
Hungary – Croatia CBC OP 2014-2020
Joint Workshop of the programming expert team
and the ex-ante evaluator team

„Education“ Priority Axis

2014

Date: 3th February 2014

Venue: Križevci, Florianov trg 14. - Town Library

Facilitators:

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- Gábor Sztanics
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Introduction

This a summary report of the outcome of the workshop on Education under the framework of **”The programming for the cross-border co-operation between Hungary and Croatia for 2014-2020”**. The workshop took place between 10:00-13:30 on 3th February 2014 in the Town Library in Križevci (Križevci, Florianov trg 14.)

Workshop objectives

The workshop aimed to support the planning team in order to get feedback about the „Education” Priority Axis. The participants had the chance to get an overview of the situation analysis, specific objectives,

actions to be supported, result and output indicators, main target groups and type of beneficiaries.

The workshop provided opportunity for the planners to react on the evaluation judgements and when it is justified revise their conclusions based on participants' feedback. This constructive iterative dialogue will lead to higher quality of the Operational Programme.

The composition of participants

The main target group of the workshops are a wider scope of stakeholders. Altogether 23 participants participated in the discussions. List of Participants are presented in the Annex.

Participants mostly came from authorities (universities, schools, county governments, local governments, development agencies). Seven people represented the programming expert team and ex-ante expert team.

The method of the event

At the first part of the workshop the planning process, main findings of the situation analysis and the proposed intervention logic of the „**Education**” **Priority Axis** were presented by the planners. During the presentations participants could put sudden questions and could take sudden comments.

First part of the workshop was held via presentations. Topics of the presentations were the followings:

1. Review of tasks of the planners and timing in the planning process:

- Situation analysis – desk research;
- SWOT analysis;
- Interviews and workshop;
- Evaluation of current programme/recommendations;
- Task Force approval;
- Questionnaires and analysis – Discussion paper;
- Workshop on Thematic Objectives/OP priorities;
- TF approval on draft OP;
- Thematic workshop on TO10/Priority 4.

2. Introduction of the main results of situation analysis:

- Systems in need of reform in both countries;
- Both countries striving to improve inclusion of Roma children, but poor effects;
- HU - non-competitive system, segregation, restructuring of the primary and secondary schools;
- HR - small scale reforms without effect;
- A rising need for flexible labour force – vocational education growing in importance;
- HU - successful concentration of the vocational education;



- HR – vocational education dispersed and with overlaps in the offer of programmes;
- Important regional university centres: Pécs, Osijek and Kaposvár;
- A significant number of smaller regional centres have higher education institutions;
- A small percentage of Croatian speakers in Hungary (0.37%), mostly in Baranya (2.49%), and a small percentage of Hungarian speakers in Croatia (0.24%), mostly in Osijek-Baranja (2.19%);
- Difficulties in communication, but English and German competences (most common foreign languages in both countries) help.

3. Introduction of the main results of SWOT:

- Regionally established higher education institutions;
- Developed adult education systems;
- Stable and functioning elementary and secondary school system in both countries;
- Croatian economic competitiveness clusters established and have strong base in the border area;

- Inequalities in the educational level of the population - small settlements, undeveloped districts and undeveloped economy are factors strengthening undesirable tendencies;
- Inappropriateness of vocational secondary education in relation to labour market needs;
- Lower ratio of higher education qualifications compared to national average;
- Low level of mutual language teaching;
- Inflexible educational system with institutions being slow at responding to market demand.

4. Summary of the intervention logic

5. Specific objective

6. Example of activities

7. Result indicators

After the preliminary presentations the participants had the possibility to get involved to the process and

discussed the main topics related to the Education protection.

Based on the table, which includes the main topics and which was distributed as a working material (see below), in the first part of the discussion the participants talked about the specific objectives and the result indicators.

After the lunch the groups discussed the actions to be supported, the type of outputs and output indicators and the main target groups and beneficiaries.

This part was an interactive brainstorming. Participants were involved the common thinking. The major part of participants was active. The members of the ex-ante team moderated the discussion and the members of the programming team answered the questions related to the TO.

There were several remarks, suggestions. General debate was evolved on the arisen problems. Participants were encouraged to take part of the debate, take comments and proposals.

Summary of the discussion

The relevant **selected thematic objective is** “Investing in education, training, including vocational training for skills and lifelong learning by developing education and training infrastructure” (TO10)

Education will receive about 10-15% from the total budget.

Investment priority: “Investing in skills, education and lifelong learning by developing and implementing joint education, vocational training and training schemes”

Specific objectives:

1. Increase the quality of services provided by the higher education institutions;
2. Widened common knowledge-base and improved mutual willingness and motivation to cooperate between children and young people;
3. Improved specific skills in harmony with needs of the cross-border labour market.

Participants suggested identifying 2 specific objectives instead of three. One should be related to elementary-, secondary- and high schools and one should targeting higher educations and vocational and labour market.

Several actions are identified under the three specific objectives :

1. **Increase the quality of services provided by the higher education institutions:**
 - Support to studies and events to support HE institutions in developing joint approaches to teaching in the programme area;



- Support to surveys, studies and plans to support HE institutions□ joint design and delivery of courses aiming at responding to market needs of the border area;
- Support to systems, studies and events to improve the cooperation and exchange between teaching staff of vocational training institutions and higher education;
- Improving language skills of graduates and potential stakeholders.

2. Widened common knowledge-base and improved mutual willingness and motivation to cooperate between children and young people:

- Developing and delivering joint courses, events or materials to improve language communication between students;
- Developing and delivering joint courses, events or materials to support cultural exchanges between schools as part of joint educational activities;
- Developing and delivering incentives and events to increase the educational participation from underrepresented groups.

3. Improved specific skills in harmony with needs of the cross-border labour market:

- Studies, events and plans to harmonise qualification standards;
- Events and incentives to developing more relevant content and delivery mechanism of vocational trainings;
- Incentive scheme to support graduates□ transition to the border region labour market;
- Developing and delivering joint schemes to support exchange of apprentices in skills or employment sectors represented in the border area.

Recommendations regarding the actions:

- Participants would like to add further activities which support purchase of equipment. It is not mentioned under any activities.
- Is it possible to invest in the infrastructure and increase the quality of the infrastructure?
Planners would like to have relevant data connected to infrastructure of the schools. According to the participants local self-governments and Universities could have such a data.
- Universities in the border region can organise joint courses. It facilitates to exchange students between institutions. Hungarian students can also participate on the courses via internet and web conference. English would be the common language. This is also contributing to the cooperation between Hungary and Croatia.
- Upgrading teaching skills all levels is needed.



- Learn the good practices from each other are important.
- Participants suggested organising more not formal courses.
- In the frame of the vocational training adult education takes 2 or 3 months in Croatia. They want to increase the timeframe of the training by 1 year. Neither higher nor lower educated people take part in adult training. The question is whether the same educated people are needed in Croatia and also in Hungary border region and can be merged these people into one programme. The labour market maybe needs different sectors in the border area.

Before the discussion about the indicators, experts presented the main aspects for an evaluation of the indicators as follows:

- Are the indicators specific to the objective and to the expected results? (What do they measure?)
- Are the indicators measureable?
- Are the result indicators reflecting a change in the programme area?
- Will we be able to differentiate between the results of the CBC programme and the mainstream programme?
- Number of indicators?
- How will the baseline and target values be set?

An important question was how the result indicator should be defined.

Result indicators in the draft OP:

1. Increase the quality of services provided by the higher education institutions:

- Number of courses offered by HE institutions of the border region;
- Students with certificate for the foreign language (HU, CR, EN);

2. Widened common knowledge-base and improved mutual willingness and motivation to cooperate between children and young people:

- Increased knowledge of pre-school, primary school and secondary school's children about the culture of the region and the neighbouring country and people;
- Networks created for the involvement of disadvantaged groups to training schemes in the programme area;

3. Improved specific skills in harmony with needs of the cross-border labour market:

- Number of common skills and harmonized qualifications available.

Types of outputs and output indicators:

The main question is regarding the indicators that what kind of change we want to achieve in the education.

1. Increase the quality of services provided by the higher education institutions:

- Joint measures designed and implemented;
- Courses designed jointly to respond market needs;
- Students attended the new courses Language skills improved;
- Conferences, seminars, etc. organised in the region to exchange between staff of education providers;

2. Widened common knowledge-base and improved mutual willingness and motivation to cooperate between children and young people:

- Joint measures designed and implemented to improve language communication;
- Schools involved in cultural exchanges;
- Students involved from disadvantaged groups;
- Exchange programmes implemented;
- No of apprentices;

3. Improved specific skills in harmony with needs of the cross-border labour market:

- Number of skills good practices are elaborated for;
- Number of market oriented vocational training schemes;
- Number of students/graduates attending new schemes.

Recommendations related to the indicators:

- Baseline should be determined. How will the baseline be set?
- Nobody like the exact indicators.
- Different type of activities can be measured.
- According to the participants the number of graduated students not appropriate as an indicator because the graduated people leaves the region for better jobs.
- They don't have any ranking about Universities. There is OECD report about the Universities.



- Does it make sense to measure the quality? It could not be influenced.
- “Courses designed jointly to respond market needs” is the most complicated indicator and it is difficult to measure.
- “Conferences, seminars, etc. organised in the region to exchange between staff of education providers” Is could be easily measurable indicator.
- Connected to the 2nd specific objectives the indicators should be refined and reflect with the actions.

Main target groups and types of beneficiaries in the draft OP:

- Students living and learning/studying in the area;
- Technical staff of training institutions;
- Local and national institutions and service providers located in the programme area;
- Local self-governments;
- Educational institutions and establishments (schools, colleges, higher education institutes).

Participants agreed that the target groups and beneficiaries are adequate but they would like to **add further type of beneficiaries:**

- Vocational training institutions;
- Open universities;
- Libraries;
- Adult educational institutions;
- NGOs;
- Employment services: they connect to the education system.

The content and results of the event

Several proper proposals were taken by the participants, which the evaluators agreed with. This definitely brought added value to the workshop and to the planning process. More added values can be identified at this stage of the planning process.

For further comments and suggestions, three email addresses were given to the participants: (lunk.tamas@vitalpro.hu, huhrcbc@vitalpro.hu, hu-hr.cbc@razbor.hu).



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ANNEX



Hungary-Croatia

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Investment priorities	Specific objective	Actions to be supported	Result indicators	Types of outputs and output indicators	Main target groups and types of beneficiaries
<p>Investing in skills, education and lifelong learning by developing and implementing joint education, vocational training and training schemes</p>	<p>Increase the quality of services provided by the higher education institutions</p>	<ul style="list-style-type: none"> Support to studies and events to support HE institutions in developing joint approaches to teaching in the programme area Support to surveys, studies and plans to support HE institutions joint design and delivery of courses aiming at responding to market needs of the border area Support to systems, studies and events to improve the cooperation and exchange between teaching staff of vocational training institutions and higher education Improving language skills of graduates and potential stakeholders 	<ul style="list-style-type: none"> Number of courses offered by HE institutions of the border region Students with certificate for the foreign language (HU, CR, EN) 	<ul style="list-style-type: none"> Joint measures designed and implemented Courses designed jointly to respond market needs Students attended the new courses Language skills improved Conferences, seminars, etc. organised in the region to exchange between staff of education providers 	<ul style="list-style-type: none"> Students living and learning/studying in the area, Technical staff of training institutions Local and national institutions and service providers located in the programme area Local self-governments Educational institutions and establishments (schools, colleges, higher education institutes)
	<p>Widened common knowledge-base and improved mutual willingness and motivation to cooperate between children and young people</p>	<ul style="list-style-type: none"> Developing and delivering joint courses, events or materials to improve language communication between students Developing and delivering joint courses, events or materials to support cultural exchanges between schools as part of joint educational activities Developing and delivering incentives and events to increase the educational participation from underrepresented groups 	<ul style="list-style-type: none"> Increased knowledge of pre-school, primary school and secondary school children about the culture of the region and the neighbouring country and people Networks created for the involvement of disadvantaged groups so training schemes in the programme area 	<ul style="list-style-type: none"> Joint measures designed and implemented to improve language communication Schools involved in cultural exchanges Students involved from disadvantaged groups Exchange programmes implemented No of apprentices 	
	<p>Improved specific skills in harmony with needs of the cross-border labour market</p>	<ul style="list-style-type: none"> Studies, events and plans to harmonise qualification standards Events and incentives to developing more relevant content and delivery mechanism of vocational trainings Incentive scheme to support graduates transition to the border region labour market Developing and delivering joint schemes to support exchange of apprentices in skills or employment sectors represented in the border area 	<p>Number of common skills and harmonized qualifications available</p>	<ul style="list-style-type: none"> Number of skills good practices are elaborated for Number of market oriented vocational training schemes Number of students/graduates attending new schemes 	



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