Hungary

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

The paper can be cited with the following reference: "Education for All 2015 National Review Report: Hungary". For further information, please contact: efa2015reviews@unesco.org

Education for All

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1. Objective: The extension of early childhood care and education

Institutions providing early childhood care belong to the field of health, education and social administration, the work of which is coordinated by the Ministry of Human Resources.

Caring for children under three

Institutions organized to provide daycare for the youngest (nurseries, and family daycare centers) are primarily set up to care for the children under three of working parents during their working hours. (CSO[1] 2012a) In the period of 2000-2012 the proportion of participants in daycare showed some 20% growth. (Table 1) The number of institutions in 2000 amounted to 532, and in ten years time it reached 668. (CSO 2012a) In Hungary, resort to daycare is significantly affected by the fact that caring for young children is traditionally done by the family. 13% of children under three are in daycare.

Care system for kindergarten aged children

According to the report of the Eurostat (Key Data on Education in Europe, 2012) in most countries compulsory education begins with the first level of basic education (usually when children are 5-6 years old - ISCED1). However in Hungary, mandatory participation in education extends out to those

[1] Hungarian Central Satistical Office

of kindergarten age as well. In the case of four-year-old children, and children over the age of four, Hungarian kindergarten attendance rates are above the European Union's average levels. (Table 3, Table 4).

In Hungary, the provision of kindergarten care tasks are allocated to local governments, but the central government is indirectly responsible for the employment of kindergarten teachers, payment of wages, and provision of financial resources necessary for the sustenance of its operations. The maintainers of the institutions can be grouped as owned by the state, a church, a civil organization or other type. The group of non-state-owned institutions have gradually expanded since 2001. In 2012, 12% of kindergartens operated under non-state ownership. Looking at the proportion of kindergarten students, in 2013, we find less than 9% of children in non-stated owned institutions. The expansion since 2002 amounted to 5%.

Compared to the year 2001, in the school year of 2012-2013 the number of kindergartens decreased significantly (by 312). One of the reasons for this is that in Hungary, birth rates are declining. By 2010, the number of births decreased by 9% compared to the rate of 10 years before. (Table 2)

On average, one kindergarten teacher has 11 children in her group, similarly to previous years. (Table 5) Looking at the average data, the number of children per group did not show significant change.

Based on the annual expenditure reports per child, Hungarian kindergartens use significantly less resources than similar institutions in other countries. While the Hungarian spending per child was an amount of money equal to 4,773 U.S. dollars in 2010, the average for OECD countries was 6,762 U.S. dollars.

From the 1st of September 2013, the updated Basic National Programme of Kindergarten Education came into force, in which the principles and tasks of kindergarten education and pedagogical work summarized. *"... The purpose of the kindergarten education process, is promoting a harmonious physical and social development of the child's personality."* (363/2012. (XII. 17.) Government Regulation on the Basic National Programme of Kindergarten Education)

The Basic Programme defines as the function of kindergarten education supplementing family education, from the age three of the child until she becomes school-aged, which promotes harmonious and comprehensive development of the child, and her personality. Besides, the programme mentions the role of kindergartens as reducing disadvantage, that is, the importance of activities aimed at helping children of various developmental paces participating in kindergarten education to catch up.

From the aspect of child poverty (20%), Hungary is close to the EU average. Relative poverty risk of children compared to the whole population, is the second highest of the 27 countries. (Balázs et al. 2011) Hungary joined the objective of the Europe 2020 Strategy and pledged to reduce the rate of poverty among families with children, the number of people living in serious material deprivation and the number of people living in households with low work intensity by 20-20% by 2020. Achieving the targets of the National Social Inclusion Strategy – by filtering the overlap between the populations characterized by these different indicators – aims to lift 450 thousand people out of poverty. (KPMG 2013, p.4). Free kindergarten, that has become compulsory from the age three, creates better chances for disadvantaged people. In the case of children from families with multiple disadvantages, the likelihood of the child not attending kindergarten at all, or only starting it at a later age (5 or 6) was

higher than average. Earlier kindergarten attendance can mitigate later school failures of such children. (OECD 2012) (Pascal, Bertram 2013)

Developing the kindergarten system

In Hungary, several projects co-financed (supported) by the European Union were implemented to develop kindergarten infrastructure and to ensure the quality of education. The goal of the EU tender titled Kindergarten Development was to develop the structural conditions of kindergarten education and care, and to provide the necessary conditions for high-quality care, in line with the new National Act on Public Education (NDA[2] 2013)

Onwards from the 1st of September 2015, kindergarten attendance will be compulsory from age three. With this, the proportion of 3-6 years old children in kindergarten will continue to grow and could reach 95%. Strengthening high quality institutional care and achieving a favourable ratio of the number of children per kindergarten teachers would improve the school enrolment chances of disadvantaged children, and early selection would be reduced, as demonstrated by past experience. (E 2013)

Early childhood care system deficit areas are being explored, and development of an action plan is in progress. Based on statistical and migration indicators, capacity planning will be carried out together with the expansion of the early childhood care system.

Cross-sectoral cooperation is being developed based on strategies (education, vocational training, health care, child protection). Models for reducing early school leaving are adapted; cooperation with at-risk students and their parents is strengthened. The harmonization of programmes developed for the most disadvantaged people brings us closer to the critical effect, which would be able to break the generational reproduction of poverty and disadvantage. The symptoms are not treated in an isolated form, but with a complex set of tools.

Annex

Table 1: The number of children enrolled in nurseries

Year	Children in nurseries
2000	29 561
2001	28 981
2002	28 847
2003	29 422
2004	30 333
2005	30 230
2006	31 153
2007	32 010

[2] National Development Agency

2008	33 726
2009	34 694
2010	35 782
2011	36 685
2012.	37 163

Table 2: Comparison of the number of nursery participants and the birth rate of the previous three years

Year	Number of births	The number of births in the last three years together	Number of nursery participants	Proportion of nursery participants related to the population (0-2 years) in the previous three years (%)
2000	97597		29 561	
2001	97047		28 981	
2002	96804		28 847	
2003	94647	291448	29 422	10
2004	95137	288498	30 333	11
2005	97496	286588	30 230	11
2006	99871	287280	31 153	11
2007	97613	292504	32 010	11
2008	99149	294980	33 726	11
2009	96442	296633	34 694	12
2010	90335	293204	35 782	12
2011	88049	285926	36 685	13
2012	90269	274826	37 163	14

By: Török, Balázs. Source: CSO data table

Table 3: The ratio of three year old children participating in kindergarten (expressed in percentages)

Place/Year	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
European Union (27 countries)	66,2	66,6	67,3	72,4	74,1	75,2	76,6	77,1	78,5	82,2
Hungary	71,8	73,4	71,0	72,6	71,6	72,8	72,1	73,0	71,9	74,1

(Source: Eurostat: Participation/ Enrolment in education (ISCED 0-4)

Table 4: The ratio of four year old children participating in kindergarten (expressed in percentages)

Place/Year	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
European Union (27 countries)	85,7	84,0	80,1	80,9	82,3	83,7	84,9	85,5	86,1	87,0
Hungary	90,2	91,6	92,3	90,7	92,8	92,4	92,5	92,4	92,8	92,9

(Source: Ministry of Human Resources - Department of Statistics 2013. By: Török, Balázs.
Table 5: The institutions of kindergarten education and headcount data

School Year	Number of kinder-gartens	Number of places available	Number of kinder-garten children altogether	Girls	Percentage of girls	Kinder-garten teachers	Number of children per group	Number of children per kinder-garten teachers
2000/2001	4 640	361 000	353 100	170 562	48	32 000	23	11
2001/2002	4 633	353 801	342 285	165 023	48	32 327	22	11
2002/2003	4 641	357 057	331 707	159 538	48	31 550	22	11
2003/2004	4 611	350 935	327 508	157 702	48	31 392	22	10
2004/2005	4 579	350 206	325 999	157 305	48	30 704	22	11
2005/2006	4 526	349 679	326 605	157 720	48	30 531	22	11
2006/2007	4 524	351 825	327 644	158 111	48	30 550	23	11
2007/2008	4 386	349 514	323 958	156 201	48	29 920	23	11
2008/2009	4 355	354 267	325 677	156 979	48	29 860	23	11
2009/2010	4 366	363 024	328 545	158 154	48	30 007	23	11
2010/2011	4 358	370 136	338 162	163 234	48	30 359	23	11
2011/2012	4 336	374 870	341 190	164 757	48	30 396	23	11
2012/2013	4 321	377 154	340 204	164 457	48	30 449	23	11

(By: Török, Balázs. Source: CSO - Online 2.6.3: Kindergarten Education (1990 -), (Ministry of Human Resources - Department of Statistics 2013)

2. Objective: Unifying Basic Education

Ensuring the right to education

The creation of the eight years long basic school and the unification of the eight-year basic school network already took place after the Second World War. This was the first and most important step for ensuring basic education. In Hungary, the government sought to ensure the basic education level through the 1961 Education Act which made education compulsory until the age of 14. By 2011, only a fraction of youth leaves the school system without a completed basic education: an average of 1.6% of those between the ages of 20 to 25 (1.7% of men and 1.5% of women).

Basic education is ensured by the law. The right to education is stated in Article XI of the Hungarian Constitution. It states that every Hungarian citizen has a right to education, which the Hungarian state provides „by extending public education and granting general access, by free and compulsory basic education, by secondary education that is free and accessible to all, by post-secondary education accessibility to all based on their capabilities, and furthermore, by providing financial support for those receiving education by the force of law."

Education of Disadvantaged Groups

In the case of disadvantaged groups, several factors made and make it difficult to comply with the completion of compulsory education and increasing the level of education: partly their social and

cultural distance from the world of the school, partly differentiation within the education system, which was not accessible to children of various social group in spite of it being compulsory. The establishment of a basic school in a legal sense was already done in 1945. Despite the legislation, differentiation still remained a factor, initially at the level of the different curricula. The unified basic school system once again started going on the path of selectionism in the 1960s, by the introduction of different extra-curricular divisions, such as music or physical education divisions. The introduction of parental free choice of school increased the level of differentiation. (Law of 1993) After the change of regime, differentiation showed up on a structural level, with the authorization of the introduction of six or eight year upper-secondary schools, which, by the selected enrolment of 10 or 12 year old students, created competition between basic and upper-secondary schools of alternative structure, especially in big cities. The selection, however, started showing up on the other side of the social and territorial hierarchy as well: in smaller communities, the introduction of remedial classes opened a route for such differentiation which allowed for the segregation of weaker or disadvantaged students.

Strategies and measures in order to combat poverty

The selectivity present in basic education today is encumbering the insurance of quality education for all students. Measures are constantly taken to improve the overall quality of the system (e.g., curriculum and examination system reforms, evaluating the performance of the students in reading comprehension and mathematics). Moreover, measures were taken in order to increase the chances of the most vulnerable groups. Over the past ten years, measures taken to suppress the selectivity of the education system were also tools for increasing chances (e.g., the creation of enrolment districts is stricter), the introduction of the integrated education of disadvantaged students, supporting the development of second chance afternoon school networks, launching successful programmes (e.g. Sure Start Children's Houses, Útravaló scholarships, Arany János programmes, etc.), with a substantial part financed from EU funds. Experiences have differed with different programs. Within the PSIVET- Creating Chances by Vocational Education project (Hermándy-Berencz-Sziklainé-Szegedi, 2013) an analysis[3] was made in 2012 about the overview of some integration and re-integration programs. The findings stated that each programme included innovative elements, in its methodology or approach, that deserves attention, and that it is worthwhile to carry on with the programs, however, they are difficult to maintain.

Supporting basic education

According to the Public Education Ac[4]t, introduced in 2011, the state guarantees free textbooks for students from grade 1 to grade 8, including those participating in minority education and special needs education, from the 1st of September 2013. Textbooks free of charge will be first available for students in the school year of 2013-2014, for students enrolled in the first grade, and for all students afterwards, in a phasing-out system. In addition, the state will continue to provide free textbooks on the basis of neediness in all grades not yet affected by the provisions of the Act.

[3] Programmes analysed were: Arany János Programme (AJP); Remedial Programmes, Integrational Pedagogical System (Integrációs Pedagógiai Rendszer, IPR); Vocational School Development Programme (Szakiskolai Fejlesztési Program, SZFP); Útravaló Scholarship Programme; Dobbantó Programme; Second Chance School programmes; Tranzit Employment Programmes, and work experience programme of the Salva Vita Foundation.
[4] 46. § (5)

Facilitating the transition from basic education to upper-secondary education

The current government is trying to help transition into upper-secondary education from basic education with Public Education Bridge Programmes, which specifically serve this very purpose. The Bridge 1 Programme provides assistance for those who have completed primary education, but have not been admitted into upper-secondary education. If the student has not even completed primary education, but has finished 6 grades, then she can get help through the Bridge 2 Programme. The programmes provide assistance for students to join in upper-secondary education, vocational education, or the work force, and to acquire skills necessary to start an independent life, through their complex, academic, social, and cultural activities, supporting the development of skills and personality educational activities.

3. Objective: Meeting the educational needs of youth and adults

Hungary joined the European Union in 2004. In this organization of now 28 members, the role of education is constantly growing. The union does not seek to interfere with the educational system of the member states, nor with what educational content should be taught, however it seeks to harmonize some principles in education. As a result, it is less and less possible to have a look at a member state's education system separately, including Hungary, as the European discourse and the European educational policies are increasingly leaving their marks on the national educational policies.

Two crucial strategic documents can be mentioned (both include in detail in vocational training, early school leaving, and adult education): *the "Europe 2020" and "Rethinking Education strategies"*. The *Europe 2020* strategy has set a number of specific objectives, out of which the following are important in the field of education: by 2020 the percentage of early school leaving should fall below 10%, and that 40% of 30-34 year olds should possess a tertiary degree diploma. The European Commission has called on member states for unconditional support for its *Rethinking Education* strategy, so that young people can acquire the skills and competences required in the labor market more effectively, and that the objectives for employment and growth are met. According to the Strategy there is a significant need to improve basic literacy and numeracy skills, whereas entrepreneurial skills and initiative skills should be reinforced, while the proportion of information and communication technologies (ICT) and the use of open educational support materials have to increase in all learning environments. They recommended new reference benchmarks for language learning: by 2020, 50% of 15-year-olds should at least be familiar with one foreign language as opposed to the current 42%, and 75% of them should learn a second foreign language as well (the rate is currently 61%). The strategy calls for open, flexible forms of learning, instead of curriculum-based thinking; it prefers approaches based on learning outcomes. It believes it is important that the skills acquired elsewhere are "not wasted" but rather can be introduced into the education system.

The European Qualifications Framework (EQF) and the related national frameworks are all based on this principle. Significant work has been done and is being done in our country on the design of the Hungarian Qualifications Framework: descriptions of the levels have been completed (like the EQF, the HQF also has eight levels), qualifications are still awaiting classification. According to the 1229/2012 (VII. 6.) Government Decree, the first step in the process should be classifying in accordance with the framework the formal Hungarian qualifications. This will extend out later to certificates gained through non-formal learning.

Access to education

In 2011, a new constitution has replaced the previous one. Although it has no separate reference to life-long learning, still, in accordance with the spirit of the Education for Everyone programme, and with similar wording to the old constitution, it states that every Hungarian citizen has a right to education.

The intention of the *new National Core Curriculum* is that the acquired knowledge be of stable value and that it meets the needs of our age. The new National Core Curriculum provides a public service guarantee for access to quality education, contributing to the reducing of children's drop-out rate, and promoting their labour market integration.

This positive picture is however overshadowed by the unequal division of access to quality education. In addition to the significant territorial (regional) differences, the urban-rural opposition can also be mentioned, as well as the fact that education is not only unable to compensate the effect of family background, but also that in the case of equal opportunities in education, Hungary occupies one of the worst places on the list of OECD countries. Analyses of the PISA results show that school effectiveness of a child is affected the most by family background in our country. Roma children and youth are especially in a disadvantaged situation in this respect.

Early School Leaving

Fighting against early school leaving is one of the main objectives of the Europe 2020 strategy. The EU average has been steadily declining for more than a decade, from the appearance of the index. At present, according to the 2013 provisional data, it stands at 11.9%. Hungarian data showed a similar decrease up to 2010 (in addition, the Hungarian index was several percentage points below the EU average). However in the last three years, this trend has changed, and the percentage of early school leavers slowly began to rise - in 2013, it was essentially the same as the EU average.

In Hungary, complex public education measures help reduce early school leaving. An example of such measures is the preparatory school year, which serves the more focused preparation of children for school that are not yet ready to start it, within the frames of basic school, instead of another year spent in kindergarten. In the frameworks of the Bridge Programmes, a remedial grade can be organized, to facilitate graduation from basic school, to strengthen knowledge acquired in basic school, or in order to promote the success of vocational education. In vocational schools, the amount of early school leavers in grades 9 and 10 increased parallel to the increase of the ratio of students with multiple disadvantages. Thus, school leaving started even before starting to learn the trade – the aim of the new three-year dual training system is to offer a solution for this.

Adult Education

For those who are not able to complete their education in a regular full-time school, adult education, and adult training outside the school system provide learning opportunities.

16 year old students or older have the possibility to continue their education as adult education, instead of full-time schooling, in an evening school or in distance education form. For years, the number of participants in adult basic education has been very low, about two thousand. In 2012, there were

nearly 86 thousand people participating in upper-secondary education. While vocational schools continue to grow in numbers, the popularity of vocational training schools[5] is significantly decreasing. Over the past five years, the number of students in adult vocational education has doubled, but in upper-secondary schools, that number fell by a total of 10 thousand. In 2012, 9.6 thousand people in adult education received their baccalaureate, and almost 8.5 thousand people took professional exams.

4. Increasing adult literacy levels

Discovering the level of literacy, the vulnerability of different socio-demographic groups, and the regional characteristics of the problem, can be effectively done based on the international comparative measurements of competency for adults. It is particularly important for decision-makers and educational policy experts to know, what the competency deficits of those groups are, who have already been segregated from the labour market, or are threatened by it, what areas of knowledge need to be developed in order to include disadvantaged groups and regions, so that they can plan school education and second chance programmes more effectively. These demands, appearing on the social, governmental and also on the individual level have led to the launch of international adult competency tests, and also to the fact that Hungary has joined these international measurements in the beginning phase, the Hungarian data collection occurred in 2008. Hungary did not participate in the OECD organized PIAAC (Programme for the International Assessment of Adult Competencies) measurement in 2011.

Situation in Hungary, based on direct measurements of competence, from 1998 to 2008

The IALS (International Adult Literacy Survey), the ALLS (Adult Literacy and Lifeskills Survey) and the PIAAC (Programme for the International Assessment of Adult Competencies) measures the degree of skills - the same way as the PISA tests - on a scale ranging from 0 to 500 but in order to facilitate the interpretation of the results it also identifies five levels, from 1 which stands for "very poor" to 5, which means "very high." Level three is considered the necessary minimum in an advanced society, in which an individual meets the requirements of daily life and work – so levels 1-2 represent the levels of functional illiteracy (IALS, 2000, OECD 2009, OECD, Statistics Canada, 2011)

According to the data available in Hungary, reading and writing competences of adults (16-65 years old) significantly improved between 1998 and 2008. During this period the rate of those who did not meet the prose literacy level of the social minimum necessary to succeed decreased by 22.7% (prose literacy scale, level 1-2) and the proportion of those who did not meet the minimum level in document literacy levels (document literacy scale, level 1-2) of the social minimum necessary to succeed decreased by 12.4% (OECD and Statistics Canada (2011). This did reduce our lagging behind, yet, even in 2008, the reading and writing competence of slightly more than half of the adult (16-65 years old) population in Hungary has not reached the minimum level which would be socially necessary. With these results, in an international comparison, we are placed in the last third in the ranking of countries. (Tables 1-2).

In Hungary women have a slightly higher level of literacy competence than men. This is consistent with the international trend of the developed countries. It should be noted that in Hungary the

[5] As opposed to vocational schools, pupils of vocational training schools can pass the baccalaureate at the end of year 12.

mathematical competences of women are also slightly better than men - which on the other hand is contrary to international trends. (Table 2).
Earlier international comparative analyses have shown that as people become older, the level of their competences decrease. In the case of document literacy, the same correlations were shown by Hungarian data as well: in Hungary in 2008, the document literacy level of nearly two-thirds of the oldest population has not reached the minimum level that would be socially necessary, while in the age group of 16-45 year olds, this proportion is only 50%. (Table 3)

The highest educational level of the population in Hungary continues to rise. Between 2001 and 2011, the proportion of university graduates increased from 9.8% to 15.5% among the population aged 7 years and older. The proportion of those holding a baccalaureate also increased by 5 percentage points (from 22.7% to 27.6%), and the proportion of those who did not complete basic school significantly decreased (20.1% to 12.4%). (Table 4) Among the adult population (those who are at least 15 years old), the indicators of education are even better.

Proportion of participation in adult education

The Eurostat Adult Education Survey has the latest figures for the age group of 25 to 64 year olds who participate in adult education. The OECD's 2012 publication Education at a Glance took these data as well.

In Hungary, participation in adult education is quite low in an international comparison, in 2007, it was 2.5%. Young adults are significantly more involved in adult education than elderly people, in all countries. This is also true for Hungary, but even among the youngest (25-35 years old) the proportion of participants in formal education is only 6.8%. In Hungary, only 2.3% of 35-45 years old people and only a small fraction of the elderly (0.3%) are taking part in adult education. (Table 5)

In Hungary, women are slightly more involved in adult education than men, but even among women, the proportion of those participating in adult education is only 3%. (Figure 3 and Table 7)

The higher the level of education of an adult, the more likely (s)he will continue her education further in adult education. In Hungary, only 0.4% of those 25-64 year-olds who only completed the lowest level of education (ISCED 1-2 - up to ninth grade basic education) participate in adult education. This figure is 2.5% among individuals with completed upper-secondary education, and 5.5% of individuals in the 25-64 age group with completed tertiary education study within formal frames. (Table 3.4.7.).

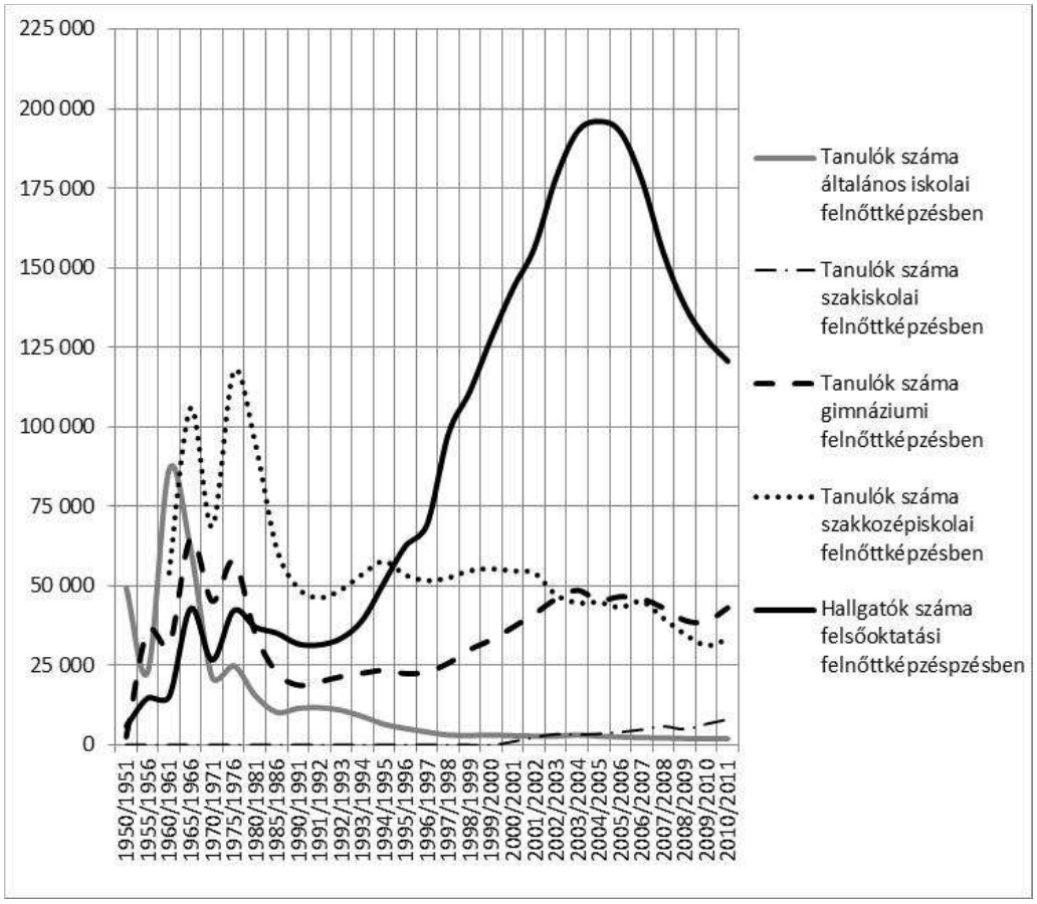
Over the past 20 years, the number of participants in basic, higher and adult education declined in Hungary. The number of individuals participating in tertiary education has increased significantly between 1990 and 1997, and then it decreased dramatically. At the same time, the number of participants in adult education outside of the school system has risen sharply in recent years. (Figure 1, Polónyi 2013).

In 2009, the two largest contributors to Hungarian adult education were the state and the individual adult learner; companies do little to contribute to the training of their employees.

In 2009, all adult education expenditure accounted to 80.4 billion HUF, which is only 0.3% of the GDP.

Figure 1: Participants in school based adult learning in Hungary 1995-2012

Source: Polónyi 2013



Number of pupils in adult education at basic school (ISCED 1-2)

Number of pupils in adult education at vocational schools (ISCED 3)

Number of pupils in adult education at general secondary school (ISCED 3)

Number of pupils in adult education at vocational secondary school (ISCED 3)

Number of pupils in adult education in higher education (ISCED 5)

Table 1: Changes in the literacy skills of the population aged 16- 65 in Hungary between 1998 and 2008
Proportion of the population at various skill levels, %
Source: OECD and Statistics Canada (2011), based on Table 2.3 and Table 2.5.

		Level 1.	Level 2.	Level 3.	Level 4-5.
Prose literacy	1998	33.4	44.1	20	2.5
	2008	17	37.8	34.1	11.1
Document literacy	1998	32	35.6	24.7	7.7
	2008	19.4	35.8	32.9	11.9

Table 2: Proportions of the population aged 16- 65 who do not reach the minimum level for prose literacy and document literacy in 2003, 2006 and 2008 in international comparison %
Source: OECD and Statistics Canada (2011) based on Table 2.3.
2.a. Prose literacy:

	Prose literacy, Level 1+2, %
Australia	43.5
Bermuda	38.1
Canada	41.9
Hungary	54.8
Italy	79.5
Netherlands	42.6
New Zealand	44.3
Norway	34.1
Mexico	89
Switzerland	52.2
USA	52.6

2.b. Document literacy:

	Document literacy, Level 1+2, %
Australia	43.5
Bermuda	46.1
Canada	43.1
Hungary	55.2
Italy	80.6
Netherlands	38.1
New Zealand	43.3
Norway	32.4
Mexico	47.83
Switzerland	49
USA	52.5

Table 2: Standard score differences in mean skills proficiencies between men and women aged 16-65 in Hungary on the prose and document literacy scales, in 2008
Source: OECD and Statistics Canada (2011) Table 2.8.

	Mean score for men *(standard error)*	**Mean score for women** *(standard error)*
Prose literacy scale:	264.6 (1.3)	274.2 (1.4)

Document literacy scale:	265.9 (1.5)	269.8 (1.5)

Table 3: Per cent of populations in various age groups at each level of the document literacy scale in Hungary in 2008
Source: OECD and Statistics Canada (2011) Table 2.6.2.

	Level 1. %	Level 2. %	Level 3. %	Level 4-5 %	Total
16-25	16.2	33.7	35.4	14.7	100%
26-45	15.1	35.1	35.2	14.6	100%
46-65	25.4	37.5	29.3	7.8	100%

Table 4
Educational attainment of the population aged 7 and over, between 1920-2011
Source: Hungarian Central Statistical Office, Census in 2011

	1920	**1970**	**1980**	**1990**	**2001**	**2011**
Has not completed the first grade of basic school	13.5	2.4	1.7	2.0	1.7	1.2
Has completed grade 1- 7 of basic school	77.3	51.9	39.3	29.2	18.4	11.2
Has completed grade 8 of basic school	6.1	28.5	29.7	32.0	30.7	19.3
Has obtained a vocational qualification but no secondary school leaving certificate	–	4.8	9.7	13.0	16.7	25.2
Has obtained a secondary school leaving certificate	1.9	9.4	14.6	16.2	22.7	27.6
Has a tertiary (university or college) degree	1.0	3.2	5.1	7.6	9.8	15.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 5
Participation adult learning by country and age groups, 2007
Source: OECD Education at a glance 2012, Table C6.5.

	Notes	Age group	Form of education			No participation	Total
			Formal	Formal and non-formal	Non-formal		
			(1)	(2)	(3)	(4)	(5)
Hungary	2	25-34	6	1	9	84	100
		35-44	2	c	8	89	100
		45-54	1	c	7	93	100
		55-64	c	c	2	98	100
		25-64	2	0	6	91	100
OECD average		***25-34***	***9***	***8***	***33***	***51***	***100***
		35-44	***3***	***4***	***36***	***56***	***100***

		45-54	***2***	***3***	***35***	***60***	***100***
		55-64	***1***	***1***	***25***	***73***	***100***
		25-64	***4***	***4***	***32***	***60***	***100***
EU21 average		***25-34***	***9***	***7***	***32***	***53***	***100***
		35-44	***3***	***4***	***35***	***58***	***100***
		45-54	***2***	***2***	***33***	***64***	***100***
		55-64	***1***	***1***	***21***	***77***	***100***
		25-64	***4***	***3***	***30***	***63***	***100***

1. Year of reference 2008.
2. Year of reference 2006.
3. Year of reference 2005.
4. Year of reference 2009.

Source: OECD, LSO network special data collection, Adult Learning working group
Table published in EAG 2011 as: Table C5.3c (Web) Participation in formal and non-formal education, by type of education and age group, 2007
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

Table 7

Participation in adult learning by age group and education attainment (2007)

Source: OECD EAD2012, Table C6.7.

		Below upper secondary education					Upper secondary and post-secondary non-tertiary education					Tertiary education					All levels of education				
	Notes	25-34 (1)	35-44 (2)	45-54 (3)	55-64 (4)	25-64 (5)	25-34 (6)	35-44 (7)	45-54 (8)	55-64 (9)	25-64 (10)	25-34 (11)	35-44 (12)	45-54 (13)	55-64 (14)	25-64 (15)	25-34 (16)	35-44 (17)	45-54 (18)	55-64 (19)	25-64 (20)
OECD																					
Hungary	2	7	3	3	1	3	15	10	6	2	9	23	23	20	9	19	16	11	7	2	9
OECD average		**29**	**25**	**22**	**14**	**21**	**46**	**41**	**39**	**28**	**39**	**65**	**63**	**61**	**47**	**61**	**50**	**44**	**40**	**27**	**41**
EU19 average		**27**	**24**	**20**	**12**	**20**	**46**	**41**	**37**	**25**	**38**	**65**	**63**	**60**	**43**	**59**	**48**	**42**	**37**	**23**	**38**

1. Year of reference 2008.
2. Year of reference 2006.
3. Year of reference 2005.
4. Year of reference 2009.

Source: OECD, LSO network special data collection, Adult Learning Working Group.
Published in EAG 2010 as Table A5.1c (Web only) Participation in formal and/or non-formal education, by educational attainment and age (2007)
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

Goal 5: Gender parity and equality in education

Legislative context

Gender equality is not addressed as a specific problem in the Hungarian school education system because the requirement for gender equality has been met by the Hungarian education policy. Considering that gender parity and equality may be described from several aspects, there is a broad range of relevant regulations. Hungary, as a member of the UN, the European Union and the Council of Europe, has effected the relevant international conventions in various laws, e.g. Decree-Law No 11 adopted in 1964, which promulgated the UNESCO Convention against Discrimination in Education and thus recognized gender equality in education.

In accordance with the Dakar Framework for Action, several laws were adopted with the aim of ensuring equal opportunities, including some that focus on eliminating gender inequalities, among others, in education:

- the Act on Promoting Equal Treatment and Equal Opportunities, adopted in 2003[6], some of its provisions concerning education and training
- the Act on Public Education was amended in 2003 with the prohibition of discrimination
- the Equal Treatment Authority was established in 2004
- the Council for Women's and Men's Social Equality was established in 2006[7]
- regulations on textbook adoption amended in 2006
- the National Strategy for Promoting the Social Equality of Men and Women (2010-2021) was adopted in 2010 in line with EU priorities
- the National Social Inclusion Strategy (2011-2020) was adopted in 2011

Gender equality is provided in the Fundamental Law of Hungary (adopted in 2011)[8] as follows:
Article XV provides that

(2)

Hungary shall ensure fundamental rights to every person without any discrimination on the grounds of race, colour, gender, disability, language, religion, political or other views, national or social origin, financial, birth or other circumstances whatsoever.

(3) Women and men shall have equal rights.

(4) Hungary shall adopt special measures to promote the implementation of legal equality.

(5) Hungary shall adopt special measures to protect families, children, women, the elderly and persons living with disabilities.

Education data

Gender inequalities in education are not present as macro-level social inequalities in Hungary but as differences in learning pathways, attitudes to learning, values held by and the aims of learners. In terms of labour market opportunities, women are at a disadvantaged, compared to men, but the situation is the opposite at school (Education in Hungary 2006). In the past decades educational disadvantages concerning women have been eliminated and participation in education is obligatory for all children aged over 6.

[6] Act CXXV of 2003.
[7] Government resolution No. 1089/2006
[8] and prior to that, the Constitution of Hungary (Act XX of 1949)

Educational attainment levels have risen both in case of women and men. However, ther are significant differences in further studies after accomplishing basic education (ISCED 1+2): girls tend to decide to enrol to general secondary schools or vocational secondary schools (both ending in a secondary school leaving certificate giving access to higher education), while a larger proportion of boys enrol to vocational education. They are overrepresented in vocational schools. General secondary schools have a higher proportion of girls than boys. These proportions have not changed since 2000; there is a fluctuation of maximum 1-2% year-on-year.

As for school performance, girls do better in literacy and boys in mathematics both at the OECD PISA tests and the National Assessment of Basic Competences (PISA 2012; National Assessment of Basic Competences…2012).
At the PISA assessment in 2012 boys achieved an average of 482 scores in mathematics, while girls achieved an average of 473 (in 2003 boys achieved 494, while girls did 486). In literacy, girls achieved 508 and boys 468 in year 2012, which repeated the trend of year 2000, when girls achieved 496 and boys 465.

Early school leaving
In the reference year of 2012, there was a smaller proportion of females (10.7%) than males (12.2%) among early school leavers (persons aged 18-24 with a maximum of basic school (ISCED 2) qualification). However, experts of the Central Statistical Office pointed out that differences between the genders have slightly decreased.

Higher education

The percentage of females studying in higher education (tertiary education) has increased continuously in the past 20 years: while it was slightly below 50% in 1990, by year 2004/05 it reached nearly 60%. This is because the proportion of females in part-time studies has been traditionally high and it has also increased in distance learning. In full-time studies the proportion of females was the highest in the academic year 2004/05 (54.25%). It is a tendency in OECD countries that a higher proportion of females obtain an upper secondary qualification (than males) and in some countries (including Hungary) their proportion is also higher among higher education graduates. The dominance of females is only characteristic of a few countries. Females tend to choose professions with a traditionally female dominance (teacher education, arts and social sciences), and they are underrepresented in engineering and science.

The proportion of females among teachers

The gender proportions have been deteriorating continuously in Hungary since the mid-1990s even at higher levels of education: the proportion of women among basic school and upper secondary school teachers have been increasingly higher (Tables 1 and 2).
Hungarian and international gender proportions are significantly different both in case of lower and upper secondary teachers. Internationally, about one-third of teachers in lower secondary education are male and the male-fame proportion is nearly equal (with a slight female dominance) among upper secondary school teachers. However, in Hungary there are typically female teachers at the lower secondary level, and their proportion is two-thirds in upper secondary education. In spite of the significant female dominance in teaching, the proportion of females among school heads is not so

high: it is 99.8% in kindergartens but only 65.7% in basic schools and 45.3% in upper secondary schools (data from KIRSTAT 2012-2013).

Gender stereotypes

There is ample opportunity in basic school and upper secondary school curricula to learn about gender roles and gender stereotypes; the topic is included in several subject areas.

The National Core Curriculum[9] (NCC) contains development objectives and educational areas that promote the elimination of gender stereotypes, e.g. ethics, education for democratic citizenship, self-knowledge, social behaviour, family life education, education for family life, physical and mental health as well as the development of social and civic competences[10]. It may be taught in the subjects of the 'Man and Society' subject area, e.g. History, Ethics, Social, Civic and Economic Studies (the notion of equal treatment, equal opportunities may be learnt and related skills developed as well as the life and social status of men and women, relationships, society, rights and duties). In addition, the subject area 'Man and Nature' may include learning about human beings and health (health education, education for family life).

Since 2006, regulation on textbook adoption includes checking whether potential textbooks contain stereotypes, statements, photos, graphs or graphics that violate the principle of equal treatment, gender equality or offend national or religious minorities, incite hatred or reinforce social inequalities[11].

[9] Government Decree 110/2012 (VI. 4.) on the National Core Curriculum

[10] Gender equality is discussed in one of the subchapters: "It is important to be familiar with basic notions related to the individual, group, work organisation, gender equality, non-discrimination, society and culture."

[11] Ministerial Decree 16/2013. (II. 28.) on textbook adoption

Table 1

Female teachers as percentage of total number of full time teachers, by education levels

Year	Kindergarten	Basic school	Upper secondary	Basic and upper secondary together	Higher education
1990/1991	100.0%	83.6%	54.7%	80.9%	32.3%
1995/1996	100.0%	84.5%	54.5%	80.2%	
2000/2011	99.8%	86.5%	62.2%	82.7%	25.4%
2011/2012	99.8%	87.6%	65.0%	82.9%	36.5%
2012/2013	99.8%	87.4%	64.8%	84%	37.5%

Source: Statistical Yearbook of Education 2011-2012, 2012-2013, Ministry of Human Resources, Budapest, 2012, 2013.

Table 2

Female teachers as percentage of total number of teachers, by education levels internationally, in 2009

	ISCED0	ISCED1	ISCED2	ISCED3
OECD average	96.9	81.5	67.7	56.0
EU21 average	96.9	85.6	69.1	59.1

Source: OECD Education at a Glance 2011

Goal 6: Quality of education

In the past decade special attention has been given to the quality and performance of education all over Europe, partly because the PISA results of the year 2000 raised attention to the issue of equity and the assessment of the performance of education systems. The quality of school education and the notion of quality have been widely discussed in education policy and performance indicators play an important role in evidence-based policy-making. Indicators related to the performance of the education system receive increasing attention in Hungary too, partly because the assessment of performance is especially important when resources are scarce and because they support international comparison.

In Hungary there is a centralized, comprehensive statistical data collection system on school education, which ensures the quality and reliability of data and aims to provide a detailed picture of the operation and elements of the school education system. This system contains elements guaranteed by either legal regulations or (in case of international assessments) by international conventions. It provides data on the participants of school education (schools, students, teachers) and on the main results of the operation of the system. In addition to using for statistical purposes, the data are also suitable for analysing progress and output indicators, entrance examination results and assessment results. In some fields, databases are suitable for analysing data at the level of individuals, which supports planning specific education policy interventions. In other fields, development is needed in order to make data suitable for analysing priority indicators in details and support policy making.

The Act on Public Education specifies the main tasks of sectoral quality assurance, including implementing national assessments, establishing national pedagogical inspection and the provision of pedagogical services, quality assurance of in-service teacher training and the external evaluation of teachers with the aim of improving quality. These tasks are regulated in lower level legal regulations in detail. The pedagogical inspection and the development of pedagogical services are new elements, which are also in accordance with the recently introduced career scheme of teachers. The career scheme of teachers includes the years spent in the teaching profession as well as the quality of teaching, which will be evaluated by external experts and school heads, focusing on areas to be improved.

The National Assessment of Basic Competences dates back to 2001. Since that, it has been organised annually in grades 6, 8 and 10, involving all pupils of these grades and assessing literacy and mathematical skills. It aims to check to what extent pupils are able to apply their knowledge for solving everyday problems. Since 2008, when individual student assessment code was introduced, it has been possible to compare a student's results to his/her earlier results and monitor progress. Individual students (or their parents) as well as schools are able to get a feedback on their performance. The performance of schools and groups of students are published and it provides information for schools, students, parents (of students studying or wishing to study at a school) and for the general public.

Results may be used for calculating mean scores as well as identifying skill levels. Findings show that the proportion of students performing at the various skill levels in a given grade has not changed in the past five years, i.e. the proportion of students not reaching a sufficient level (skill level 3 in grade 6 and 8, and skill level 4 in grade 10) has not decreased. Findings also show that differences according to school types and programme types are still significant, especially at upper secondary level (Figure 3). The performance of students in grade 10 of vocational schools is worrisome, since their average performance is significantly below the national average (Figure 1), and their results compared to their results of two years earlier have not improved. Results also enable the comparison of student

performance with social background, which is important because PISA results show that there is a strong correlation between the family background of pupils and their school performance in Hungary. It is one of the aims of Hungarian education policy to diminish it, hopefully supported by the recent establishment of a central maintainer for state schools. Social disadvantages are accompanied by regional disadvantages (Figure 2), decreasing which is also a task of central government, but in this case it is also related to sectors other than education. Unfortunately differences arising from social and regional disparities do not decrease as pupils progress through the education system and they are present in secondary school leaving results and higher education enrolment results, in spite of the fact that Hungary performs well as regards the proportion of graduates from upper secondary level: the proportion of those with an upper secondary qualification entitling them for entry to higher education is higher than the OECD average.

Specific scholarships may help to decrease disadvantages, and early entry to kindergarten also has a positive effect. Access of disadvantaged groups to quality education has been supported by legal regulations, targeted programmes and projects, partly through relying on the Cohesion Fund of the EU in the past decade. The programmes include scholarship programmes, curriculum development and compensative ones. There are also elements of national funding that support the teaching of disadvantaged groups. The education of Roma pupils is supported both by scholarships due to their disadvantaged status and through national minority programmes. There has been significant progress in inclusive education: at the beginning of the last decade the majority of pupils with special educational needs were educated in a segregated setting, in recent years their majority has been educated inclusively.

The proportion of qualified teachers is an important indicator of the quality of education. In this respect there is no shortage of teachers in Hungary but it is important to pay attention to the early signs of potential future shortages. Data show that Hungary is in a better situation than several European countries but for some schools it is difficult to hire teachers teaching certain subjects, e.g. science, and there is also a shortage of teacher trainees in some subjects. To respond to the problem, the Government established the Klebelsberg Scholarship in 2013 in order to ensure the supply of well-qualified, devoted teachers with practical experience. The aim of the scholarship scheme is to motivate university/college students (trainee teachers) to actually seek employment as teachers after graduation, to provide job opportunities for them, to ensure the supply of some subject teachers and to increase interest in certain subject areas, e.g. in ‘Man and Nature’. It provides a non-refundable grant for well-performing students.

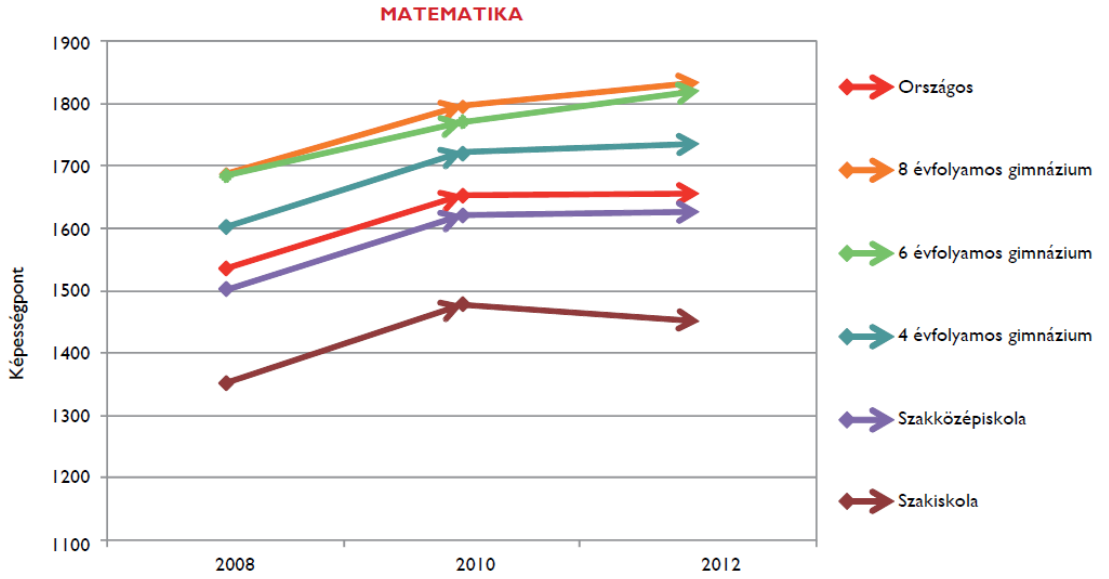
2.7% of subject teachers have no adequate qualification for teaching their subject, while this percentage is 3.4% among science subject teachers, and the proportion is the highest among teachers teaching some skills subject with low instruction time. (Sági-Kerényi, 2012)

The highest proportion of national funding in Hungary, similarly to other developed countries, covers staff costs. Costs per basic school pupils and kindergarten children in terms of per capita GDP are higher in Hungary that the OECD average. Because of demographic changes (decrease in population), the number of pupils per classroom and per teacher has decreased since 2000, and is seen as favourable because it is lower than the OECD average and the EU average.

There has been significant investment in infrastructure in Hungarian school education in the last few decades and consequently there are no significant infrastructure problems/shortages for example considering the number of students or groups of students per classroom or with regard to healthy drinking water and sanitation. The number of students per computer has significantly decreased since

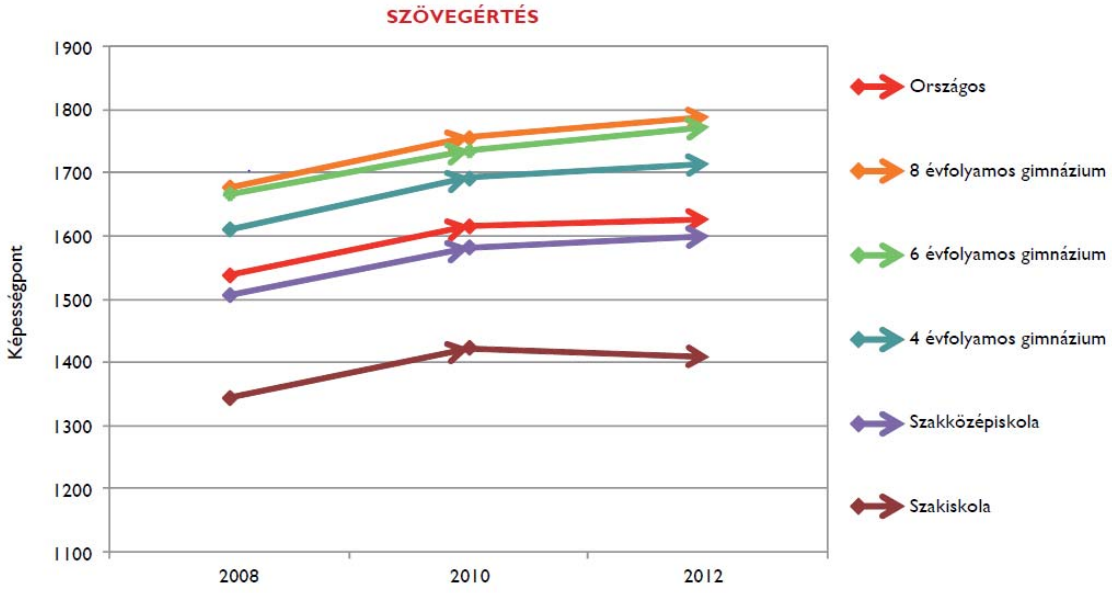
the early 2000s and recently there have been considerable investments in this respect, which resulted in improved qualitative and quantitative indicators. Currently there are 7-8 pupils to a computer in basic schools and the proportion is even lower in upper secondary schools.

Figure 1.



Mathematics:

- national average (red)
- 8-grade general secondary school (orange)
- 6-grade general secondary school (green)
- 4-grade general secondary school (turquoise)
- vocational secondary school (violet)
- vocational school (purple)



Literacy:

- national average (red)
- 8-grade general secondary school (orange)
- 6-grade general secondary school (green)
- 4-grade general secondary school (turquoise)
- vocational secondary school (violet)
- vocational school (purple)

Figure 2: Regional differences in the results of the National Assessment of Basic Competences

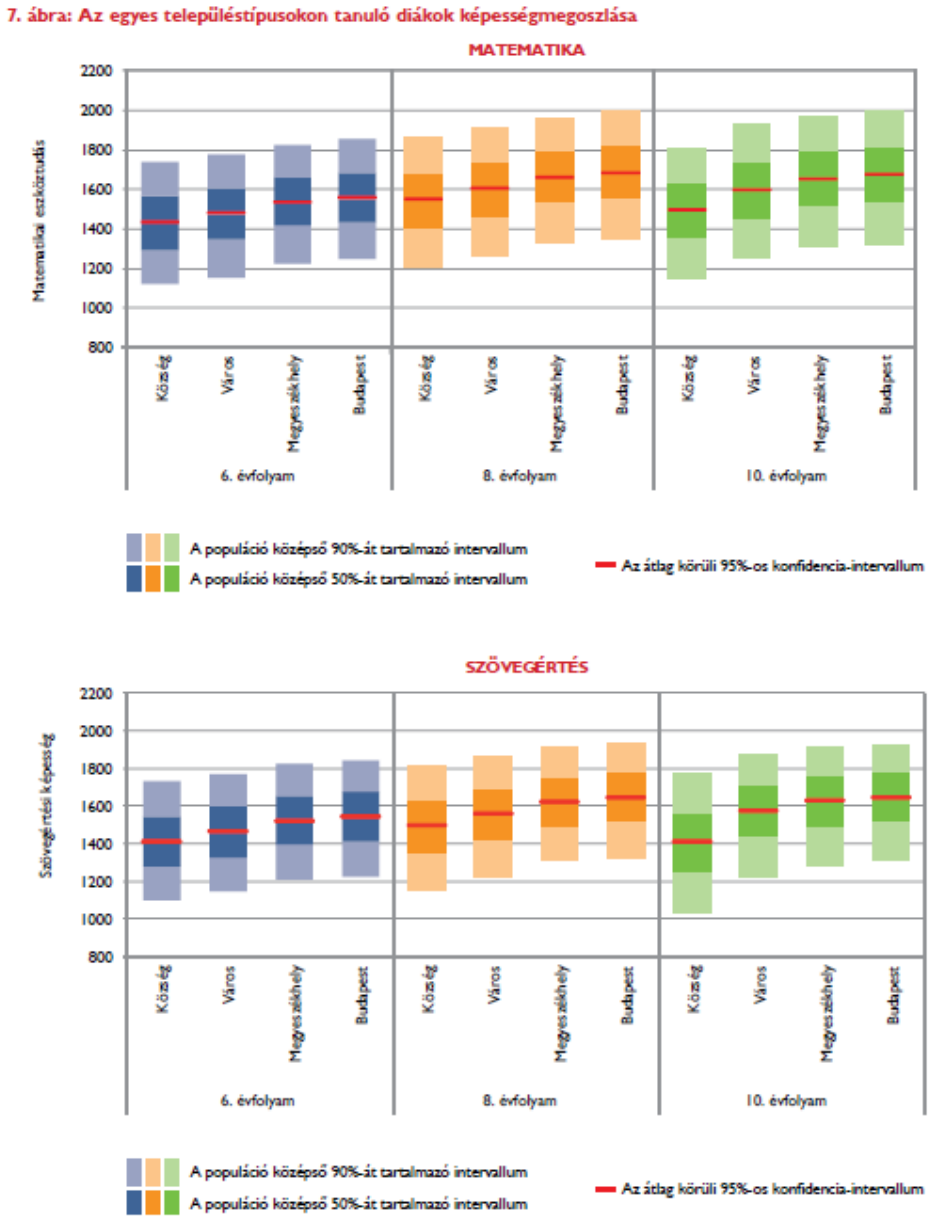
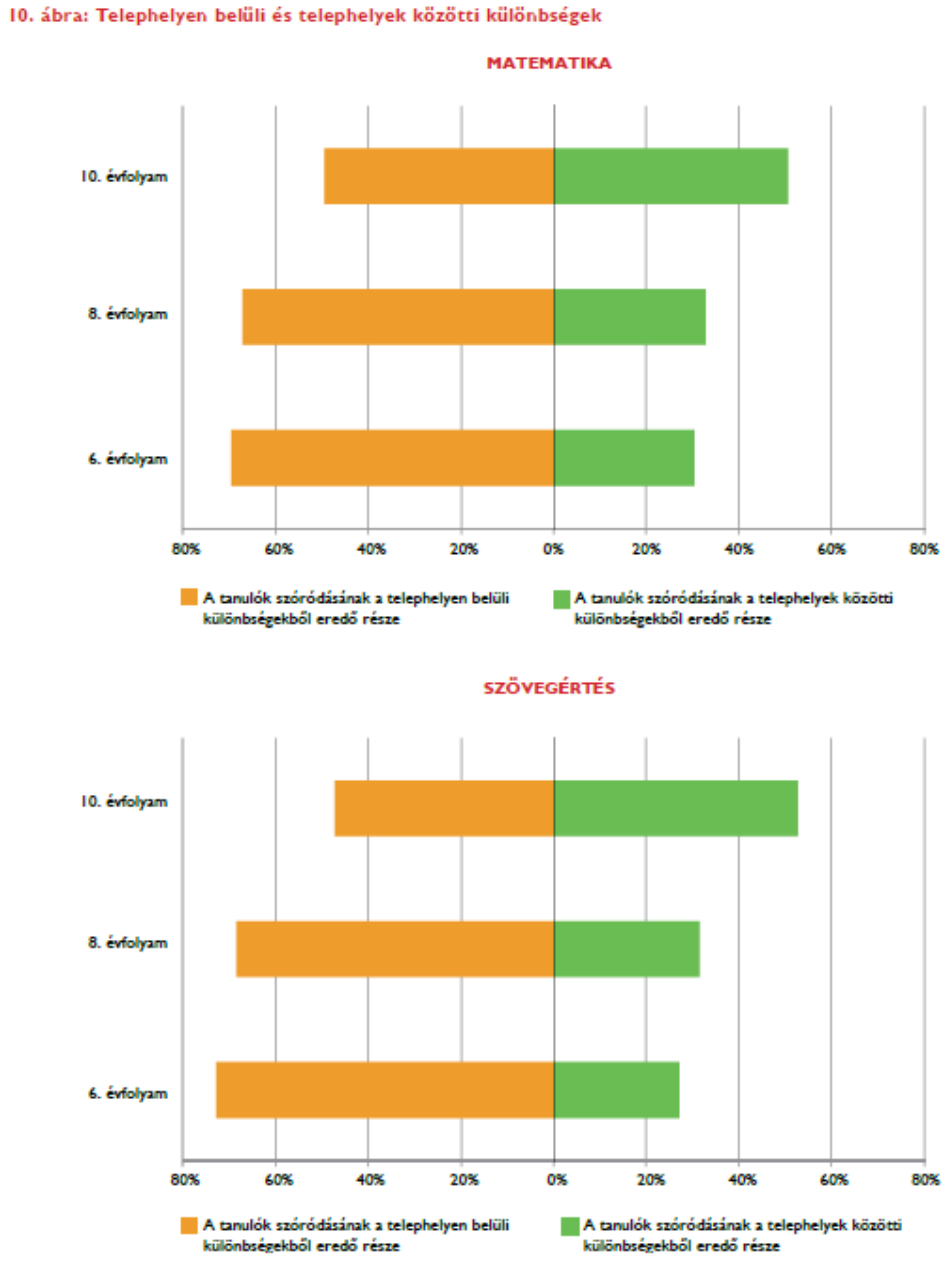


Figure 3: Differences between institutions in the results of the National Assessment of Basic Competences



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