be utilised. Lifelong learning guidance would be important to be easily accessible for citizens where counsellors are prepared for the needs of adults too. Exploitation of the capacity of the formerly established specifically trained expert network when establishing the new guidance system would be important.

Recognition and validation of prior learning is possible by legislation, however there is no established practice. There are no incentives on the side of the training providers neither adequate knowledge and methodology. Further policy measures are needed to ground this important tool for making adult learning much more flexible and accessible.

Monitoring and assessing policy impacts, creating evidence base for new policies

The Act on Adult Education covers a limited range of activities in Hungary. As a consequence, Public authorities and chambers have very limited information and data on adult education, especially on non-formal adult education. Furthermore, there are no relevant studies or research on several important issues like "impact and efficiency of adult learning measures" or "what key competences do SMEs miss the most". Measures which would entail more information but would not over-regulate the system of adult education, or harm personal data, would contribute to evidence-based policy making.

Professionalization of adult learning staff and providers needs to addressed in order to significantly improve quality and efficiency. It is important to acknowledge adult teaching as a distinct profession by raising requirement towards all those who are involved in the provision. Developing initial education as well as incentives and opportunities for continuous professional development is of great importance. Beside general adult teaching pedagogies specialisation on adult basic skills, teaching digital competences, exploiting ICT in teaching, specific pedagogical approaches related to supporting digital learning could be highlighted competences to develop in the sector.

Developing policies on basic skills (research and evidence based strategy, coordination in between government agency in developing overall policies, developing policy tools like competence framework on literacy, numeracy, promoting awareness among the population). Basic skill measures are sporadic interventions included in the EU financed operational programmes, and not very well coordinated. Data for the assessment of the situation are very limited, there is a lack of understanding for the need for comprehensive and coordinated basic skills policies and establishing high quality provisions.

Promotion of adult learning, raising awareness on the benefits and social value of adult learning, increasing public acknowledgment as well as social appreciation of adult learning. In general adult learning has a very low reputation both in public and in society. In order

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to increase participation, it would be important to change this view and perception. NGOs could have a major role in this, however they have very limited contribution to adult learning at the moment.

Development of strategies for upskilling pathways could address several of the above challenges in a coherent and coordinated reform process.

7.0 SUMMARY

Hungary has made significant progress in raising employment rate of 20-64 years olds from 59.9% (unskilled 37%) (2010) to 71.5% (unskilled 51.7%) (2016), and the national as well as EU target of 75% by 2020 has become an achievable goal. During this course, the government was heavily criticized for radically reducing scope and coverage of eligibility for unemployment benefit and making public work scheme as the dominant unemployment provision. This was to meet country specific recommendation of facilitating the transition from the public works scheme to the primary labour market and reinforce other active labour market policies remained a challenge. Participation in lifelong learning is 6.3% (2016), still well below the EU average, and far from the EU and national target of 15% by 2020. To achieve this objective seems to be unrealistic even taking into consideration the number of interventions promoting employability and social inclusion that have been recently started and will make an impact mostly in 2018-2020, which are financed from ESF resources under the 2014-2020 budget allocation.

As presented above, adult learning in Hungary is highly fragmented, there is no overarching legal and institutional framework, and mainly rely on learning provided by private, commercial providers as well as the public school system. The government decided to concentrate available public resources (national and EU resources integrated into a co-financing regime) to a high extent on promoting a limited number of priorities, namely:

- Increasing the competitiveness of workforce by upskilling people lacking skillset required by employers;
- Improving the employability of low qualified people by promoting them to acquire qualifications that has value on the labour market;
- Ensuring basic skills for life as well as formal elementary and secondary education for those low qualified with multiple disadvantage, and whose social inclusion can only be promoted with multiple, integrated interventions.

By deciding on focusing public resources on these policy priorities, legislation and regulation on quality assurance structures were formulated in the last few years with the intention to ensure that labour market needs are responded by training offers, and the provision of training is of high quality and transparent, and investment of public resources in training makes real impact on employability of the individuals. There is a general doubt about whether these goals could be achieved by the selected regulative means. Especially representatives of employers have been rather critical, which led to government initiatives to make regulative adjustments, especially since mid 2017. While adult education and training financed from public resources are still heavily regulated due to this effort, adult learning outside of the scope of this policy is mainly ruled by market mechanisms, which also seem to be failing in a number of areas where learning needs are tangible (i.e. digital competences).

However, in spite of the modernisation processes mainly stimulated by EU requirements, the efficiency of all the above endeavours can be questioned, since the actual policy and provision can be described to a much higher extent by the characteristics of the modern (massification) adult education model (i.e. defined degrees, curriculum oriented, exam driven, dominated by lectures and presentations, builds on extrinsic motivation like legal obligations and payment for participation, accounts based on documentation of participation etc.). It is much less related to the postmodern adult learning model (acknowledge the importance of guidance, short study cycles, based on needs and interest, assessment of competences, highly customised learning programmes, flexibility and individualisation of provision, learning outcome approach in design and evaluation, professionalization of adult teaching staff etc.).

The challenge of the next three years here, whether the enormous amounts of EU structural funds flowing into the sector will serve also the modernisation of it and contribute to the promotion of lifelong learning among the population, or it will meet primarily absorption criteria leaving people in their perception that adult education and training is unable to contribute to combat their life challenges and to live a higher quality, fulfilled life.

Overall, the government is limited in its capacity to sufficiently address the following key challenges:

- Significantly increase participation in adult learning, raising awareness on the benefit of learning and making learning attractive for the wider part of the population;
- Embedding learning into the life of the local community, empowering local municipalities to promote adult learning involving local community leaders in understanding and promotion of lifelong learning as mean to create sustainable communities;
- Ensuring flexibility in provision, ensuring fast response to changing learning needs and offering great variety learning opportunities to find appropriate individual learning pathways;
- Improvement of provision, keeping up with international development trends in learning technology, exploiting ICT and promotion of innovative solutions;
- Integrate learners voice in the reform processes;
- Systematic raising of sectoral knowledge, promoting innovation in adult learning, ensuring sharing and mainstreaming best practices, high impact solutions;
- Consequently, apply evidence-based approaches in policy making, using research and evaluation to generate knowledge for improving interactions in between policy and practice.

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ANNEXES

Annex 1: List of adopted legal acts, strategies, laws

Name	Date of adoption	Short description of content
Act CLXXXVII of 2011 on Vocational Education and Training	12.19.2011.	Act CLXXXVII of 2011 aiming at quality improvement of vocational education and training
Adult Training Act (Act LXXVII of 2013)	06.03.2013.	<p>Adult Training Act (Act LXXVII of 2013), aimed at:</p> <p>Focusing on employer needs, strengthening the labour market orientation of adult learning system;</p> <p>Raising quality: increasing the level of knowledge acquired in adult training outside the school system to the level of knowledge obtained within the school system;</p> <p>Providing more transparent regulation;</p> <p>More efficient supervision of the sector in order to ensure benefits of public investments (safeguarding national and EU resources).</p>
58/2013 (XII.13) Ministerial decree of the ministry responsible for economics on the quality assurance framework system and the members of the Expert Committee on Adult Education and Training, and detailed regulation of its tasks and procedures;	12.13.2017.	The Regulation contains detailed rules for the members of the Adult Training Quality Assurance Scheme, the members of the Adult Education Expert Committee, its functions and functioning
Government decree 393/2013. (XI. 12.) on the rules of procedures and requirements of giving	12.12.2013.	The Regulation contains rules for the procedures and requirements of giving permission to institutions launching

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permission to institutions launching training, of the register of these institutions and of the control over them;		training, the register of these institutions and of the control over them.
14/2014. (III. 31.) Ministerial decree of the ministry responsible for economics on the rules of acting as an adult education and training expert and adult education and training programme expert.	03.31.2014.	The decree includes the roles and responsibilities of adult education and training expert as well as tasks to be carried out by the adult education and training programme experts.
Government Decree 319/2014 (XII. 13.) on the termination of National Labour Office and the establishment of The National Office of Vocational Education and Training and Adult Learning	12.13.2014.	The decree includes the rules on the modification of the government decrees on the termination of National Labour Office and the establishment of The National Office of Vocational Education and Training and Adult Learning (NOVETAL) / (Nemzeti Szakképzési és Felnőttképzési Hivatal, NSZFH) in December 2014.
Government decree 320/2014 (XII. 13.) on the appointment of the labor safety and labor authority, and the provision of official and other duties of these entities	13.12.2014.	The National Labour Office was terminated and closed down on 31 December 2014, some of its function was designated to other entities.
Government decree no 1312/2016. (VI. 13.) on the Restructuring of Certain Health and Human Services Related Central Administrative Offices and Public Law Entities Controlled by Ministries	13.06.2016.	Türr István Training and Research Institute, with its regional offices, used to be the main public player in adult training. Recent government decree 1312/2016. (VI. 13.) terminated the institute as of 1 September, 2016, and some functions were being merged into the ministry.
Government Resolution No 1536/2016 (X.13) on the Digital Transformation of Public Education, Vocational and Higher Education and Adult Education System and	13.10.2016	The resolution ensured the implementation of Digital Education Strategy highlighted some of the measures in the field of adult learning. The Government Resolution confirms the right of every Hungarian adult citizen to get access to provision of key digital

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<p>the Digital Education Strategy for Hungary.</p>		<p>competences at basic level for free of charge, at maximum 30 km distance from the place of residence. It also underlines measures to promote learning and promote digital competences as well as measures on how adult learning provisions can exploit digital tools and learning to a higher extent. It also refers to the national reference framework for information communication that describes digital competences in the dimensions defined by DIGCOMP across four levels.</p>
<p>1705/2016. (XII.5.) Government Decision the Action Plan for the 2014-2020 Framework Strategy for a Lifelong Learning Policy</p>	<p>12.05.2016.</p>	<p>The resolutions contains the Action Plan for the 2014-2020 Framework Strategy for Lifelong Learning Policy, a document integrates all measures and initiatives financed mainly from EU Structural Funds but also from national resources that promotes life long learning.</p>
<p>1603/2014. (XI. 4.) Government Decision on the Framework Strategy for a Lifelong Learning Policy for the period 2014-2020</p>	<p>04.11.2014</p>	<p>2014-2020 Framework Strategy for Lifelong Learning Policy</p>
<p>24/2017. (VIII.31.) 8/2017. (V. 17.) 149/2017. (VI. 12.) on amending the exam requirements and learning outcomes for certain vocational qualifications.</p>	<p>08.31.2017. 05.17.2017. 06.12.2017.</p>	<p>Changes ensures that people can take vocational training programmes adapted to their real life challenges (taking vocational training programmes in instalments in a modular way, promoting recognition of prior learning and taking shortcuts to obtain certain qualifications, etc).</p>
<p>1536/2016. (X. 13.) Government Decision the Digital Transformation of Education, Vocational Education, Higher Education and Adult Education, and the Digital Education Strategy of Hungary</p>	<p>10.13.2016.</p>	<p>The Government adopted the Digital Education Strategy of Hungary. The objectives of the Decision: in order to strengthen the competitiveness of citizens in the labour market and to improve their life quality, all Hungarian citizens have the opportunity to acquire basic digital literacy on free-of-charge training at their place of residence or within a distance of up to 30 kilometres.</p>

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<p>378/2016. (XII.2.) Government decree on the Legal Succession of Central Offices and Background Ministerial Institutions Operating as Publicly Financed Entities and on the Transfer of Certain Public Tasks</p>	<p>12.02.2016.</p>	<p>Amending Government decree 393/2013. (XI. 12.) on the rules of procedures and requirements of giving permission to institutions launching trainings, of the register of these institutions and of the control over these.</p> <p>The authoritative tasks and competencies of the National Office for Vocational Education, Training and Adult Learning (NOVETAL / NSZFH) are taken over by the Government Office for Pest County.</p> <p>since January 1, 2017.</p>
<p>1006/2016. (I 18) Government Decision on the Annual Development Budget of the Economic Development and Innovation Operational Program (EDIOP) and its regular amendments:</p> <p>201/2016. (IV.15.)</p> <p>1472/2016. (VIII.31.)</p> <p>1859/2016. (XII.27.)</p> <p>271/2017. (V. 29)</p>	<p>01.18.2016.</p>	<p>It contains the most important data of the calls in the Economic Development and Innovation Operational Program.</p>
<p>Government decision 1037/2016. (II. 9.) on the Annual Development Budget of the Human Resources Development Operational Programme</p>	<p>02.09.2016.</p>	<p>The annual budget allocations for the Human Resource Development Operational Program, as one of the major Ops financed through ESF in the period 2014-20. The OP determine development objectives and priorities in the fields of public and higher education, social inclusion as well as health and culture, and it incorporates several lifelong learning and adult training measures.</p>

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1011/2016 on the Development Budget for the Competitive Central Hungary Operational Program. (I 20) Government. Decision and its amendments:	01.20.2016.	It contains the most important data of the calls in the Competitive Central Hungary Operational Program
1202/2016. (IV.15.)		
1475/2016. (VIII.31.)		
1860/2016. (XII.27.)		
1148/2017. (III.20.)		
1157/2017. (III.21.)		
1037/2016 (II.9.)		
1271/2017. (V. 29)		

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Annex 2: Inventory of policy interventions

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
				Fosters learners' interest in	Employers' investment in	Improve equity of access for all	Learning that is relevant	High quality learning	Coherent policy	
HDOP 1.1.2-15-`Growing Chance – training and employment	https://www.palyazat.gov.hu/mdosult-a-n-az-esly-kpzs-foglalkoztats-cm-felhvs-4	13.06 million euros	The number of disadvantageous people who coated to labour-market integration programs: 1 000 The number of people entrance to the labour market or labour			X			X	The aim of the project is the promotion of inclusion of Roma women, improving basic skills and promoting vocational qualifications in the health and social sector (app. 2,000 persons)

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	https://www.palyazat.gov.hu/efop-112-16-n-az-esly-kpzs-s-foglalkoztats		market program after leaving the project: 400							
CCHOP-7.1.1-15 – Growing Chance’ – training and employment in Central Hungary Region	https://www.palyazat.gov.hu/vekop-711-16-n-az-esly	80,64 million euros	The number of disadvantaged people who coated to labour-market integration programs: 60 The number of people entrance to the labour market or labour market program after leaving the project: 25			x			x	Program under the Competitive Central Hungary Operational Program that integrated with HDOP 1.1.2-15. The aim of the project is the promotion of inclusion of Roma women, improving basic skills and promoting vocational qualifications in the health and social sector (app. 2,000 persons)
HDOP 1.1.3-17– ‘Growing Chance’ – employment	https://www.palyazat.gov.hu/efop-113-17-n-az-esly-foglalkoztats-1	10,16 million euros (for each winning application 3 500 000 HUF – 300 000 000 HUF non-refundable aid)	The number of people entrance to the labour market or labour market program after leaving the project: 1			x			x	The aim of the project is the promotion of inclusion of Roma women, improving basic skills and promoting vocational qualifications. In order to employ as many Roma women as possible the training of the target group embedded in

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										employment is implemented, and their employment and the training aiming at learning the appropriate skill run parallel until they acquire a skill.
HDOP 1.6.2 Eliminating segregated life situations with complex programmes	https://www.palyazat.gov.hu/efop-162-16-szegreglt-lehelyzetek-felszmolsa-komplex-programokkal-esza#	70,96 million euros	The number of roma people who participated in the program and who are living in a segregated settlements: 8% of people living in the segregation sites, but minimum 5 persons	X		X			X	Programmes to eliminate segregated settlements app. 5,250 mostly Roma people will take part complex interventions, including significant training element on 'life skills' (contextualized basic skills programmes)
CCOP 7.1.4-16 "Eliminating segregated life situations with complex programmes"	https://www.palyazat.gov.hu/vekop-714-16-szegreglt-lehelyzetek-felszmolsa-komplex-programokkal-esza	1,45 million euros (for each winning application 60 000 000 HUF – 80 000 000 HUF non-refundable aid)	Number of people involved in labour market integration programs/applicant: min. 3 or 6% of the people living there	X		X			X	Program under the Competitive Central Hungary Operational Program that integrated with HDOP 1.6.2-16. The projects contribute the integration of people whose living in the segregated settlements in socially disadvantaged residential environment in extreme poverty

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HDOP 3.7.1 – ‘Actively for knowledge’	https://www.palyazat.gov.hu/efop-371-17-aktvan-a-tudsr	20.32 million euros	<p>Number of target group members who were included in the program: 25 000</p> <p>Number of target group members who are trained during the program: 12 000</p> <p>The number of target group members who successfully completed the training: 10 000</p> <p>The number of target groups who learnt about different working cultures in practice: 500</p>	X		X	X		X	The aim of the project is to improve ‘life skills’ including basic skills and work-related competences of some 44,000 low or no educated people aged 18-55, promoting acquiring certificate on completion of primary school and practical competences in maintaining their life
HDOP 3.7.3.-16 – Ensuring access to lifelong learning	https://www.palyazat.gov.hu/efop-373-16-az-egsz-leten-tart-tanulshoz-hozzfrs-biztosta--1	25 million euros (for each winning application 15 000 000 HUF – 140 000 000 HUF non-refundable aid)	<p>Number of different programmes implemented/ applicant: min 5.</p> <p>Number of people involved in programs/applicant: min. 100</p> <p>Percentage of disadvantaged people/ applicants: 50</p>	X		X				<p>Multi-theme program for lifelong learning, creating conditions for lifelong learning and further developing existing services.</p> <p>In cultural institutions lifelong learning services, activities, new learning</p>

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										content support, the development of new types of learning forms. a
EDIOP 5.1.1-15 – 'The Road to the Labour Market'	https://www.palyazat.gov.hu/doc/4510	690,322 million euros	<p>The unemployed involved in the project</p> <p>including long-term unemployed</p> <p>also: 142 500</p> <p>The number of people in the project with primary or lower secondary education: 46 000</p> <p>The number of training participants in the project with primary or lower secondary education obtaining certificate or qualifications: 46 000</p> <p>At the time of exit from the project number of participants in employment – including</p> <p>those self-employed –number: 70 000</p>				X			<p>The project ensures labour market trainings as well as vocational training to those 100,000 primarily low skilled job-seekers or inactive people in the period 2016-2020. Completion of primary school or upper secondary school is also ensured by the programme.</p>

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			6 months after leaving the project number of participants in employment (including self-employment): 44 000							
CCHO 8.1.1-15 – ‘The Road to the Labour Market’	https://www.palyazat.gov.hu/doc/4535	57,41 million euros	The unemployed involved in the project including long-term unemployed also: 12 500 The number of people in the project with primary or lower secondary education: 4 100 The number of training participants in the project with primary or lower secondary education obtaining certificate or qualifications: 2 050 At the time of exit from the project number of participants in employment – including those self-employed –number: 6 200 6 months after leaving the project number of participants in				X			Program under the Competitive Central Hungary Operational Program that integrated with EDIOP 5.1.1 - The priority project implemented on the base for public employment bodies (government offices, district offices) aims to improve the employability of job seekers and the inactive over the age of 25, especially those with a low-level of education attainment, to support their employment in the open labour market, to improve the effectiveness of labour market instruments, and to promote the transition from public works to the business sphere for those who work in public works

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			employment (including self-employment): 3 700							and can be given the ability and are ready to work in the business sphere
EDIOP 5.1.4-17- Supporting transit employment programmes	https://www.palyazat.gov.hu/ginop-514-17-tranzitfoglalkoztatasi-programok-tmogatsa-	16,91 million euros (for each winning application 30 000 000 HUF – 150 000 000 HUF non-refundable aid)	Min. number of the unemployed involved in the project (implemented by non-governmental organizations) including long-term unemployed also: 12 At the time of exit from the project percent of participants in employment – including those self-employed –number: 65 % of the programme involved	x		x				The programme supports permanent job seekers to obtain a skill and work experience with the help of the methods and experiences of the employment programmes in order to meet labour shortages. Within the framework of the programme the development of vocational training, mentoring, support, basic skills and social competencies is implemented so that it is encompassed in the form of work, thereby the rate of skilled workers increases and the chance of the permanently unemployed to find a job improves.
EDIOP 5.1.9-17 - Supporting the young and job	https://www.palyazat.gov.hu/ginop-519-17-llskeress-fiatalok-	19,35 million euros (for each winning application	At the time of exit from the project number of participants self-employed: 6 300		X		X			The project aims to support young people under the age of 30 and registered job seekers over the age of 30 with an entrepreneurial

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seekers to become entrepreneurs	vllalkozv-vlsnak-sztnzse-kpzs-s-mentorls-1	max.1 402 937 941 HUF)	<p>Number of participants in a program for trainee and entrepreneurship: 12 000</p> <p>Min. number of the unemployed involved in the project (implemented by non-governmental organizations) including long-term unemployed also: 3 000</p>							<p>approach, who plan to launch a new private enterprise or partnership. Within the framework of the project, the potential entrepreneurs can acquire the competences needed to start a business by completing training programs</p>
EDIOP 5.2.1-14 - Youth Guarantee	https://www.palyazat.gov.hu/doc/4394	600 million euros	<p>Number of the people who are unemployed and not participate in vocation training or full-time education involved the program what implemented by Ministry of National Economy: 127 000</p> <p>Number of the employed involved the program what implemented by Ministry of National Economy: 70 000</p> <p>6 months after leaving the program what implemented by Ministry of National Economy number of participants in employment: 38 000</p>				X			<p>Within the framework of the project, as part of the Youth Guarantee Scheme, youth may receive targeted support based on their individual plans to find employment or gain qualifications. In addition to counselling and mentoring, the employment service offers a path to immediate employment, becoming an entrepreneur, gaining a marketable qualification or through enabling users to gain the necessary primary school education</p>

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			<p>Number of participants in a YEI program, those are under 25 years old, unemployed and not participate in vocation training or full-time education: 30 000</p> <p>Number of unemployed those successfully completing the youth employment intervention: 23 300</p> <p>At the time of exit from the project number of participants those employed, self-employed, take part of education/training and obtaining certificate or qualifications: 11 300</p> <p>Number of permanently unemployed those successfully completing the youth employment intervention: 7 700</p> <p>At the time of exit from the project the number of permanently unemployed participants those employed, self-employed, take part of</p>							
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			<p>education/training and obtaining certificate or qualifications: 3 600</p> <p>At the time of exit from the project the number of people those not take part of education/training, obtaining certificate or qualifications, employed (including self-employed) or take part of education/training: 400</p> <p>6 months after leaving the program number of participants in employment: 8 000</p> <p>Number of professionals those prepared for tasks related with Youth Guarantee program: 200</p>							
CCHOP 8.2.1-15 - Youth Guarantee	https://www.palyazat.gov.hu/doc/4507	13,54 million euros	<p>Number of employed in YEI program (implemented by Ministry of National Economy): 1800</p> <p>Number of employed 6 months after leaving the YEI program</p>				X			<p>Program under the Competitive Central Hungary Operational Program that integrated with EDIOP 5.2.1-14. Within the framework of the project, as part of the Youth Guarantee Scheme, youth may receive targeted</p>

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			<p>(implemented by Ministry of National Economy): 1000</p> <p>Number of under 25 years of age people those not take part of education/training and unemployed participants in labour market program: 4000</p>						<p>support based on their individual plans to find employment or gain qualifications. In addition to counselling and mentoring, the employment service offers a path to immediate employment, becoming an entrepreneur, gaining a marketable qualification or through enabling users to gain the necessary primary school education.</p>
<p>EDIOP 6.1.1-15- Training of low-skilled and public- sector employees</p>	<p>https://www.palyazat.gov.hu/doc/4505</p>	<p>96,77 million euros</p>	<p>Number of participants in training: 85 000</p> <p>The number of people in the project with primary or lower secondary education: 80 000</p> <p>The number of people who successfully complete the training: 68 000</p> <p>The number of low educated people who successfully complete training: 64 000</p>	X		X			<p>The aim of the project is to provide training and other supplementary services in order to improve employability and enable participants of public employment to move to labour market.</p>

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<p>EDIOP 6.1.2-15 Combating the Digital Gap</p>	<p>https://www.palyazat.gov.hu/doc/4456</p>	<p>73,870 million euros</p>	<p>The number of digitally illiterate people whom involved in digital competence development: 260 000</p> <p>The number of people whom successfully complete digital competence development training: 234 000</p> <p>The number of people in the project with primary or lower secondary education: 110 000</p> <p>The number of low educated people who successfully complete the training: 88 000</p> <p>The number of new teaching materials, methodologies: 4</p>	<p>X</p>		<p>X</p>	<p>X</p>		<p>EDIOP 6.1.2-15 aims to promote digital inclusion and develop the digital competencies of mostly disadvantaged population involving 200,000 persons; Digital Competence Reference Framework (ICEFR), self-assessment tool as well as advanced learning materials, teacher's support facilities are developed in order to to fulfil the very ambitious indicators.</p>
<p>CCHOP 8 5 4-17 Development of the digital labour market</p>	<p>https://www.palyazat.gov.hu/vekop-854-17-a-digitlis-munkaer-piaci-kompetencik-fejlesztse-a-</p>	<p>2,58 million euros</p>	<p>Number of participant in workplace trainings: 10000</p> <p>Number of people those successfully completing the training: 9000</p>	<p>X</p>		<p>X</p>	<p>X</p>		<p>Program under the Competitive Central Hungary Operational Program that integrated with EDIOP 6.1.2-15. Contributes to raising the level of digital literacy of</p>

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competences in the Central Hungary Region	kzp-magyarorszgi-rgiban									adult population in Central Hungary Region.
EDIOP 6.1.4 - Developing labour market competences in convergence regions	https://www.palyazat.gov.hu/ginop-614-16-munkaerpiaci-kompetencik-fejlesztse-a-konvergencia-rgikban	8 million euros	Number of participant in labour-market competence development: 20 000 Number of participants entering training: 15 000 Number of people those successfully completing the training: 14 000	X		X	X		X	The aim of the programme is to increase the participation of a working age population on training of work related key competences and further develop the model of the Network of Open Learning Centres
EDIOP 6.1.5 – 17 Support for job trainings for employees of large companies	https://www.palyazat.gov.hu/ginop-615-17-munkahelyi-kpzsek-tmogatsa-nagyvllalatok-munkavllalishmra	69,41 million euros (for each winning application 10 000 000 HUF – 100 000 000 HUF)	Grant application announced for larger companies Min. number of participant/workplace is 17. Percentage of people those successfully completing the training: 80		X		X			Promote workplace learning in larger companies and foster workforce to adapt to the social and economic changes.

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EDIOP 6.1.6-17 Support for job trainings for employees of micro, small, medium companies	https://www.palyazat.gov.hu/ginop-616-17-munkahelyi-kpzsek-tmogatsa-mikro-kis-s-kzpvllalatok-munkavllali-szmra	61,4 million euros (for each winning application 3 000 000 HUF – 50 000 000 HUF)	Grant application announced for SME-s Number of participant in workplace learning programs: min. 3/ workplace Among the participants in training, the number of disadvantaged workers in the case of medium-sized enterprises is min. 5%, but at least 2 persons		X		X			Promote workplace learning in small- and medium sized companies and foster workforce to adapt to the social and economic changes.
EDIOP 6.1.7 Support facility to EDIOP 6.1.5. and 6.1.6	https://www.palyazat.gov.hu/ginop-617-17-munkahelyi-kpzsek-tmogatsa-mikro-kis-s-kzpvllalatok-s-nagyvllalatok-munkavllali-szmra-indtott-kpzsek-szakmai-	6,4 million euros	the number of enterprises involved in information events, or personally achieved: 1 000 the number of customer service assistance and consultations: 2000 Number of evaluation study on the websites: 1		X		X			The programme supplement EDIOP 6.1.5 and 6.1.7 to facilitate the application of companies and provide professional support to workplace learning

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	tmogat-programja									
CCHOP 8 5 2-17 - Support for job trainings for employees of large companies	https://www.palyazat.gov.hu/vekop-852-17-munkahelyi-kpzsek-tmogatsa-nagyvllalatok-munkavllalisszmra-1	4,19 million euros (for each winning application 10 000 000 HUF – 100 000 000 HUF)	Number of participant in workplace trainings: min. 17 Percentage of people those complete the training successfully: 80		X		X			Program under the Competitive Central Hungary Operational Program that integrated with EDIOP 6.1.5. Promote workplace learning in larger companies and foster workforce to adapt to the social and economic changes in Central Hungary Region.
CCHOP 8 5 3-17 Support for job trainings for employees of micro, small, medium and companies	https://www.palyazat.gov.hu/vekop-853-17-munkahelyi-kpzsek-tmogatsa-mikro-kis-szkozvllalatok-munkavllalisszmra-1	5,93 million euros (for each winning application 3 000 000 HUF – 50 000 000 HUF)	Number of participant in workplace trainings: min. 3 Percentage of people those successfully completing the training: 80		X		X			Program under the Competitive Central Hungary Operational Program that integrated with EDIOP 6.1.6. Promote workplace learning in small- and medium sized companies and foster workforce to adapt to the social and economic changes in Central Hungary Region.

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EDIOP 6.2.4 - CCOP - Improving the quality and content of 21st century vocational training and adult education	https://www.palyazat.gov.hu/ginop-624-vekop-16-a-21-szzadi-szakkpzs-s-felnttkpzs-minsgnek-valamint-tartalmnak-fejlesztse	30,4 million euros - EDIOP 11,4 million euros - CCOP	Number of new teaching materials and methodologies: 20 min. The number of expert who were on training in content the use of teaching materials: 3000		X		X	X		The aim of the project is to improve the quality of school-based learning and adult vocational education. The tools of development: information system, flexible and interoperable training system, content and asset development.
EDIOP - 6.2.5-17 Creating local adult training networks and training co- operations	https://www.palyazat.gov.hu/ginop-625-17-helyi-felnttkpzs-hlzatok-s-kpzs-egyttmkdsek-ltrehozsa-1	14,19 million euros	The number of expert who were on training in content the use of competence-based training teaching materials: 2200 Number of people those successfully completing the training in content the use of competence-based training teaching materials: 2000	X				X	X	The program aims to create local adult training networks and training collaborations with the involvement of local vocational training centres.
CCHOP 8.6.4-17 Creating local adult	https://www.palyazat.gov.hu/vekop-864-17-helyi-felnttkpzs-	5,16 million euros	The number of expert who were on training in content the use of competence-based training teaching materials: 2100		X		X	X		Program under the Competitive Central Hungary Operational Program the program aims to create local adult

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training networks and training co-operations	hlzatok-s-kpzsi-egyttmkdsek-ltrehozsa-1		<p>Number of people those successfully completing the training in content the use of competence-based training teaching materials: 1890</p> <p>Number of e-learning courses: 20</p> <p>Action plan for network cooperation: 1</p>							training networks and training collaborations with the involvement of local vocational training centres in the Central Hungary region – complementary measure to EDIOP 6.2.5.
TSDOP - 5.2.1-15 Improve local adult training networks and training co-operations	https://www.palyazat.gov.hu/top-521-15-a-trsadalmi-egyttmkds-erstst-szolgl-helyi-szint-komplex-programok	25,16 million euros	n.a.	X				X	X	The program aims to improve the co-operations between local adult training networks

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TSDOP - 5.1.2-16 Local Employment Collaborations	https://www.palyazat.gov.hu/top-521-15-a-trsadalmi-egyttmkds-erstst-szolghelyi-szint-komplex-programok	25,43 million euros	n.a.		X		X		X	The program aims to support local employment strategies and collaborations in between employers, municipalities, PES offices as well as training providers in order to combat labour market challenges, provide relevant competences to employees and facilitate the activation and inclusion of carrier starters and unemployed.
Start Labour Programme	http://www.parlament.hu/ircom40/10377/adatok/fejezetek/63.pdf	1048 million euros	The number of public employees: 150 000	X			X			Due to the reduction of the number of people with public worker status, and in order for the implementation of active labour market program will be used to organize trainings.
Helping Hands programme National Public Works model scheme	http://kozfoalkoztatas.kormany.hu/tervezesi-segedlet-a-2017-evi-kozfoalkoztasi-schemara	The programme is implemented from HUF 2.1bn on the budget of National	Number of participant in infocommunication: 100 Number of participant in social assistant trainings: 100	X		X				The pilot of 2015 is continued. In the disadvantaged districts and settlements, the social protection of the elderly over the age of 65 by learning using ICT to maintain their life in their

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	tasi-programokhoz	Employment Fund.									homes for a longer period of time, with the involvement of public workers; support provided by infocommunication tools. (In cooperation with several sectors: MI, MHC, Governmental Information Technology Development Agency)
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