



# Public Education in Hungary: Facts and Figures

2014/2015

Preface

Fundamental changes have taken place in the Hungarian education system in response to the growing inequity indicated by international indicators at all levels of education. In spite of modernization efforts, basic structural characteristics – mainly the high level of decentralisation - established by the 1993 Act on Public Education proved to be an obstacle to equity. The main problem was that municipalities had to maintain the schools for which the transfer from the central budget was insufficient, and many of the smaller municipalities could not contribute from their own resources. Inequalities grew and teacher salaries became uncompetitive compared to the income of other professionals.

Act CXC of 2011 on Public Education laid the framework for a centralized system of public education. The three main elements of the new act concerns organization and funding of education, a new remuneration and career scheme for teachers, and the establishment of a quality assurance system in the form of a network of school inspectors recruited from the teaching force active in schools.

This publication attempts to summarize basic statistical data on public education for those who want to have a first glimps of the state of the system of public education in Hungary.

The themes chosen reflect some of the major concerns of education policy makers in Hungary. The content and the format were chosen to give the reader an opportunity to have an insight into the the problems and considerations motivating recent policy moves and, at the same time, to provide basic statistics and point out trends – whether positive or negative – that appear to be public concern.

This is the second edition of Public Education in Hungary: Facts and Figures. As a result of serious investment in data development, we are now in a position to extract indicators from the numerous databases used for administrative purposes. One important aim of this publication is to improve information services using the databases of the Education Authority.

Contents

Chapter 1 Overview

- 1\_1 Demographic context and the education system
  - Demographic context
  - The Hungarian education system
- 1\_2 Funding of education
  - Flow of funds
  - Trends in public funding of education
- 1\_3 Participation in education
  - The student population
  - Grade repetition
  - Gender differences
- 1\_4 Institutions and students
  - Organization of institutions
  - Education providers
- 1\_5 Teachers
  - Total number of teachers in public education
  - Age and gender distribution
  - Teacher salaries
- 1\_6 Key competences
  - Low achievers and high achievers in basic education
  - What PISA results tell us?
- 1\_7 Outcomes of education
  - Change in the educational attainment of the adult population
  - Can we meet new labour market demands?

Chapter 2 Early childhood education and care

- 2\_1 System and funding
  - Institutions of early childhood education
  - New forms of early child development
  - Funding of early childhood education
- 2\_2 Children and pupils
  - Trends in kindergarten attendance
  - Kindergarten education
  - Daycare centres and family day care
- 2\_3 Institutions and staff
  - Kindergarten institutions
  - Daycare centres and family daycare units
  - Teaching and non-teaching staff

Chapter 3 Basic education

- 3\_1 System and funding
  - General information
  - Recent changes in the organization and funding of basic education
  - Funding of basic education
- 3\_2 Participation and progress
  - Trends in mainstream basic education

- Compulsory study time in class
  - Promotion to the next grade
  - Student welfare
- 3\_3 Institutions and teachers
  - Institutions
  - Teachers
- 3\_4 Educational support and counselling services
  - The organization of educational support and counselling services
  - Educational support services
  - Educational counselling services
- 3\_5 Basic music and art education
  - Origins of the Hungarian basic music education system
  - The basic music and art education system
  - The organization of institution of basic music and art education
  - Participants and teachers

Chapter 4 Upper secondary education

- 4\_1 System and funding
  - Institutions and providers
  - Funding of upper secondary education
- 4\_2 Access to upper secondary education
  - Availability of upper secondary schools
  - Application and admission procedures to upper secondary education
  - Trends in the preferences for upper secondary programmes
- 4\_3 Participation and progression
  - Full-time and part-time programmes
  - Commuters and students in student homes
  - Graduation from upper secondary education
- 4\_4 Equity issues
  - Inequalities of access to upper secondary programme types
  - Inequalities confirmed by programme type
  - Gender inequalities
  - Social environment of schools
- 4\_5 Teachers
  - Qualification of teachers
  - Mode of employment, sex and age of teachers in upper secondary education

Chapter 5 Vocational education and training

- 5\_1 Vocational education and training
  - The organization of initial vocational education
  - Institutions and organization of practical training
  - Participation by sector
- 5\_2 Vocational qualifications
  - Adjusting vocational education to labour market demands
  - Trends in ISCED 3 and ISCED 4 qualifications

List of tables

Chapter 1 Overview

Table 1.1	Change in the size of the relevant age cohorts (2005-2015)
Table 1.2	Pupils/students at different levels of the education system (2005-2014)
Table 1.3	Number of graduates (2009-2014)
Table 1.4	Total public expenditure on education (2005-2013)
Table 1.5	Total public expenditure on educational institutions as a percentage of the GDP in selected European countries (2005-2011)
Table 1.6	Total expenditure on educational institutions from pre-primary to post-secondary, as a percentage of the GDP in selected EU countries (2005-2012)
Table 1.7	Trends in participation in education (2001-2014)
Table 1.8	Percentage of the 15-20-year-old population in full-time education by programme type (2001 - 2014)
Table 1.9	Number of institutions, school sites, teachers, and students by type of provider (2014)
Table 1.10	Single profile and combined schools (2009, 2013, 2014)
Table 1.11	Teaching staff: number, sex and age of teachers (2009-2014)
Table 1.12	Compensation of teachers (2009-2013)
Table 1.13	Percentage of low and high achievers at the end of basic education (2009-2014)
Table 1.14	PISA results in the Visegrád countries and in Austria (2000-2012)
Table 1.15	Change in the educational attainment of the young population (2010 -2014)
Table 1.16	Educational attainment of the 18-24-year-old population (2009-2014)
Table 1.17	Labour market outcomes (2009-2014)
Table 1.18	Gross average monthly income of young people by educational attainment (HUF) (2013)

Chapter 2 Early childhood education and care

Table 2.1	Change in the number of 3-5-year-olds in the population (2001-2014)
Table 2.2	Number of institutions by type of provider (2009-2014)
Table 2.3	Investment per pupil by source of funds and by type of provider (HUF) (2013)
Table 2.4	Expenditure per pupil on public institutions by resource category at 2013 prices (HUF) (2005-2013)
Table 2.5	Age, number and grouping of kindergarten pupils (2009-2014)
Table 2.6	Children placed in daycare centres and family daycare units (2009-2014)
Table 2.7	Kindergarten institutions, groups and staff (2009-2014)
Table 2.8	Places and staff in daycare centres and family daycare units (2009-2014)

Chapter 3 Basic education

Table 3.1	Change in the number of the 6-16-year old population (2001-2014)
Table 3.2	Providers of basic education (2010-2014)
Table 3.3	Investment per student by source of funds and by type of provider (HUF) (2013)
Table 3.4	Expenditure per student on public institutions by service category at 2013 prices (HUF) (2005-2013)
Table 3.5	Number of students in basic education (2009-2014)
Table 3.6	Absenteeism and grade repetition (2009-2014)

Table 3.7	Percentage of students who were grade repeaters at least once in primary (general) school (2013)
Table 3.8	Compulsory study time in class in selected EU countries (2015)
Table 3.9	Institutions of basic education (2009-2014)
Table 3.10	Teachers in basic education (2009-2014)
Table 3.11	The institutions of educational support and counselling by type of service and by type of provider (2013, 2014)
Table 3.12	Number of children/students served and the number of professional staff (2009-2014)
Table 3.13	Institutions, students, and teachers in basic music and art education (2009-2014)

Chapter 4 Upper secondary education

Table 4.1	Number of upper secondary school sites by type of programme and by type of provider (2009-2014)
Table 4.2	Number of students in different upper secondary programme types and percentages by providers (2014)
Table 4.3	Composition of funds from public and private sources by type of provider (2013)
Table 4.4	Public expenditure per student by institutions at 2013 prices by service category (HUF) (2009-2013)
Table 4.5	Availability of upper secondary programmes (2009-2014)
Table 4.6	Change in student preferences for upper secondary programme types (2005-2014)
Table 4.7	Distribution of students admitted to different upper secondary programme types by the type of settlement of the student's primary (general) school (2014)
Table 4.8	New entrants enrolled in different upper secondary programme types (2009-2014)
Table 4.9	Participation in upper secondary education (2009-2014)
Table 4.10	Graduation from upper secondary education (2009-2014)
Table 4.11	Number of secondary graduates passing the Maturity examination and applicants to higher education (2009-2014)
Table 4.12	Percentage of students studying foreign languages by type of programme (2009-2014)
Table 4.13	Gender inequalities (2009-2014)
Table 4.14	Percentage of disadvantaged students by type of programme (2009-2014)
Table 4.15	Grade repetition by sex and by type of upper secondary programme (2009 -2014)
Table 4.16	Percentage of 10th-grade students who report that they were grade repeaters... (2013)
Table 4.17	Number, mode of employment, sex and age of teachers in upper secondary education (2009-2014)
Table 4.18	Percentage of teachers in permanent empoyment by type of qualification (2014)

Chapter 5 Vocational education and training

Table 5.1	Institutions offering vocational education by type of provider (2014)
Table 5.2	Participation of students in vocational education and training by level and sector (2009-2014)
Table 5.3	Organization of practical training (2009-2014)
Table 5.4	Number of graduates by level of qualification (2009-2014)

List of Figures

Chapter 1 Overview

Figure 1.1	Change in the size of the relevant age cohorts (2005-2015)
Figure 1.2	Structure of the Hungarian education system
Figure 1.3	Trends of public expenditure on educational institutions at 2013 prices by level of education (2005-2013)
Figure 1.4	Total public expenditure on education as a percentage of the GDP in selected EU countries (2005-2011)
Figure 1.5	Change in expenditure on institutions of public education (ISCED 0-4) as a percentage of the GDP in selected EU countries (2005-2012)
Figure 1.6	Change in the number of the 16-24-year-old population and their participation rate in full-time education (2005-2013)
Figure 1.7	Change in the ratio of part-time students in education (2001-2014)
Figure 1.8a	Percentage of grade repeaters by level of education and sex (2001-2013)
Figure 1.8b	Percentage of males among students in different upper secondary programme types and in tertiary education (2013)
Figure 1.9	Number of students in public, denominational and other private secondary schools (2014)
Figure 1.10	Number of single profile and combined institutions of public education (2009, 2013, 2014)
Figure 1.11	Gender distribution of teachers at different levels of public education (2014)
Figure 1.12	Average age of teachers at different levels of public education (2009-2014)
Figure 1.13	Average gross salary of teachers as a percentage of the gross salary of professionals with similar level of qualification (2013)
Figure 1.14	Percentage of low achievers on the National Assessment of Basic Competences in mathematics and reading comprehension (2009-2014)
Figure 1.15a	Percentage of high achievers on the PISA mathematics tests (2003-2012)
Figure 1.15b	Percentage of low achievers on the PISA mathematics tests (2003-2012)
Figure 1.16	Trends in the educational attainment of 20-24-year-olds by sex (2000-2013)
Figure 1.17	Employment rate (%) by educational attainment (2013, 2014)
Figure 1.18	Gross average monthly income of young people by educational attainment (HUF) (2013)

Chapter 2 Early childhood education and care

Figure 2.1	Percentage of 3-5-year-olds in the population by county (2013/14)
Figure 2.2	Share of different types of providers in pre-school education services (2009-2014)
Figure 2.3	Investment per pupil in kindergarten institutions by type of provider and by source of funds (2013)
Figure 2.4	Percentage of typical age cohorts attending kindergarten (2009-2014)
Figure 2.5	Age composition of the kindergarten population (2014)
Figure 2.6	Average age of kindergarten teachers and the percentage of teachers age 50 and above (2009-2014)
Figure 2.7	Number of daycare centres and family daycare units (2009-2014)

Chapter 3 Basic education

Figure 3.1	Composition of investment per student by source of funds and by type of provider (2013)
Figure 3.2	Expenditure per student on public institutions of primary (general) education at 2013 prices (2005=100)

Figure 3.3	Percentage of students with special education needs integrated in mainstream classes and taught in special classes (2009-2014)
Figure 3.4	Trends in absenteeism and truancy (2010-2014)
Figure 3.5	Compulsory study time in class in selected EU countries (2015)
Figure 3.6	Composition of the teaching force by qualification (2003-2014)
Figure 3.7	Percentage of full-time and part-time teachers in primary general schools (2014)
Figure 3.8	Percentage of teachers in different age cohorts in primary (general) schools (2003-2014)
Figure 3.9	Examination of school maturity (2009-2014)
Figure 3.10	Distribution of participants in speech therapy by age/grade level (2009-2014)
Figure 3.11	Percentage of students in public and private music and art education institutions by art form (2014)
Figure 3.12	Number of students in basic music and art education by art form (2014)
Figure 3.13	Percentage of teachers with relevant music/art academy diploma (2014)

Chapter 4 Upper secondary education

Figure 4.1	Composition of funds from public and private sources by type of provider (2013)
Figure 4.2	Index of change of public expenditure per student in upper secondary education at 2013 prices (2005=100)
Figure 4.3	Percentage of 14-17-year-olds who live in settlements with all 3 types of upper secondary programme and in settlements with none (2001, 2009 - 2012)
Figure 4.4	Percentage of students applying for a place in different upper secondary programme types as a first preference (2002-2014)
Figure 4.5	Percentage of students admitted to different programme types by the type of settlement of the student's basic school (2014)
Figure 4.6	Number of full-time students in different upper secondary programme types (2009-2014)
Figure 4.7	Change in the number of 18-year olds, upper secondary graduates, and the number of higher education applicants and those admitted (2001-2014)
Figure 4.8	Percentage of students studying foreign languages by type of programme (2014)
Figure 4.9	Percentage of females in different upper secondary programme types
Figure 4.10	Percentage of disadvantaged students by type of programme (2009-2014)
Figure 4.11	Percentage of 10th-grade students by programme type reporting that they had been grade repeaters at least once (2013)
Figure 4.12	Percentage of teachers of general and of vocational studies by mode of employment (2014)
Figure 4.13	Age distribution of teachers by upper-secondary programme type (2014)
Figure 4.14	Percentage of teachers above 50 years of age (2009-2014)

Chapter 5 Vocational education and training

Figure 5.1	Percentage of students in vocational training by sector (2009-2014)
Figure 5.2	Organization of practical training in vocational education (2009-2014)
Figure 5.3	Second or further qualifications as a percentage of the total number of qualifications obtained (2009-2014)
Figure 5.4	Percentage of students below 20 years of age obtaining a vocational qualification (2009-2014)

## 1\_1 Demographic context and the education system

### Demographic context

Due to low birthrate, the number of children entering primary education fell by 23 per cent between 1990 and 2014. The numbers of the relevant age cohorts indicating future demands for pre-primary, primary and secondary education are changing accordingly. Yet, demands for upper secondary and tertiary education are influenced not only by demographic changes, but also by social expectations concerning educational attainment and labour market demands. Motivated by the changing labour market requirements, there has been a rising demand for upper secondary and tertiary education throughout the 1990-ies and the first decade of the new millennium. This trend reached a peak in 2010, when 97 per cent of 17-year-olds were still in full-time education. This was partly due to the fact that mandatory school attendance was extended from age 16 to 18. However, participation rate fell to the 2001 level (81 per cent) by 2014, after mandatory school leaving age was lowered again to 16 years.

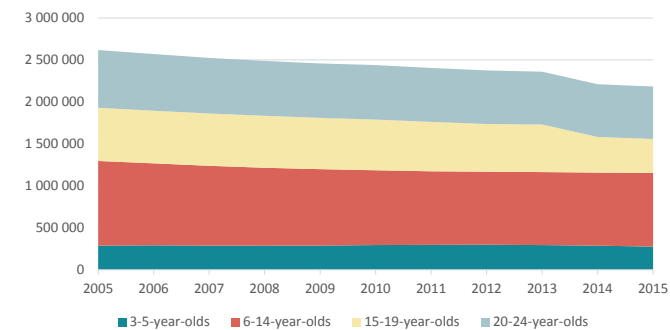
### The Hungarian education system

Pre-school education is provided in kindergartens for children between 3 and 6 years of age. On completion of 6 years, children enter the 8-grade single structure primary (general) school (basic school) on 1 September. The primary (general) school comprises the primary or ISCED 1 level (Grade 1-4) and the lower secondary or ISCED 2 level (Grade 5-8). For children who cannot be integrated in mainstream programmes because of specific or multiple disabilities special education programmes and – for some types of disabilities – special institutions are available.

On completion of basic education in the primary (general) school, students can choose between three main types of upper secondary education. The secondary general school (gimnázium) prepares for the secondary school leaving examination (érettségi). The secondary vocational school (szakközépiskola) prepares for the secondary school leaving examination and also for post-secondary non tertiary vocational education leading to an ISCED 4 level vocational qualification. The vocational school prepares for an ISCED 3 level vocational qualification but not for further education. At the secondary level, special vocational schools provide labour market oriented programmes for those who cannot be integrated in mainstream upper secondary programmes.

After upper secondary schooling a large proportion of students continue in tertiary education or in post-secondary vocational education.

Figure 1.1 Change in the size of the relevant age cohorts



The institutions of tertiary education are universities and colleges. Beside degree programmes, colleges and universities offer higher level vocational training programmes leading to an ISCED 5 level higher vocational certificate yet not a first cycle tertiary diploma. Postgraduate specialization courses with an entry requirement of Ba/BSc or master level provide a further qualification but do not award a higher level degree.

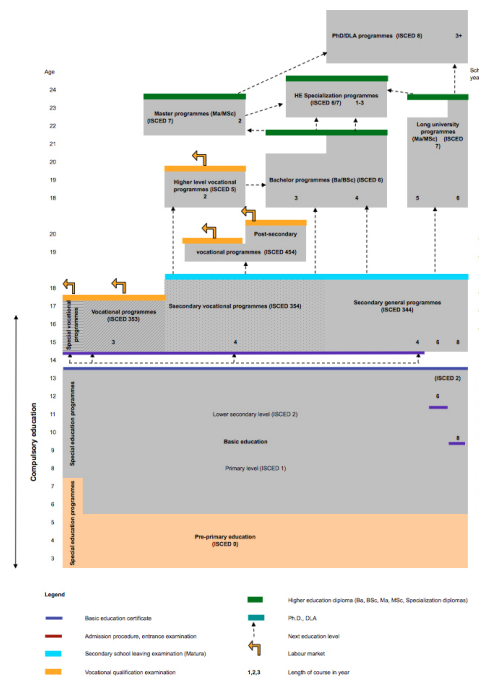
Adults may enrol in the part-time programmes of public education to upgrade their educational attainment. These programmes prepare for the secondary school leaving examination and also for vocational qualification examinations. In higher education, part-time studies are possible in some study fields but not in all. Postgraduate specialization programmes are typically organized as part-time programmes.

After upper secondary schooling a large proportion of students continue in tertiary education or in post-secondary vocational education.

The institutions of tertiary education are universities and colleges. Beside degree programmes, colleges and universities offer higher level vocational training programmes leading to an ISCED 5 level higher vocational certificate yet not a first cycle tertiary diploma. Postgraduate specialization courses with an entry requirement of Ba/BSc or master level provide a further qualification but do not award a higher degree level.

Adults may enrol in the part-time programmes of public education to upgrade their educational attainment. These programmes prepare for the secondary school leaving examination and also for vocational qualification examinations. In higher education, part-time studies are possible in some study fields but not in all. Postgraduate specialization programmes are typically organized as part-time programmes.

Figure 1.2 Structure of the Hungarian education system



Source: Central Statistical Office STADAT 2015, Table 1.3

Table 1.1 Change in the size of the relevant age cohorts (2005-2015)

	2005	2010	2011	2012	2013	2014	2015
3-5-year-olds (x1000)	288 005	293 888	296 414	298 006	293 835	286 699	275 794
6-14-year-olds (x1000)	1 008 102	891 768	876 720	870 497	870 059	870 995	877 890
15-19-year-olds (x1000)	634 328	603 793	589 001	568 221	567 039	425 008	404 891
20-24-year-olds (x1000)	687 696	649 624	642 678	639 074	629 365	628 054	625 011

Table 1.2 Pupils/students at different levels of the education system (2005-2014)

	2005	2010	2011	2012	2013	2014
<b>A.Total number of pupils/students</b>	<b>2 278 800</b>	<b>2 120 883</b>	<b>2 102 930</b>	<b>2 049 730</b>	<b>1 985 790</b>	<b>1 926 537</b>
of which in						
Kindergarten	326 605	338 162	341 190	340 204	330 184	321 489
Basic education	861 858	758 566	749 865	745 058	750 333	751 034
Upper secondary and post-secondary education	666 176	662 808	652 051	626 001	585 149	547 490
Tertiary education	424 161	361 347	359 824	338 467	320 124	306 524

<b>Number of full-time students</b>	<b>1 989 579</b>	<b>1 913 759</b>	<b>1 897 856</b>	<b>1 857 230</b>	<b>1 803 955</b>	<b>1 795 260</b>
Basic education	859 315	756 569	747 601	742 931	747 746	748 486
Upper secondary and post-secondary education	572 177	578 301	567 451	540 417	502 421	471 022
Tertiary education	231 482	240 727	241 614	233 678	223 604	217 248

<b>B. Percentage of female students</b>						
Basic education	48.1	48.1	48.1	48.2	48.2	48.3
Upper secondary and post-secondary education	50.4	49.8	49.9	50.5	50.4	50.1
of which in						
vocational school*	38.6	38.2	39.1	41.0	40.9	40.0
secondary general school	57.9	56.9	56.7	56.3	55.9	55.5
secondary vocational school	49.7	49.8	49.9	50.5	50.3	49.7
Tertiary education	58.2	55.2	54.9	54.6	54.8	...

<b>C. Percentage of part-time students</b>						
<b>Total</b>	<b>12.7</b>	<b>9.8</b>	<b>9.8</b>	<b>9.4</b>	<b>9.2</b>	<b>6.1</b>
Basic education	0.3	0.3	0.3	0.3	0.3	0.3
Upper secondary and post-secondary education	14.1	12.7	13.0	13.7	14.1	14.0
Tertiary education	45.4	33.4	32.9	31.0	30.2	29.1

Table 1.3 Number of graduates (2009-2014)

	2005	2010	2011	2012	2013	2014
<b>Number of students obtaining qualifications (x1000)</b>						
Secondary school leaving (Maturity) examination	88.5	87.2	85.9	83.4	76.7	77.3
Vocational qualification (ISCED 3 level)		22.2	22.4	31.2	25.7	25.5
Vocational qualification (ISCED 4 level)	34.6	26.0	27.4	27.5	26.4	23.2
Higher vocational qualification (ISCED 5 level)	5.2	8.5	10.4	11.2	9.9	6.7
Tertiary graduates (Levels ISCED 6-7)	57.2	53.4	49.6	50.7	51.7	54.0

Source: Central Statistical Office STADAT 2015, Table 2.6.2, Statistical yearbook of education Table 1.6



## 1\_2 Funding of education

## Flow of funds

The central budget is the main source of funds for all levels of education. However, these funds are transferred to institutions in different ways at the different levels of education.

Municipalities are responsible for organizing early childhood education. Funds from the central budget are transferred to municipalities on the basis of the number of kindergarten age children in the settlement, which they complement from their own resources.

Until 2013, municipalities bore primary responsibility for the funding of primary and secondary education. Funds from the central budget were transferred to municipalities on a per capita basis as a block grant. Budget planning and organization of education were within the competence of the municipality. They complemented central funds from their own resources at their own discretion. This, however, created large inequalities in the conditions of schooling between regions and between large and small, rich and poor settlements.

The educational government took over school maintaining responsibilities from the municipalities in 2013 and centralized public education. As of 2013, government funds were transferred to a single state owned school maintaining authority, the Klebelsberg School Maintaining Centre. The 198 district branches of the Centre became local school maintaining units responsible for the organization of public education at the primary and secondary level and operate as local school authorities of public schools with respect to budget planning and contracting teachers. Maintenance costs of the school buildings that had been traditionally born by the settlements remained their responsibility after 2013 with the exception of small settlements that had no financial responsibility for maintaining their school building. For the majority of schools, which were financed from two sources (state and local government), the situation proved unmanageable.

In 2016, the government decided to reorganize the overcentralized system. Decision was taken to reduce the number of school maintaining authorities and make them independent budget entities. At the same time, these new local school authorities take over all responsibilities for organization of the school system within their district, budget planning and maintenance of schools. School principals will have more autonomy in matters of human resources.

Churches and denominations provide educational services according to bilateral government agreements. The agreement entitles them to the same funding as public institutions. Further to that, the churches and denominations receive funds directly, which they can use autonomously. Other private entities maintaining educational institutions receive state funds on contract with the Ministry. Unlike denominational institutions, they may also charge tuition fee.

Higher education institutions are funded directly by the Ministry of Human Resources. The funding formula is defined on the basis of the specific services of the universities and colleges and the funds from the central budget are transferred directly to higher education institutions.

In higher education, tuition fees are to be paid. Tuition fee is advanced by the state for students who accept the conditions of eventual repayment specified in a contract obliging them to work in Hungary for a period equivalent to the number of study years. Schools and higher education institutions can have income from services other than education (e.g. from rents or contract research). Financial or in kind support of firms and foundations (like donation of equipment or vocational training of students) as well as EU development funds may complement funds from the central budget. These additional funds are, however, marginal compared to the funds from the state budget with the exception of private institutions.

## Trends in the public funding of education

The overall public spending on education began to decrease nominally in 2011. Corrected with the consumer price index, however, the decline in public spending started much earlier. At 2013 prices, the total public expenditure on education, all level combined, was not more than 66 per cent worth of the 2005 education expenditure. Controlled for the decrease in the number of pupils and students in the given period there is still a 10 percent reduction in real terms (see table 3.4.)

The economic crisis affected the education budget in Hungary as well as in many other countries. However, the fragmented Hungarian education system appeared less resilient to the overall budget constraints than her counterparts in other countries in the region. The investment in education declined faster than the GDP: between 2005 and 2013, the public investment in education dropped from 5.3 per cent to 3.9 per cent of the GDP. Total public expenditure on education in Hungary as a percentage of total public expenditure for all services was one of the lowest among OECD countries (Education at a Glance, 2015).

\*including additional and for profit activities in public education institutions

<sup>1</sup>corrected by the consumer price index (CPI)

<sup>2</sup>Other education Includes basic music and art education, sports, extracurricular activities and non-formal adult education

<sup>3</sup>Other education related expenditure includes educational support and counselling to students, financial support of vocational and adult education, and other services to educational administration, and ancillary services to students

Source: 2014 Statistical yearbook of public education. Ministry of Human Resources 2015., Central Statistical Office for CPI

Data source: Eurostat

Source: Central Statistical Office, [https://www.ksh.hu/docs/hun/eurostat\\_tablak/tabl/tdsc510.html](https://www.ksh.hu/docs/hun/eurostat_tablak/tabl/tdsc510.html)

\*\*public expenditure only

Source: Education at a Glance 2015. Table B2.2

Figure 1.3 Trends of public expenditure on educational institutions at 2013 prices by level of education (2005-2013)

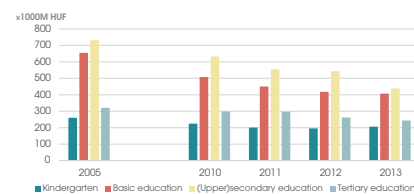


Figure 1.4 Total public expenditure on education as a percentage of the GDP in selected EU countries (2005-2011)

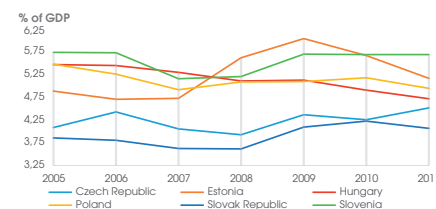


Figure 1.5 Change in expenditure on institutions of public education (ISCED 0-4) as a percentage of the GDP in selected EU countries (2005-2012)

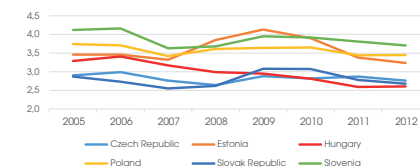


Table 1.4 Total public expenditure on education (2005-2013)

	2005	2009	2010	2011	2012
<b>A. Total public expenditure on education all levels combined</b>					
Total public expenditure at current prices (million HUF)	1 170 113	1 262 749	1 211 562	1 153 755	1 142 329
Total public expenditure at 2013 prices <sup>1</sup> (million HUF)	1 732 110	1 454 732	1 330 566	1 219 519	1 142 329
Public expenditure as a percentage of the GDP	5.3	4.8	4.3	4.1	3.9
Public expenditure on education as a percentage of total public expenditure	10.4	9.3	8.3	8.2	...
Per cent change of public expenditure on education at 2013 prices (2005=100) <sup>1</sup>	100.0	84.0	76.8	70.4	64.8

<b>B. Public expenditure on education by levels of education at current prices (million HUF) (2005-2013)</b>					
Kindergarten	175 570	195 249	182 743	185 711	206 182
Basic education	442 530	440 398	410 409	395 959	406 979
(Upper) secondary education	235 291	254 311	239 395	224 632	179 495
Tertiary education	216 554	259 156	270 646	247 517	243 645
Other education <sup>2</sup>	50 620	39 571	35 456	34 014	37 218
Other education related expenditure <sup>3</sup>	49 548*	74 065	72 914	65 922	68 809

<b>C. Public expenditure on education by level of education at 2013 prices (million HUF) (2005-2013)<sup>1</sup></b>					
Kindergarten	259 955	224 934	200 692	196 296	206 182
Basic education	655 226	507 354	450 721	418 529	406 979
(Upper)secondary education	731206	632 691	554 766	543 561	438 706
Tertiary education	320 638	298 557	297 229	261 626	243 645
Other education <sup>2</sup>	74 950	45 588	38 938	35 952	37 218
Other education related expenditure <sup>3</sup>	72 083*	85 326	80 076	69 680	68 809

<b>D. Public expenditure as a percentage of the GDP by levels of education</b>					
All education	5.3	4.7	4.3	4.1	3.9
Kindergarten	0.8	0.7	0.7	0.7	0.7
Basic education	2.0	1.7	1.5	1.4	1.4
(Upper)secondary education	1.1	1.0	0.9	0.8	0.6
Tertiary education	1.0	1.0	1.0	0.9	0.8
Other education and education related expenditure <sup>3</sup>	0.5	0.4	0.4	0.4	0.4

Table 1.5 Total public expenditure on educational institutions as a percentage of the GDP in selected European countries (2005-2011)

	2005	2008	2009	2010	2011
<b>Total public expenditure on education as a percentage of the GDP in selected EU countries (2005-2011)</b>					
Czech Republic	4.08	3.92	4.36	4.25	4.51
Estonia	4.88	5.61	6.03	5.66	5.16
Hungary	5.46	5.10	5.12	4.90	4.71
Poland	5.47	5.08	5.09	5.17	4.94
Slovak Republic	3.85	3.61	4.09	4.22	4.06
Slovenia	5.73	5.20	5.69	5.68	5.68

Table 1.6 Total expenditure on educational institutions from pre-primary to post-secondary, as a percentage of the GDP in selected EU countries (2005-2012)

	2005	2008	2010	2011	2012
Czech Republic	2.8	2.5	2.7	2.7	2.8
Estonia	3.4	3.8	3.8	3.3	3.2
Hungary**	3.2	2.9	2.8	2.6	2.6
Poland	3.7	3.6	3.6	3.4	3.4
Slovakia	2.8	2.6	3.0	2.7	2.7
Slovenia	4.1	3.6	3.8	3.7	3.7

## 1\_3 Participation in education

### The student population

Between 2005 and 2014, the total number of pupils and students fell by 350000, or more than 15per cent. The numbers fell at all levels of education. At the same time, the percentage of part-time students fell as well, most markedly in tertiary education (see Table 1.2).

The main factor of decrease has been the shrinking school age population. This, to some extent was balanced by the extension of mandatory school age to 18 years until 2010. In 2011, when the mandatory school leaving age was lowered again to 16 years, the participation rate of the 16-19-year-old age cohorts in full-time education dropped thus accelerating the decrease of the student population. However this decline might be off-set by making kindergarten mandatory from the 2015/16 school year.

The cost of studies and the financial support available in the form of scholarships, cheap loans and ancillary services like free health insurance, special transportation tariff and student hostels influence decisions on further education. The incentives for obtaining post-secondary or tertiary qualifications are high, because the labour market prospects for young people without upper secondary education are very bad. In recent years, however, the conditions of financing studies from public funds have become more restrictive and conditional on progress and graduation within a given period of time. Vocational studies are free until the student obtains the first qualification, but studies for further qualifications have to be paid for. These changes have had an impact on the choice of studies and particularly on studies for second and further qualifications. Thus the number of part-time students has dropped significantly in recent years.

Figure 1.6 Change in the number of the 16-24-year-old population and their participation rate in full-time education (2005-2013)

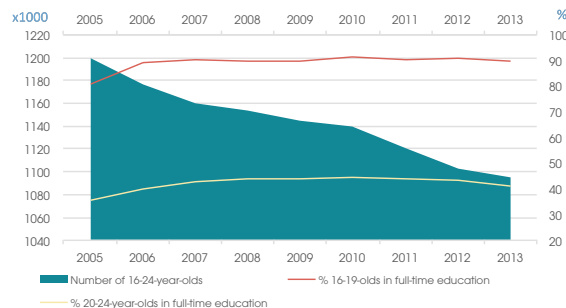
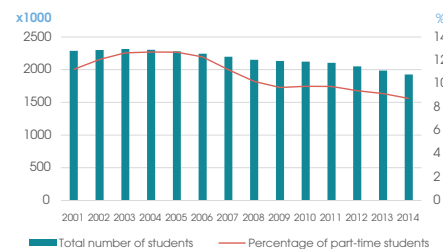


Figure 1.7 Change in the ratio of part-time students in education (2001-2014)



### Grade repetition

Grade repetition means that a student uses public educational resources for a longer time. Further, it is a failure, which, if it happens more than once in a student's educational career, often leads to leaving the education system without an upper secondary qualification. Every year, 1 to 5 per cent of the students at each level of public education becomes a grade repeater. Analysis of the student background data accompanying the annual competence survey showed that at least 7 per cent of boys and 5 per cent of girls in Grade 8 had been grade repeaters at least once during the years of basic education (Fig. 1.18a). Grade repetition inflates the number of the student population. Lowering the age of compulsory school attendance from 18 to 16 years in 2011 has contributed to the decrease in the percentage of students in full-time education beyond 16.

### Gender differences

Girls have a slight advantage over boys in their education career. They are less likely to become grade repeaters, they are overrepresented in programme types that lead to further education and they are more likely to graduate from tertiary education. Gender differences in dispositions, physical and intellectual development and interests are not observed and not compensated in any way in the school system. This, together with the lack of gender balance in the teaching staff appears to be a handicap for male students throughout the education system. By contrast, women have a disadvantage on the labour market, e.g. in the case of higher education graduates, the average earning of 35-45-year-old females is lower by 40 percent than that of men (Education at a Glance, 2015).

Figure 1.8a Percentage of grade repeaters by level of education and sex (2001-2013)

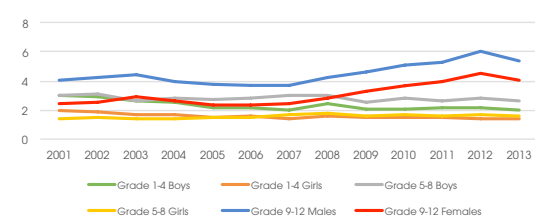
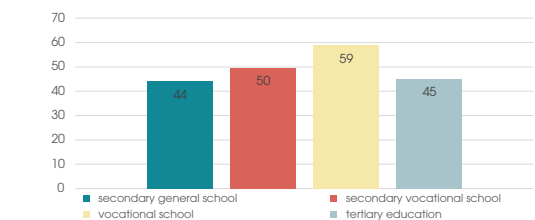


Figure 1.8b Percentage of males among students in different upper secondary programme types and in tertiary education (2013)



Source: Statistical yearbook of education 2013

Table 1.7 Trends in participation in education (2001 - 2014)

	2001	2005	2010	2012	2013	2014
<b>A. Total number of students</b>	<b>2 287 741</b>	<b>2 278 800</b>	<b>2 120 883</b>	<b>2 049 730</b>	<b>1 985 790</b>	<b>1 926 537</b>
of which						
<b>Percentage of part-time students</b>	11.2	12.7	9.8	9.4	9.2	8.7

<b>B. Percentage of the 16-19-year-old population in full-time education</b>						
<b>Total</b>	<b>77.9</b>	<b>80.8</b>	<b>90.8</b>	<b>91</b>	<b>89.8</b>	<b>...</b>
Male	78.1	80.6	90.8	91.1	89.5	...
Female	77.7	80.9	90.9	90.9	90.2	...
<b>C. Percentage of the 20-24-year-old population in full-time education</b>						
<b>Total</b>	<b>24.6</b>	<b>35.6</b>	<b>44.4</b>	<b>43.2</b>	<b>41.1</b>	<b>...</b>
Male	23	35.4	42.7	42.7	40	...
Female	26.2	35.9	46	43.6	42.1	...

Table 1.8 Percentage of the 15-20-year-old population in full-time education by programme type (2001 - 2014)

		2001	2005	2010	2013	2014
15-year-olds	Total	97.3	98.4	99.4	97.9	94.5
	Primary (general) education	12.5	12.1	13.0	12.5	12.0
	Secondary general education	31.2	33.9	35.5	36.8	36.0
	Secondary vocational education	34.7	34.3	34.8	31.7	30.6
	Vocational school	19.0	18.1	16.2	16.9	16.0
16-year-olds	Total	88.8	95.3	99.8	93.8	89.2
	Primary (general) education	3.5	3.6	4.2	3.0	2.5
	Secondary general education	29.3	33.6	35.1	35.9	35.5
	Secondary vocational education	33.5	35.0	36.3	32.9	30.8
	Vocational school	22.6	23.1	24.2	22.1	20.4
17-year-olds	Total	83.7	90.3	97.2	90.5	81.6
	Primary (general) education	0.7	0.7	1.5	0.6	0.5
	Secondary general education	28.0	31.8	34.8	35.0	32.6
	Secondary vocational education	31.6	34.1	34.8	31.9	28.7
	Vocational school	23.2	23.6	26.0	22.7	19.3
18-year-olds	Tertiary	0.1	0.1	0.2	0.3	0.4
	Total	67.1	76.9	85.8	79.0	72.7
	Primary (general) education	0.2	0.1	0.4	0.1	0.1
	Secondary general education	13.8	18.6	25.7	26.1	25.6
	Secondary/post-secondary vocational education	27.9	30.6	31.5	30.3	27.3
19-year-olds	Vocational school	15.4	17.6	21.6	17.6	14.9
	Tertiary	9.9	10.0	6.7	4.9	4.8
	Total	49.3	60.5	71.4	63.6	60.6
	Primary (general) education	0.1	0.0	0.1	0.1	0.0
	Secondary general education	1.8	2.6	7.1	7.6	8.0
20-year-olds	Secondary/post-secondary vocational education	19.3	22.2	25.1	24.0	23.6
	Vocational school	6.8	9.1	14.4	11.0	9.4
	Tertiary	21.3	26.6	24.7	21.0	19.5
	Total	36.8	52.8	53.4	49.0	48.5
	Secondary general education	0.2	0.5	0.7	0.8	0.8
20-year-olds	Secondary/post-secondary vocational education	9.9	12.7	16.2	15.5	15.0
	Vocational school	3.1	4.6	7.0	6.4	5.4
	Tertiary	23.6	35.0	29.5	26.3	27.3

Data source: Central Statistical Office, population database, Annual survey of institutions

Source: A közoktatás indikátorrendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table D.2.1, D.2.2. Statisztikai tükröz. Oktatási adatok, 2014/2015. KSH, 2015. Statistical yearbook of (public) education Table III.11

## 1\_4 Institutions and students

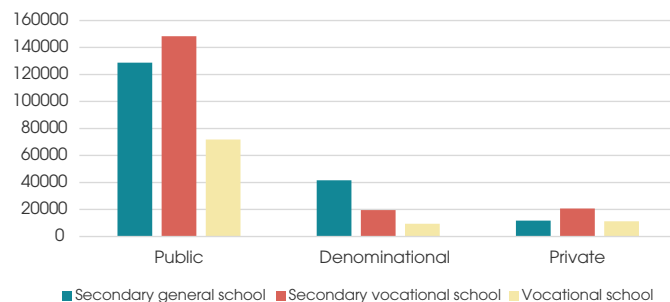
### Organization of institutions

In 1990, Act LXV on Local Governments gave schools in the property of municipalities and, at the same time, made them responsible for maintaining the schools and providing educational services. State funds were transferred to the municipalities on the basis of the number of children and students provided for. With Between 1990 and 2014, however, the number of the school age population (age 6-18) fell by 35 per cent. As a consequence, the municipalities, especially the smaller ones, were forced to merge schools.

There have been two types of mergers. The first type is the merger of different school types into one combined school. Typical mergers of this kind were schools with vocational school and vocational secondary schools programmes, and secondary schools with general and secondary vocational programmes. But there were educational establishments offering education from kindergarten to upper secondary education as well. These latter were separated because the kindergarten and basic school became dependent on different maintaining authorities.

The 2011 Act on Public Education launched a reverse trend. While kindergarten education remained the competence of municipalities, basic education and secondary general education came to be organized at the district level by the central school maintaining agency (Klebelberg School Maintaining Centre) of the Ministry of Human Resources. Vocational education was organized at the county level and, from 2015, the Ministry responsible for economy and labour affairs took over the school maintaining functions of vocational schools and vocational secondary schools.

Figure 1.9 Number of students in public, denominational, and other private secondary schools (2014)



A second type of mergers became dominant in the first decade of the new millennium. Several institutions of the same type were merged into one administrative unit with several school sites. This is shown in the decrease of the number of institutions, whereas the number of school sites where a certain type of programme is offered has not changed much.

### Education providers

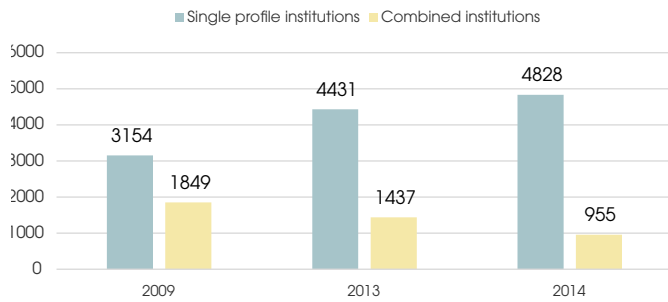
The state was the exclusive education provider before 1989, with the exception of 10 educational institutions maintained by the four acknowledged denominations on contract with the state.

Since 1990, maintaining educational institutions is a constitutional right of all private entities, while providing education for all is a state obligation. The state supports private institutions in so far as they participate in the provision of formal education according to the laws and regulations concerning education.

Participation of the private sector in pre-school and primary education is relatively low. About 9 per cent of kindergarten pupils and 15 per cent of basic school students attend denominational or other private institutions. Private education providers are most active at the upper secondary level: denominations maintain mostly secondary general schools while other private providers have a greater share in vocational education. About 10 per cent of tertiary students attend private higher education institutions.

The greatest public maintainer is the state represented by the Klebelberg School Maintaining Centre providing for 85 per cent of basic school students and between 70 and 80 per cent of students in upper secondary education. Over 90 per cent of kindergarten pupils are provided for by the municipalities.

Figure 1.10 Number of single profile and combined institutions of public education (2009, 2013, 2014)



\*excluding teachers on temporary contract  
Source: Statistical yearbook of public education 2014, CSO  
Statistikai tükör 2014

Data source: Annual survey of institutions

Table 1.9 Number of institutions, school sites, teachers, and students by type of provider (2014)

	State	Municipality / county	Church / denomination	Other private provider	Total
<b>A. Number of institutions</b>					
Kindergarten	84	2 243	240	262	2 829
Primary (general) school	1 836	30	336	101	2 303
Vocational school	277	3	48	100	428
Special vocational school	105	0	5	6	116
Secondary general school	335	9	153	117	614
Secondary vocational school	423	1	86	154	664
College, university	30	0	25	12	67

<b>B. Number of school sites</b>					
Kindergarten	96	3 855	306	287	4 544
Primary (general) school	2 979	35	467	140	3 621
Vocational school	367	7	77	232	683
Special vocational school	141	0	5	9	155
Secondary general school	360	9	182	331	882
Secondary vocational school	535	1	111	294	941

<b>C. Number of teachers by type of provider*</b>					
Kindergarten	556	27 574	2 019	1 085	31 234
Primary (general) school	63 242	1 616	9 322	1 524	75 704
Vocational school	6 344	24	831	925	8 124
Special vocational school	1 028	0	13	62	1 103
Secondary general school	11 173	165	4 038	2 508	17 884
Secondary vocational school	14 706	9	1 696	2 202	18 613
College, university	17 472	0	2 119	1 489	21 137

<b>D. Number of full-time students</b>					
Kindergarten	3 037	287 434	21 615	9 403	321 489
Primary (general) school	632 323	5 125	97 904	13 134	748 486
Vocational school	71 747	105	9 419	11 265	92 536
Special vocational school	6 949	0	120	427	7 496
Secondary general school	127 328	1 478	41 573	11 849	182 228
Secondary vocational school	148 350	11	19 651	20 750	188 762
College, university	194 522	0	13 165	9 561	217 248

Table 1.10. Single profile and combined schools (2009, 2013, 2014)

	2009			2013			2014		
	Total	Single profile institutions	Combined institutions	Total	Single profile institutions	Combined institutions	Total	Single profile institutions	Combined institutions
Number of single profile and combined schools/institutions	<b>5 003</b>	3 154	1 849	<b>5 868</b>	4 431	1 437	<b>5 783</b>	4 828	955
Number of kindergarten/ school sites in single profile and combined schools	<b>12 451</b>	4 903	7 548	<b>16 295</b>	8 765	7 530	<b>11 969</b>	8 092	3 877
Number of full-time students (x1000)	<b>1 827.1</b>	742.7	1 084.5	<b>1 709.5</b>	917.4	792.1	<b>1 541.0</b>	1 072.6	468.4
Percentage of full-time students	<b>100.0</b>	40.6	59.4	<b>100.0</b>	53.7	46.3	<b>100.0</b>	69.6	30.4
Average number of students per institution	<b>381.0</b>	245.1	612.7	<b>305.9</b>	213.9	589.5	<b>266.5</b>	222.2	490.5
Average number of pupils/ students per kindergarten/ school site	<b>153.1</b>	157.7	150.1	<b>110.1</b>	108.1	112.5	<b>128.7</b>	132.5	120.8

## 1\_5 Teachers

### Total number of teachers in public education

At the ISCED 0-4 level, the total number of teachers (calculated as full-time equivalents) in actually grew by one per cent between 2009 and 2014, whereas the size of the student population fell by 9 per cent. At the same time, there is a teacher shortage as well: in 2013, more than 2000 teachers were missing from the public school system. Shortage of teachers can be observed in disadvantaged rural areas, and in some subjects like foreign languages, sciences and mathematics.

The changes did not affect all levels in the same way. At the level of kindergarten education, basic education, and special vocational education the number of teachers increased between 2009 and 2014. At the upper secondary level, however, the number of teachers actually decreased.

In 2014, 18 per cent of the teaching force in public education worked in pre-school education, 45 per cent worked in basic education, 27 per cent worked in upper secondary education, 5 per cent worked in basic art or music education, and 5 per cent were engaged in other tasks. This includes work in educational counselling and support, and working as an educator in boarding schools or student homes.

Part-time employment was practically non-existent at the kindergarten level and the primary level, but it was considerable at the lower secondary level, and significant in upper secondary education, especially in vocational education.

### Age and gender distribution

Students have to cooperate with an aging teaching force. Since 2009, the average age of teachers in permanent employment increased by 1.5 year or more at every level of education reaching around 45 years by 2014. The percentage of new entrants to the teaching profession was around one per cent.

Figure 1.11 Gender distribution of teachers at different levels of public education (2014)

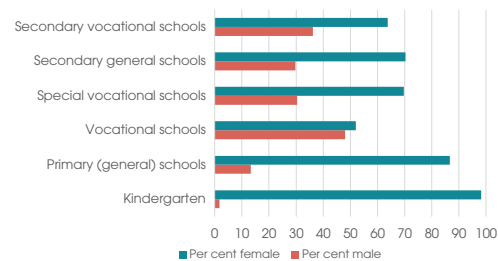
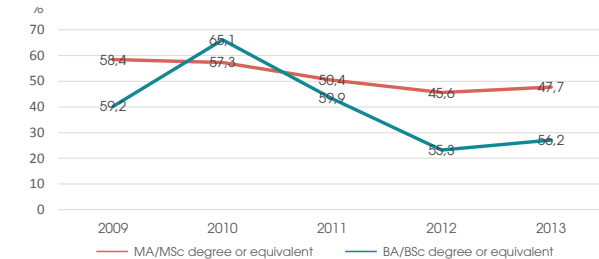


Figure 1.13 Average gross salary of teachers as a percentage of the gross salary of professionals with similar level of qualification (2013)



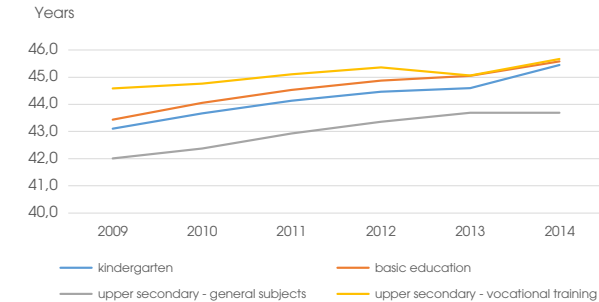
Kindergarten teachers are almost exclusively women. In basic education, only 13 per cent of the teachers were males among the permanent employees in 2014. The proportion of females was round 70 per cent in secondary general and secondary vocational schools. Only in vocational schools were there a more balanced distribution of male and female teachers.

### Teacher salaries

The average gross salary of teachers in public education was 56 per cent of that of a professional with similar qualification in 2009 and only 50.4 per cent of it in 2013. The difference was somewhat smaller for teachers with a college or BA degree than for teachers with a master's or a long university degree. The difference in starting salaries was almost equally disappointing for young graduates.

A new remuneration and career model was devised by the educational government to make teaching a more attractive career. Implementation started in September 2013 with a salary raise by about 30 per cent of the minimum salary at any given level of the new salary scale. Until 2017 September, a further 5 per cent salary raise is being implemented each year. The new teacher career model distinguishes a teacher trainee status (2 years) a Grade I and a Grade II teacher status. The latter can be reached by a qualification procedure after a minimum of 6 years of experience. Besides these categories, the career model specifies a master-teacher and a teacher-researcher category. Those who apply for such status have to meet certain criteria and prove their merits in a further qualification procedure. They also have to undertake mentoring and advisory services as part of their duties. The career model is part of the quality assurance system being developed. These new interventions are expected to improve the quality of teaching and the prestige of the teaching profession.

Figure 1.12 Average age of teachers at different levels of public education (2009-2014)



\*including, inter alia, school psychologists, study and career counsellors, special education teachers, physiotherapists, speech therapists, etc.

Data source: Annual Survey of educational institutions

\*\*excluding teachers on temporary contract

Data source: Annual Survey of educational institutions, Educational Authority database

Source: Statistical yearbooks of (public) education

Source: A közoktatás indikátor-rendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table B.2.14, B2.15

Table 1.11 Teaching staff: number, sex and age of teachers (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Number of the teaching staff (full-time equivalent) at different levels of public education</b>						
<b>Total number of teachers (FTE)</b>	<b>167 537</b>	<b>168 044</b>	<b>165 846</b>	<b>164 731</b>	<b>166 816</b>	<b>168 515</b>
Kindergarten	29 807	30 155	30 177	30 250	30 786	31 159
Primary (general) schools	74 584	73 872	72 800	72 400	74 552	75 437
Vocational schools	8 864	9 369	9 062	8 911	8 541	8 270
Special vocational schools	1 472	1 488	1 494	1 502	1 563	1 579
Secondary general schools	17 385	17 345	17 174	16 810	16 812	17 205
Secondary vocational schools	19 945	20 028	19 301	19 072	18 840	19 216
Basic music and art education	7 500	7 500	7 465	7 436	7 753	7 601
Educational counselling and support services*	4 042	4 412	4 757	4 932	4 554	4 677
Student homes	3 939	3 875	3 616	3 420	3 416	3 371

<b>B. Sex and age of teachers in permanent employment</b>						
<b>Percentage of female teachers</b>						
Kindergarten	99.8	99.8	99.8	99.8	99.8	98.3
Primary (general) schools	87.4	87.5	87.6	87.4	87.2	86.7
"Vocational schools"	53.4	54.0	53.7	53.7	52.8	52.0
Special vocational schools	71.8	72.1	71.3	70.8	70.0	69.7
Secondary general schools	70.9	71.5	71.2	70.9	70.7	70.3
Secondary vocational schools	65.3	65.1	65.3	65.2	64.4	63.8

<b>C. Average age of teachers**</b>						
Kindergarten	43.1	43.7	44.1	44.5	44.6	45.4
Basic education	43.4	44.1	44.5	44.9	45.1	45.6
Upper secondary - general subjects	42.0	42.4	42.9	43.4	43.7	43.7
Upper secondary - (pre)vocational subjects and vocational education	44.6	44.8	45.1	45.4	45.1	45.7

Table 1.12 Compensation of teachers (2009-2013)

	2009	2010	2011	2012	2013
<b>Average gross salary of teachers as a percentage of the gross salary of professionals with similar qualification (2009-2013)</b>					
<b>Total</b>	<b>56</b>	<b>58.8</b>	<b>53.2</b>	<b>48.9</b>	<b>50.4</b>
Teachers with bachelor/college degree	59.2	65.1	59.9	55.3	56.2
Teachers with master/university degree	58.4	57.3	50.4	45.6	47.7

<b>Average gross salary of teachers with a maximum of 5 years of experience as a percentage of salaries of professionals with similar qualification and work experience (2009-2013)</b>					
<b>Total</b>	<b>62</b>	<b>67.6</b>	<b>66.2</b>	<b>57.1</b>	<b>58.6</b>
Teachers with bachelor/college degree	68.4	75.3	70.3	68.4	65.7
Teachers with master/university degree	59.5	65.1	58	54.6	56.8



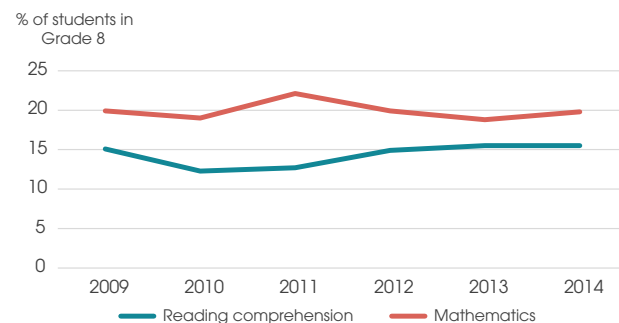
## 1\_6 Key competences

### Low achievers and high achievers in basic education

The level of key competences is a long term concern of education policy makers. The PISA surveys raised awareness of the need to follow up on effectiveness of schools with respect to basic competences required in our modern civilization. Since 2005, an annual survey of reading and mathematical literacy provides data on the literacy level of all students in Grade 6, Grade 8 and Grade 10. The national assessment of basic competences is a full-scale survey of reading comprehension and mathematical literacy organized towards the end of each school year in every Hungarian school. The report of the results is published on the website of the Educational Authority in February of the following year. Individual test results and item by item results are accessible for the parents, the student and the school of the student. The school level and national level results are published on the website of the Educational Authority.

Test scores are scaled in such a way that the results of 6, 8 and 10 graders are transformed on a common standardized scale of 8 levels (0 to 7). Scale Level 3 corresponds to a literacy level that is deemed necessary for coping with the requirements in upper secondary education. From year to year, nearly 20 per cent of the students fail to reach this level in mathematics and 15 per cent in reading

Figure 1.14 Percentage of low achievers on the National Assessment of Basic Competences in mathematics and reading comprehension (2009-2014)



comprehension by the end of basic education. Since 98 per cent of students completing Grade 8 directly continue studies in an upper secondary programme, grade repetition is relatively high in Grade 9.

Students who reach Level 6 or 7 are high achievers. 13.1 per cent of 8-Graders reached this level of achievement in mathematics and 13.7 per cent reached this level in reading comprehension in 2013.

### What PISA results tell us?

The PISA surveys provide trend data on how education policies can change the effectiveness in basic education. The results have induced changes in Hungary as well, especially in the general approach to teaching basic reading skills. As a result, the proportion of low achievers has slightly decreased by 2009. However, these innovations were insufficient to change the general trend of deterioration of the fragmented and underfinanced basic education system aggravated by the unfavourable consequences of high selectivity. The 2012 results in mathematics were especially disappointing and they call for measures. The education reforms set in motion by the 2011 Acts on public education, vocational education and higher education were conceived to raise school effectiveness and to combat inequities. The interventions like the establishment of a school inspectorate, compulsory kindergarten education and the new model of career prospects of teachers were designed with this expectation in mind.

Figure 1.15a Percentage of high achievers on the PISA mathematics tests (2003-2012)

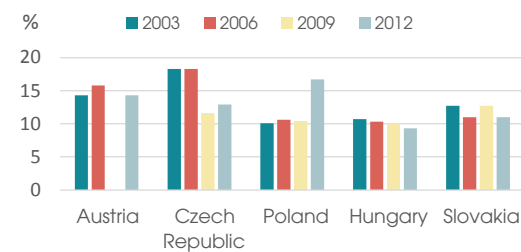
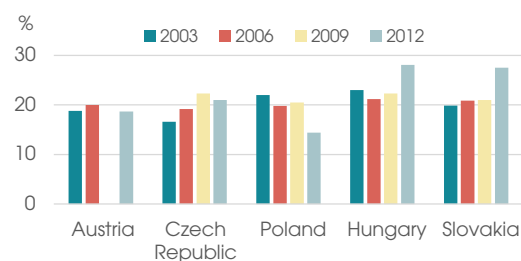


Figure 1.15b Percentage of low achievers on the PISA mathematics tests (2003-2012)



Data source: National Competence Survey

Source: Oktatási Hivatal:  
[https://www.kir.hu/okmfit/files/OKM\\_2014\\_Orszagos\\_jelentes.pdf](https://www.kir.hu/okmfit/files/OKM_2014_Orszagos_jelentes.pdf) Table 4.

1 Reference to Levels 0-7 on the standard scale of the National Competence Survey

Table 1.13 Percentage of low and high achievers at the end of basic education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Percentage of low achievers (Levels 0-2)<sup>1</sup></b>						
Reading comprehension	15.1	12.3	12.7	14.9	15.5	15.5
Mathematics	19.9	19	22.1	19.9	18.8	19.8
<b>% High achievers (Level 6 or 7)*</b>						
Reading comprehension	15.3	17.2	15.9	16	13.9	14.1
Mathematics	10.4	13.3	10.9	11.7	13.1	12.9

Table 1.14 PISA results in the Visegrád countries and in Austria (2000-2012)

	2000	2003	2006	2009	2012
<b>Percentage of high achievers on the PISA reading comprehension tests (Level 5 or 6)<sup>2</sup></b>					
Austria	7.5	8.3	9	...	5.5
Czech Republic	7	6.4	9.2	5.1	6.1
Poland	5.9	8	11.6	7.2	10
Hungary	5.1	4.9	4.7	6.1	5.6
Slovakia	...	3.5	5.4	4.5	4.4
<b>Percentage of low achievers on the PISA reading comprehension tests (Below Level 2)<sup>2</sup></b>					
Austria	19.3	20.7	21.5	...	19.5
Czech Republic	17.5	19.3	24.8	23.1	16.9
Poland	23.2	16.8	16.2	15	10.6
Hungary	22.7	20.5	20.6	17.6	19.7
Slovakia	...	24.9	27.8	22.2	28.2
<b>Percentage of high achievers on the PISA mathematics tests (Level 5 or 6)<sup>2</sup></b>					
Austria		14.3	15.8	...	14.3
Czech Republic		18.3	18.3	11.6	12.9
Poland		10.1	10.6	10.4	16.7
Hungary		10.7	10.3	10.1	9.3
Slovakia		12.7	11	12.7	11
<b>Percentage of low achievers on the PISA mathematics tests (Below Level 2)<sup>2</sup></b>					
Austria		18.8	20	...	18.7
Czech Republic		16.6	19.2	22.3	21
Poland		22	19.8	20.5	14.4
Hungary		23	21.2	22.3	28.1
Slovakia		19.9	20.9	21	27.5

2 Reference to Levels 1-6 on the standard scale of the PISA tests

Data source: OECD PISA database

Source: PISA 2012 Results: What students know and can do. Student performance in mathematics, reading and science.

Volume I. PISA, Paris, OECD 2013.

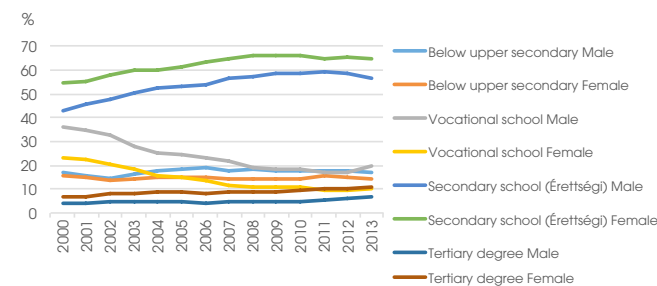
## 1\_7 Outcomes of education

## Change in the educational attainment of the adult population

In the past 25 years, the expansion of upper secondary and tertiary education has transformed the education system as well as society itself in many ways. After several decades of numerus clausus at the upper secondary and tertiary level, new generations were offered an abundant supply of educational programmes at both levels. A very important change was that the upper secondary school leaving examination became a common examination of the secondary general and the secondary vocational school. At the same time, a large part of the vocational studies was reshuffled to the post-maturity year. This then opened a new possibility for students obtaining maturity in secondary general schools to get a vocational qualification without starting upper secondary education anew in a vocational secondary school. At the same time, the secondary school leaving (Maturity) examination became a standard examination allowing all those who obtain the Maturity certificate enter tertiary education without further entrance examination. The expansion of tertiary education was based on the idea that all those who obtain the Maturity certificate are apt to obtain some kind of diploma sooner or later. The abundance of programmes was market geared and based on the fact that studies for the first qualification were state financed and on a per student basis. And, although the budget did not really grow, to finance their services, the institutions were interested in attracting more and more students.

The period of liberal offer of tertiary education opened the door of further education for many families and students who had been deprived of these possibilities before and who were anxious to use the pathway of education for social mobility. What this period did for the educational attainment of society as a whole is not to be underestimated. Between 1997 and 2013, the proportion of upper-secondary grad-

Figure 1.16 Trends in the educational attainment of 20-24-year-olds by sex (2000-2013)



uates in the adult population (age 25-64) grew from 51 to 60 per cent and the percentage of the low educated (below upper secondary attainment) decreased from 37 per cent to 17.5 per cent. Meanwhile the proportion of tertiary graduates among the 30-34-year-olds increased from 15 percent to 31 per cent between 2000 and 2013.

The economic crisis forced students to review their study and career goals. For one, post-secondary vocational qualifications in certain areas – particularly in technology – became competitive as far as wages are concerned, which made some of the study branches less attractive. Also, restrictions regarding state financing of higher education studies and the low wages in jobs requiring advanced studies in areas like health, education, welfare, security and public administration has led to an unfavourable situation unforeseen both for the education and the labour government. In recent years, diploma emigration has grown. A growing number of higher education graduates and holders of certain vocational qualifications seek work abroad leaving the country without qualified workers and professionals. Lately, more and more secondary graduates have decided even to start their higher education studies abroad.

## Can we meet new labour market demands?

Trends in the demand for higher qualifications on the labour market are the strongest motivation for young people to seek upper secondary and tertiary education. The labour market for people with less than upper secondary qualification has been shrinking rapidly. The problems of basic education show in the high (and rising) proportion of young adults who are not in education and not employed (NEETs) and in the recently experienced increase of the percentage of early school leavers. These were strong incentives for the government to reorganize vocational education. The changes which were introduced, however, are criticized for giving little room for developing such important general competencies as foreign language skills, communication skills, or information technology skills.

Figure 1.17 Employment rate (%) by educational attainment (2013, 2014)

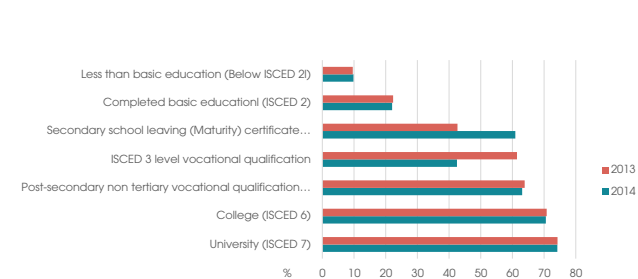
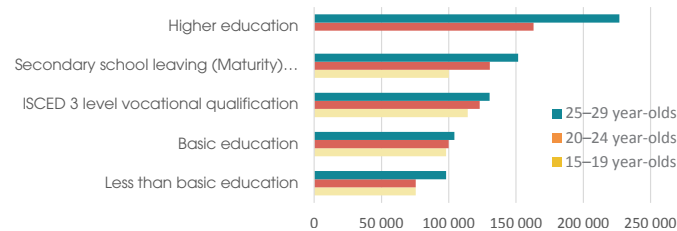


Figure 1.18 Gross average monthly income of young people by educational attainment (HUF) (2013)



Source: A közoktatás indikátorrendszere 2015. MTA KRTK Table D.2.7

Table 1.15 Change in the educational attainment of the young population (2010 -2014)

	2010	2011	2012	2013	2014
<b>Percentage of 25-34-year-olds</b>					
Below upper secondary level of education	13.6	12.9	12.6	12.5	13
Upper secondary or post-secondary level of education	60.3	58.9	56.9	56.3	54.9
Tertiary level of education	26.1	28.2	30.5	31.2	32.1

		2010	2011	2012	2013	2014
Percentage of 20-24-year-olds by sex						
Below upper secondary	Male	16.7	18.1	18.0	17.0	...
Below upper secondary	Female	15.9	15.1	14.1	14.2	...
Vocational school	Male	36.3	24.3	18.6	19.6	...
Vocational school	Female	22.9	14.8	10.6	9.9	...
Secondary school (Érettségi)	Male	42.9	53.1	58.4	56.4	...
Secondary school (Érettségi)	Female	54.7	61.4	66.0	64.8	...
Tertiary degree	Male	3.9	4.5	5.0	7.0	...
Tertiary degree	Female	6.6	8.7	9.4	11.0	...

Table 1.16 Educational attainment of the 18-24-year-old population (2010 - 2014)

	2010	2011	2012	2013	2014
% of 18-year-olds having a secondary school leaving (Maturity) certificate	64.4	63.4	62.0	58.8	62.6
% of 22-year-olds having a higher education diploma	30.3	28.6	28.4	28.6	31.3
% of the 20-24-year old population with at least upper secondary education	83.5	82.7	83.2	84.2	85.3
% of the 20-24-year-old population with a higher education diploma	7.2	7.8	8.4	9.0	...
% of the 20-24-year-old population not in education or employment	22.8	24.3	24.6	25.3	...
% of the 16-19-year-olds not in education or employment	7.3	8.2	7.3	8.1	...
% of early school leavers	10.8	11.4	11.8	11.9	11.4

Table 1.17 Labour market outcomes (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Employment rate by level of education (2009-2014)</b>						
Less than basic education (primary general school)	5.6	7.8	6.7	8.1	9.8	11.8
Primary (general) school (basic education)	20.5	20.5	20.8	21.2	22.0	25.9
ISCED 3 level vocational qualification	62.4	61.4	60.8	60.7	60.9	63.2
Secondary general school leaving (Maturity) certificate	40.0	39.1	39.7	41.0	42.5	45.3
Post-secondary non tertiary vocational qualification	62.7	61.8	61.5	62.3	63.1	65.7
College	71.8	71.0	71.3	71.2	70.5	71.3
University	72.8	72.3	73.7	73.0	74.2	75.3
<b>All together</b>	<b>48.8</b>	<b>48.7</b>	<b>49.1</b>	<b>50.1</b>	<b>51.2</b>	<b>54.1</b>

Table 1.18 Gross average monthly income of young people by educational attainment (HUF) (2013)

Age range	Less than basic education	Basic education	ISCED 3 level vocational qualification	Secondary school leaving (Maturity) certificate	Higher education
15-19 year-olds	75 500	98 000	114 013	100 000	-
20-24 year-olds	75 500	99 935	123 000	130 564	163 015
25-29 year-olds	98 000	104 225	130 413	151 469	226 786

Data source: Labour Force Survey

Source: Central Statistical Office: STADAT 2.5

Source: Köznevelés a számok tükrében. KRTK 2014. Table D2.5.1

Source: Central Statistical Office, STADAT 2.2.4 [http://www.ksh.hu/thm/2/ind2\\_2\\_4.html](http://www.ksh.hu/thm/2/ind2_2_4.html)

Data source: Central Statistical Office, Labour Force Survey

Source: Central Statistical Office, STADAT 2015. Table 2.1.14 [http://www.ksh.hu/docs/hun/xstadat/xstadat\\_eves/qlf045.html](http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/qlf045.html)

Source: A közoktatás indikátorrendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table D.2.7

## 2\_1 System and funding

### Institutions of early childhood education

The organization of early childhood education services is the responsibility of municipalities. Churches and denominations, as well as other private entities participate in providing early childhood education services.

Early childhood education and care is provided in different types of institutions for the different age-groups of 0 to 6-year-old children.

Day care centre or crèche (bölcsőde) offers professional care and nursing with some educational elements for children between 20 weeks and 3 years of age. This institution is part of the child welfare provision supervised by the State Secretariat responsible for health and social affairs within the Ministry of Human Resources.

Kindergarten (óvoda) provides pre-school education and full day care for children aged 3 to 6 years. Pre-school education is part of the public education system within the competence of the State Secretariat for Education in the Ministry of Human Resources. As of 2015, pre-school education is compulsory from age 3. Kindergarten education and care is free in public institutions. Parents only pay for the meals if their income is above a certain level. In 2014, about one third of the children got free meal in kindergarten.

Family day care (családi napközi) can be provided in registered daycare units that meet infrastructure and human resource standards. These units help reduce the shortage of capacity of daycare institutions like a crèche or a kindergarten, and can also provide for school children after school classes. Family day care provides care, supervision, meals and activities for children living in a family appropriate to their age. Family day care is a type of child day care, which does not undertake the functions of centre-based provision related to their professional/institutional competences.

Children with special education needs are provided for in early intervention care or special education kindergarten units depending on their special needs. Also they

have access to specific services of early development. These services are organized at the county level (see Section 3\_4 on educational counselling and support services).

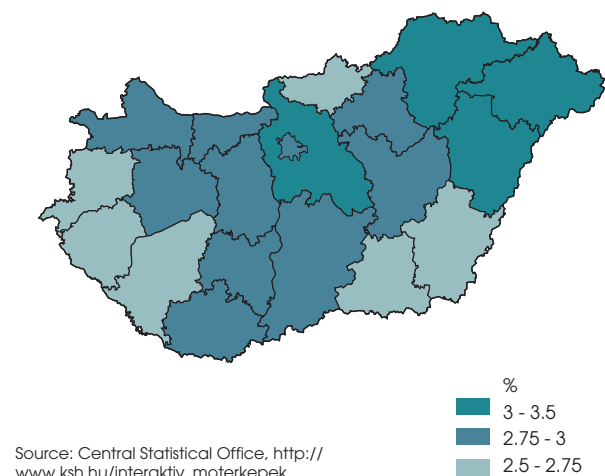
### New forms of early child development

Several new opportunities are opened up for the specific needs of children of age 0-3-year. Mini-day-care centres run by families or firms for their employees provide child development programmes similar to crèches. Sure Start centres offer opportunities in the field of early childhood education for disadvantaged families.

### Funding of early childhood education

Public and private providers alike receive funds from the central budget allocated for early childhood education. Funding and supervision of crèches is within the competence of the State Secretariat for Health, whereas kindergarten education is part of the public education system within the competence of the State Secretariat for Public education. Funds for early childhood education are allocated in the central budget on a per capita basis and are transferred to municipalities according to the number of children of the relevant age cohort in the settlement. In the case of public institutions, funds from the central budget are supplemented by the local government from its own revenues. Law sets the framework for complementary services like day care, as well as catering in public institutions. Additional support is targeted at children from low income families like provision of free meals or reduced price meals and access to the educational support services. These factors create large differences between the funds available for institutions in spite of the fact that transfer from the central budget does contain additional support for three target groups: special education needs (SNI) children, disadvantaged children (HH) and multiply disadvantaged children HHH).<sup>1</sup>

Figure 2.1 Percentage of 3-5-year-olds in the population by county (2013/14)

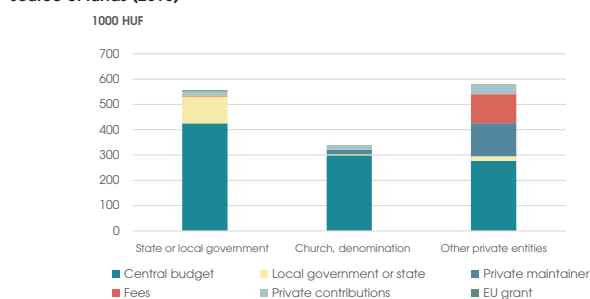


<sup>1</sup> Note: Children with special education needs (SNI) refers to children with physical, sensory or mental impairment. Disadvantaged status (HH) refers to low socio-economic status, multiply disadvantaged (HHH) status refers to low socio-economic and socio-cultural status, often paired with SNI. Whereas the SNI status is diagnosed by the relevant educational support services, HH and HHH status is established by the child welfare authority of the municipality.

Figure 2.2 Share of different types of providers in pre-school education services (%) (2009-2014)



Figure 2.3 Investment per pupil in kindergarten institutions by type of provider and by source of funds (2013)



Source: Central Statistical Office STADAT 20104 Table 1.3

Source: Statistical Yearbooks of (Public) Education 2014 Table III.1

Data source: National Ministry of Economy

Source: A közoktatás indikátor-rendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table B1.4.2

\*public institutions only

\*\*based on the number of full-time equivalents

Source: Statistical yearbook of education, Ministry of Human Resources, CPI deflator by Central Statistical Office

Table 2.1 Change in the number of 3-5-year-olds in the population (2001-2014)

	2001	2005	2010	2013	2014
<b>Number of 3-5-year-olds</b>	<b>311 995</b>	<b>288 005</b>	<b>293 888</b>	<b>293 835</b>	<b>286 699</b>
as a percentage of the total population	3.1	2.9	2.9	3	2.9

Table 2.2 Number of institutions by type of provider (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Total number of institutions</b>	<b>2 498</b>	<b>2 487</b>	<b>2 441</b>	<b>2 426</b>	<b>2 771</b>	<b>2 829</b>
Number of institutions maintained by						
municipality	2 133	2 107	2 014	1 966	2208	2243
national organization	16	15	14	48	85	84
church, denomination	139	141	179	212	223	240
other private entity	226	239	248	248	478	262

Table 2.3 Investment per pupil by source of funds and by type of provider (HUF) (2013)

Maintainer	State or local government	Church, denomination	Other private entities
Central budget	425 100	298 600	276 600
Municipality	105 600	4 300	18 100
Private maintainer	0	16 800	130 900
Fees and private contributions	4 800	1 500	114 600
Other private contributions	15 600	13 500	37 300
EU grant	4 500	3 100	1 500
<b>Total</b>	<b>555 600</b>	<b>337 700</b>	<b>579 200</b>

Table2.4 Expenditure per pupil on public institutions by resource category at 2013 prices (HUF) (2005-2013)\*

	2005	2009	2010	2011	2012	2013
Total expenditure**	837 092	730 541	723 044	620 893	624 482	679 271
Current expenditure**	796 700	647 441	508 295	556 046	548 341	583 066
Capital expenditure**	11 139	24 922	35 167	17 687	9 121	15 204

## 2\_2 Children and pupils

### Trends in kindergarten attendance

A child enters pre-school education on completion of 3 years of the age and stays there until (s)he enters primary education. From age 5, kindergarten attendance has been obligatory since 1993. Enrolment rate was above 95 per cent among 5-year-olds in 2014, which means that compulsory kindergarten attendance from age 5 could not be fully implemented. Non-attendance has been mainly a problem of impoverished areas and settlements without a kindergarten.

Act CXc of 2011 on public education lowered the statutory age of kindergarten entry from 5 to 3 years as of 1 September, 2015, and redefined mandatory school entry age. These provisions slightly change the age distribution of the kindergarten population.

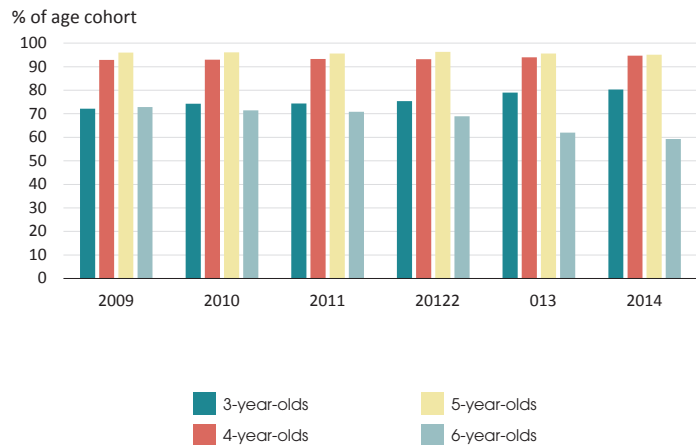
There has been a steady rise in the percentage of 3-year-olds in kindergarten education reaching 80 per cent in 2014 compared to the 72 per cent in 2009.

Most children attend kindergarten for three years. However, on expert advise, entry to primary school may be delayed by one or maximum two years, if the child is deemed immature to cope with the demands of primary school.

### Kindergarten education

Pre-school education in the kindergarten is based on an activity plan designed to develop social and communication skills, self-management and cooperation skills as well as physical skills and art skills. The basic principles and standards for kindergarten education are layed out in a document called National Core Programme of Pre-primary Education issued by the State Secretariat for Public Education. Within this framework, kindergarten teachers develop their own activity plan in full autonomy.

Figure 2.4 Percentage of typical age cohorts attending kindergarten (2009 - 2014)



All public kindergartens and most private institutions provide pre-school education, lunch and day care. Over 90 per cent of the pupils in public institutions stay for lunch and take advantage of day care. Public institutions do not charge a fee for kindergarten education, however, meals are to be paid for. Children whose parents meet the criteria for welfare provisions, pay a reduced rate, or get free meals. 28 per cent of the children got free meals in public kindergartens in 2014. Free meal is planned to be extended to 90 per cent of children in public kindergartens by the end of 2016.

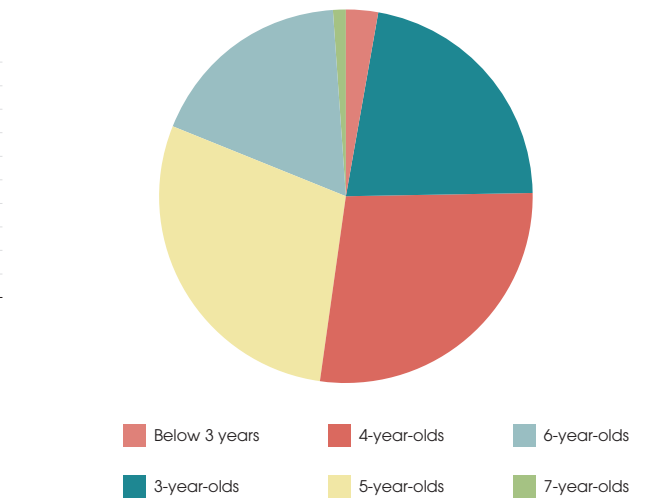
Depending on the number of children and/or the educational philosophy of the kindergarten, children may be grouped by age or organized in mixed age groups. Age grouping, – once the dominant mode – is less popular nowadays. Some 60 per cent of the kindergarten groups were enrolled in mixed age groups in 2013.

The average group size is about 22, which is relatively high. Each group has two teachers with overlapping time schedule and a daycare assistant who helps children with their individual needs.

### Daycare centres and family day care

Children below age 3 may attend daycare centers (crèche). These institutions accept children from about six month of age up to kindergarten age. Although they are not regarded educational institutions, they are instrumental in speech development, physical and social development, especially for children from families of low socio-economic status. There has been considerable increase in the attendance of daycare centres. However, The figures show that only about two third of the children are below 3 years of age. One third of them could actually be enrolled in kindergarten if the institutions were obliged to enrol children on completion of 3 years of age. At present, entry is tied to the beginning of the pre-school year, i.e. 1 September.

Figure 2.5 Age composition of the kindergarten population (2014)



Source: Statistical yearbook of public educaton 2014. Table III.7

Data source: Annual survey of institutions (KIR-STAT) Table a04t21

Data source: Annual survey of institutions (KIR-STAT) Table a04t18, Table a04t12

Data source: Annual survey of institutions (KIR-STAT) Table a04t21

Source: Statistical yearbook of (public) education

Table 2.5 Age, number and grouping of kindergarten pupils (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Percentage of typical age cohorts attending kindergarten</b>						
3-year-olds	72.1	74.3	74.4	75.4	79.0	80.3
4-year-olds	92.9	93.0	93.3	93.2	94.0	94.7
5-year-olds	96.0	96.1	95.6	96.3	95.6	95.1
6-year-olds	72.8	71.5	70.9	69.0	62.0	59.3

<b>B. Total number of pupils enrolled on 1 October</b>	<b>328 545</b>	<b>338 162</b>	<b>341 190</b>	<b>340 204</b>	<b>330 184</b>	<b>321 489</b>
of which						
SEN pupils in special education groups	1 207	1 272	1 456	1 478	1 464	1 444
children who attend half-day only (no daycare)	12 382	11 406	11 472	11 567	9 706	8 318
take lunch in the kindergarten	321 599	334 568	334 568	333 971	323 710	316 416
get free lunch	99 559	106 641	106 641	105 367	97 949	88 830
children at risk (under child protection law)	9 964	9 650	8 811	9 715	9 521	7 465

<b>C. Percentage of children commuting from another settlement (%)</b>	6	5.7	5.7	5.7	5.7	5.8
--	---	-----	-----	-----	-----	-----

<b>D. Grouping of kindergarten pupils</b>						
Average number of pupils per group	22.8	23.2	23.4	23.2	22.3	21.7
Average number of pupils per teacher	10.9	11.1	11.2	11.2	10.7	10.3

Percentage of children in age level groups	41.1	40.2	39.1	38.1	38.8	n.a.
Percentage of children in mixed age groups	58.9	59.8	60.9	61.9	61.2	n.a.

Table 2.6. Children placed in daycare centres and family daycare units (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Number of children enrolled in daycare centres (crèches) on 31 May</b>	<b>34 694</b>	<b>35 782</b>	<b>36 685</b>	<b>37 163</b>	<b>36 819</b>	<b>37 269</b>
of which children below 3 years of age	23 178	23 954	24 547	24 286	23 956	25 309

<b>Number of children placed in family daycare units over the year</b>	4 760	7 200	13 032	10 990	12 382	13 702
<b>Number of children enrolled on 31 May</b>	2 315	3 920	4 992	6 517	6 899	7 137
of which children below 3 years of age	1 388	2 324	2 744	3 305	3 522	4 452

Source: Central Statistical Office [http://www.ksh.hu/docs/hun/xstadat/xstadat\\_eves/i\\_zoi002a.html#](http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_zoi002a.html#)



## 2\_3 Institutions and staff

### Kindergarten institutions

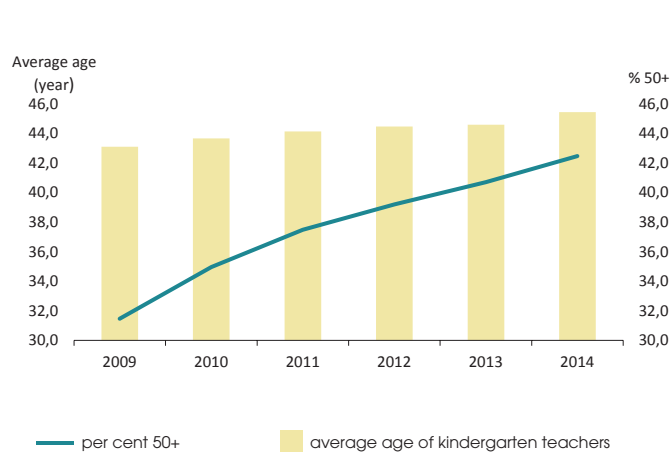
There are standards of space, equipment, and hygiene as well as staffing issued in legal documents, which have to be met both by public and private maintainers. Such requirements concern kindergartens as well as daycare centres and family daycare units albeit in different measure. These standards also determine the maintenance costs of an early childhood education institution, which are to some extent independent of the number of children served. Maintenance costs for minimum services, therefore, are relatively higher in settlements where there are very few children of kindergarten age and in private institutions, which are usually less populous.

With the shrinkage of the kindergarten age population and the concentration of 0-5-year old children in larger settlements, many small settlements in areas with scattered population have no kindergarten any more. The number of institutions offering kindergarten education decreased by 20 per cent between 2001 and 2014 and totalled 2829 in 2014. The number of kindergarten sites, however, did not change very much. To save costs of administration, in towns and larger villages several – sometimes all – kindergarten sites have been merged into one institution.

In 2014, five in six kindergartens were maintained by local governments providing kindergarten education for about 80 per cent of the pupils, while the share of churches and denominations as maintainers was 8.5 per cent of the institutions and 6.7 per cent of all pupils. Other private maintainers served 2.9 per cent of the pupils in 9.3 per cent of the institutions.

On average, kindergarten sites provide for 60 children in three groups. This allows kindergarten teachers to organize age based groups, which was the traditional grouping method for many decades. However, necessity of fewer pupils and also new pedagogical trends have induced kindergartens to organize more and more mixed age groups. In 2014, more than 6 out of 10 kindergarten groups were mixed age groups.

Figure 2.6 Average age of kindergarten teachers and the percentage of teachers age 50 and above (2009-2014)



### Daycare centres and family daycare units

In accordance with EU policy initiatives this sector of early childhood education has been developing. As part of the government' family policy, efforts are being made to create new places and enlarge the network of daycare centres. The number of institutions and places have been increasing, although from a very low base. In 2014, 736 institutions could provide for 38 614 children, which is far too few considering the high demand for places by working mothers.

Family day care is a response to the shortage of early childhood education institutions. Whereas family daycare units are not recognized as educational institutions, only persons with a kindergarten teacher qualification can undertake family daycare. In 2014, 1137 units with 8209 places were registered compared to 413 units with 2762 places five years earlier.

### Teaching and non-teaching staff

Kindergarten teachers are trained in higher education institutions in six semester courses and qualify as pre-school teachers, equivalent to a BA degree. To teach in special education groups, teachers must have a special need educator qualification. This qualification can be obtained in 6 semester BA programmes. Special need educators also specialize in education in one type of impairment.

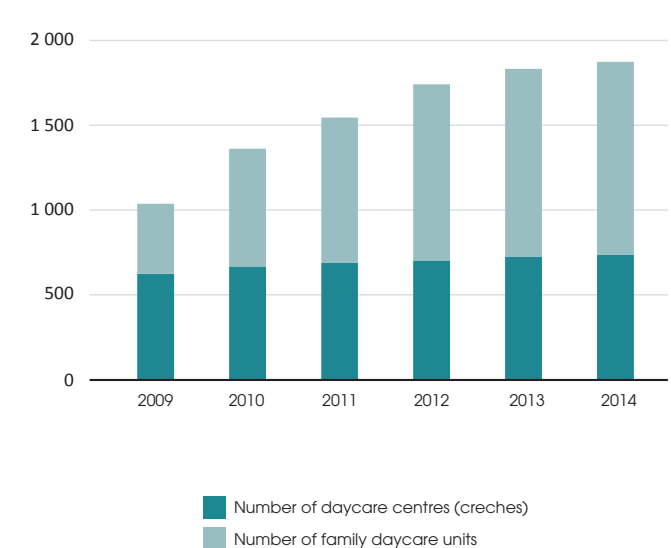
Nurses and pedagogical assistants are trained at post-secondary level and daycare assistants are trained at upper secondary level in vocational secondary schools.

Nearly all kindergarten teachers are women. Male kindergarten teachers are a rarity – and usually much appreciated by their pupils. Daycare assistants are also almost exclusively women.

Ageing of the kindergarten teaching staff is a general problem. The average age of kindergarten teachers was 45.4 year in 2014, nearly 2 years more than 5 years before. Because of the low salary level, kindergarten jobs are not attractive for young females.

Part-time employment is unusual among kindergarten teachers as well as among daycare assistants. Of the kindergarten teachers in permanent employment, less than two per cent of kindergarten teachers and 4.6 per cent of daycare assistants were employed on a part-time basis.

Figure 2.7 Number of daycare centres and family daycare units (2009-2014)



Data source: Annual survey of institutions  
Tables a01t06, t07, t08, a02t57

Source: Statistical yearbook of (public) education Table III.1.

Source: Central Statistical Office  
STADAT Table 2.5.10

\*From 2012 FTE

Table 2.7 Kindergarten institutions, groups and staff (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Access to kindergarten</b>						
Percentage of 3-5 year-olds living in settlements with no kindergarten	2.40	2.39	2.42	2.70	...	...
Percentage of 3-5 year-olds living in settlements where only private (church or other private) kindergarten is available	0.24	0.27	0.48	1.13	...	...
Total number of institutions	2 498	2 487	2 441	2 426	2 771	2 829
of which church or other private	365	380	427	460	478	502
Number of kindergarten sites	4 366	4 358	4 336	4 321	4 532	4 544
of which church or other private	388	405	467	528	565	593
<b>B. Kindergarten groups</b>						
<b>Total number of kindergarten groups</b>	<b>14 396</b>	<b>14 560</b>	<b>14 576</b>	<b>14 654</b>	<b>14 781</b>	<b>14 826</b>
of which	5 945	5 891	5 722	5 595	5 712	5 778
mixed age groups	8 451	8 669	8 854	9 059	9 069	9 048
groups of max. 20 pupils	3 643	3 289	3 139	3 280	4 079	4 959
groups of 21-25 pupils	6 407	6 327	6 219	6 394	7 066	6 969
groups of 26 or more pupils	4 346	4 944	5 218	4 980	3 636	2 898
special education groups for SEN pupils	155	158	175	186	181	188
<b>C. Kindergarten teachers - sex, age and mode of employment</b>						
<b>Total number of kindergarten teachers</b>	<b>30 087</b>	<b>30 442</b>	<b>30 478</b>	<b>30 552</b>	<b>31 060</b>	<b>31 449</b>
of which per cent with temporary contract	0.3	0.3	0.3	0.3	0.6	0.7
Number of kindergarten teachers in permanent employment	30 007	30 359	30 396	30 449	30 873	31 234
of which per cent female	99.8	99.8	99.8	99.8	99.8	98.3
of which per cent part-time	1.8	1.8	1.9	1.8	1.5	1.0
<b>Age</b>						
average age of kindergarten teachers	43.1	43.7	44.1	44.5	44.6	45.4
percentage 50+	30.2	33.7	36.2	37.9	39.4	41.2
<b>D. Other kindergarten staff (FTE)</b>						
of which daycare assistants (FTE)	21 838	22 035	21 560.5	21 611	26 154	24 713
of the total per cent with temporary contract	15 307	15 547	15 354	15 588	14 945	15 397
of the total per cent part-time	4.1	4.1	4.3	4.3	3.6	4.6

Table 2.8 Places and staff in daycare centres and family daycare units (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>D. Daycare centres and family daycare</b>						
Number of daycare centres (creches)	625	667	689	704	724	736
Places in daycare centres	26 687	32 516	35 450	36 635	37 654	38 614
of which daycare places for children with special education needs	24 767	31 070	33 805	34 821	35 664	...
Number of nurses*	6 026	6 346	6 628	6 753	6 908	7 126
of which per cent fully qualified	89.6	92.9	94.4	96.2	97.7	98.1
Number of family daycare units	413	694	857	1 038	1 108	1 137
Number of places permitted by relevant authorities	2 762	4 861	6 253	7 365	7 991	8 209

# 3 Basic education

## 3\_1 System and funding

### General information

Compulsory schooling starts at age 6 and lasts until the end of the school year in which the student completes 16 years of age. Basic education consists of primary and lower secondary education.

Basic education is offered in 8-grade single-structure primary (general) schools which comprise the primary or ISCED 1 level (Grades 1 to 4) and the lower secondary or ISCED 2 level (Grades 5 to 8). Students with special education needs are mostly integrated in mainstream schools where they have access to specialist services. Besides that, a network of special schools function in parallel with mainstream schooling for children with specific forms and severe or multiple disabilities.

### Recent changes in the organization and funding of basic education

In 2013, public schools, which had been until then maintained by the municipalities, were put in charge of a state agency established to organize public education at district level. The agency had 198 district unit in 2014, each with the responsibility to organize basic and secondary education, as well as educational counselling

and support services within the district. These operational units act as local school authorities for public schools with a competence in budget planning, opening or closing down schools and school sites in response to demographic changes. They have competence in employing and dismissing teachers, approving of the school's work plan and local curriculum.

### Funding of basic education

Public schools are funded directly from the central budget as far as staff salaries and teaching material are concerned. Other maintenance and operation costs are born by the municipality. In 2013, this contribution amounted to 11 per cent of the total costs. Within the framework of education development projects targeted to specific groups, some schools receive EU grants. The value of this support amounted to 1.8 per cent of the total investment in basic education in 2013.

The state finances schools of established religions and denominations the same way as public schools. These schools are not allowed to charge fees for basic services. However, the maintainer may contribute to the funding of the school. Other private maintainers receive funding for teacher salaries from the central budget. They may also charge fees. Whereas public institutions and schools maintained by churches and denominations are financed almost entirely from public sources, less than 50 per cent of the expenditure of private institutions are covered by the state.

Figure 3.1 Composition of investment per student by source of funds and by type of provider (2013)

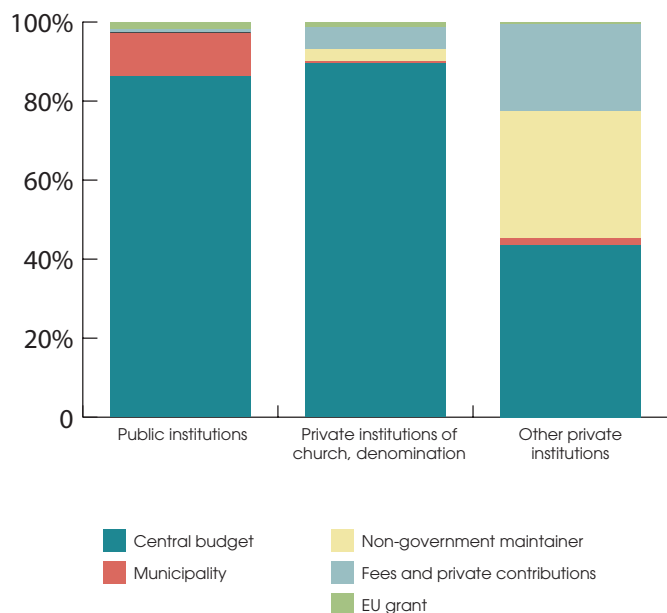
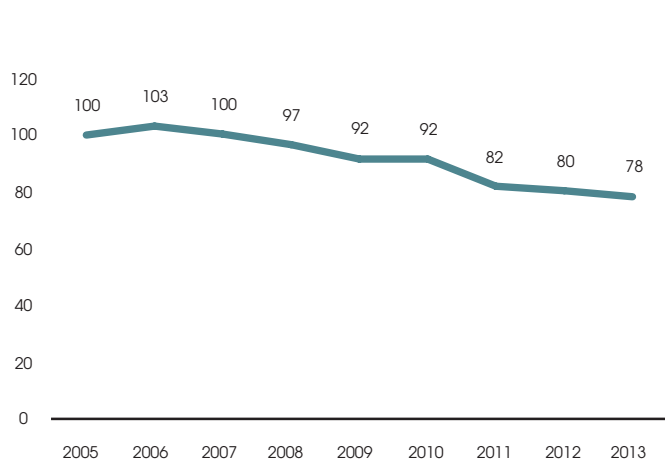


Figure 3.2 Expenditure per student on public institutions of primary (general) education at 2013 prices (2005=100)



Source: Central Statistical Office  
STADAT 1.3

Data source: Annual survey of institutions

Source: Statistical Yearbook of (Public) Education Table III.2

Data source: National Ministry of Economy

Source: A közoktatás indikátorrendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table B1.4.2

\*public institutions only

\*\*based on number of full-time equivalents

Data source: Statistical yearbook of education Table IV.9, IV.10; CPI deflator by Central Statistical Office

Table 3.1 Change in the number of the 6-16-year old population (2001-2014)

	2001	2005	2010	2013	2014
Number of 6-16-year-olds (x1000)	1 356.7	1 254.3	1 121.0	1 080.8	1 069.9
as a percentage of the total population (%)	13.3	12.4	11.2	10.9	10.8

Table 3.2. Providers of basic education (2010-2014)

	2010	2011	2012	2013	2014
Total number of institutions offering primary (general) education	2 294	2 227	2 235	2 420	2 303
Per cent of institutions maintained by					
municipality	83.4	81.7	75.5	1.0	1.3
national organisation	1.6	1.6	4.9	79.0	79.7
church, denomination	10.3	12.2	15.2	15.9	14.6
other private entity	4.7	4.6	4.4	4.0	4.4

Table 3.3 Investment per student by source of funds and by type of provider (HUF) (2013)

	Public institutions	Private institutions of church, denomination	Other private institutions
Central budget	339 500	551 200	369 500
Municipality	43 300	3 600	15 000
Private maintainer	0	18 500	272 500
Fees and private contributions	3 600	33 700	187 600
EU grant	7 100	8 200	3 900
Total expenditure per student	393 500	615 300	848 500

Table 3.4 Expenditure per student on public institutions by service category at 2013 prices (HUF) (2005-2013)\*

	2005	2009	2010	2011	2012	2013
Total expenditure**	888 627	903 820	924 849	854 955	827 083	798 913
Current expenditure**	462 988	501 686	522 960	467 536	441 700	394 264
Capital expenditure**	22 469	55 131	84 270	52 589	17 278	6 763

## 3\_2 Participation and progress

### Trends in mainstream basic education

The number of students in basic education decreased by about 25 000 between 2009 and 2014. The number of new entrants, however, increased both in 2012 and in 2013 due to the implementation of the new Act on Public education (Act CXC of 2011). From 2012, all children completing 6 years by 1 September are supposed to enter primary school in that year, whereas formerly the reference day of mandatory school entry had been 31 May. Parents' request is not sufficient any more to stay one more year in the kindergarten. In disputable cases the Educational Counselling Service is the professional body to be consulted to establish school maturity or the lack of it.

The percentage of children who spent three or more years in kindergarten grew from 88.6 per cent to 91.1 per cent between 2009 and 2014.

Many secondary general schools offer 8 or 6-grade secondary programmes. These programmes include all or part of the lower secondary level. Students can enter these programmes after Grade 4 or Grade 6 of primary (general) education. About 25 000 or 7 per cent of the lower secondary population complete the lower secondary level in these programmes.

About 7 per cent of all students have special education needs. Two third of these students were integrated in mainstream classes (4.8 per cent) and 2.3 per cent were taught in special classes in 2014.

### Compulsory study time in class

Within the period of mandatory school age (6 to 16 years), students are supposed to complete basic education as a minimum. During the eight years of primary (general) education, the compulsory minimum of teaching time is 5553 hours or 7404 classes of 45 minutes. This is about half of the time devoted to basic education in

Figure 3.3 Percentage of students with special education needs integrated in mainstream classes and taught in special classes (2009-2014)

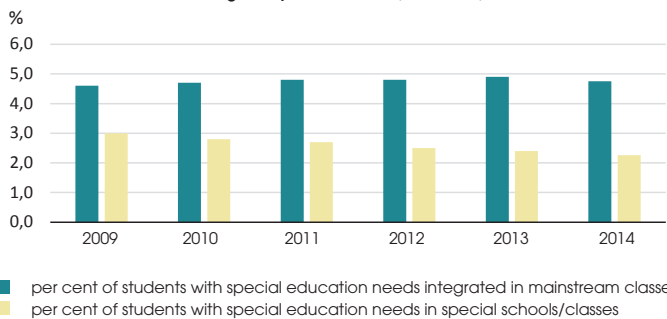


Figure 3.4 Trends in absenteeism and truancy (2010-2014)



Australia (10000 hours) or Denmark (10960 hours), but less even than the compulsory classroom hours in most Central European countries (Table 3.8)

### Promotion to the next grade

Students' progress to the next grade if they achieve a pass mark in all subjects. A fail mark can be corrected at an examination before the beginning of the next school year. A student who had a fail mark in 3 or more subjects becomes a grade repeater. Grade repetition is often the result of absenteeism. Since 2012, missing more than 50 classes without justification is a ground for the local authorities to suspend social welfare payment. The money then is used by the public guardianship authority for the needs of the student.

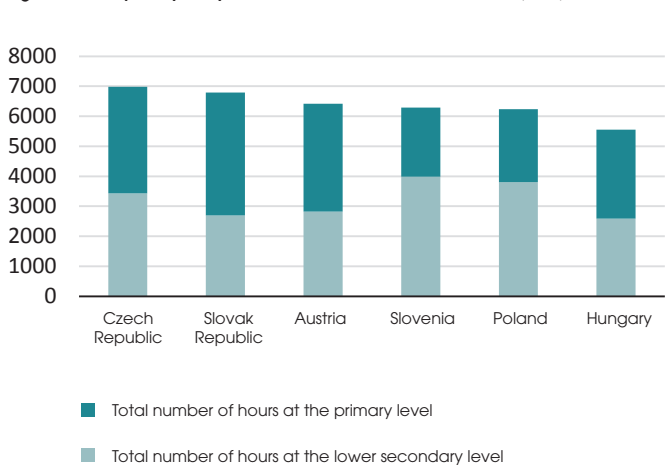
### Student welfare

One in eight students commute from another settlement either because there is no local school in the settlement or because the parents chose a school for the student outside the settlement.

Basic schools offer lunch and afternoon activities for students. From 2013, the schools are obliged to organize learning activities until 4 o'clock in the afternoon. The 2011 Act on public education defines the working time of teachers to be spent in the school (32 hours a week) in contrast to previous regulations when only the compulsory number of classes was defined. This arrangement gives the head of the school more opportunity to organize whole day programmes for learning activities. Students are supposed to participate in afternoon activities unless parents organize extracurricular courses for them outside the school. These measures were introduced to provide a safe environment for students whose parents cannot afford to pay for extra classes.

Roughly one in three students live in poor households. In this disadvantaged group (HH group) over 70 per cent of the parents have no upper secondary qualification. Children who belong to this group are provided free meals and free textbooks.

Figure 3.5 Compulsory study time in class in selected EU countries (2015)



Data source: Annual survey of institutions (KIR-STAT) Table a2f12, a04f18

Source: Statistical yearbook of education Table III.2.

Data source: Annual Survey of Institutions (KIRSTAT) Table a04f19

Data source: National Competence Survey  
Source: A közoktatás indikátorrendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015

\*clock hours computed from the average length of class and the number of classes per school year

Source: Education at a Glance 2015. Paris, OECD. Table D.1.1

Table 3.5 Number of students in basic education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Total number of full time students in basic education</b>	<b>773 706</b>	<b>756 569</b>	<b>747 601</b>	<b>742 931</b>	<b>747 746</b>	<b>748 486</b>
Number of students in Grade 1-4 (ISCED 1)	387 969	386 958	384 834	385 235	392 812	395 344
Number of students in Grades 5-8 (ISCED 2)	385 737	369 611	362 767	357 696	354 934	353 142
of which in long secondary programmes (6 or 8-grade Gimnasium)	25 949	25 546	25 566	25 187	24 698	24 752
<b>B. Number of new entrants to primary education</b>	<b>99 270</b>	<b>97 664</b>	<b>98 462</b>	<b>100 183</b>	<b>107 108</b>	<b>101 070</b>
per cent of children who attended kindergarten for at least 3 years	88.6	88.5	90.4	91.1	90.6	91.1
per cent of children who did not attend kindergarten at all	3.7	4.5	3.2	3.0	3.9	3.4
<b>C. Student welfare indicators</b>						
Of the total number of students						
per cent of students with special education needs integrated in mainstream classes	4.6	4.7	4.8	4.8	4.9	4.8
per cent of students with special education needs in special schools/classes	3.0	2.8	2.7	2.5	2.4	2.3
per cent of students at risk	6.8	6.9	6.8	6.5	6.1	5.8
per cent of disadvantaged students (HH)	33.2	34.9	34.6	33.7	28.7	17.1
per cent of students commuting from another settlement	13.9	14.1	14.3	14.3	14.5	14.7
per cent of students provided daycare (lunch and after school activities)	43.9	46.1	46.5	47.6	50.9	42.4
per cent of students taking lunch at school	67.4	71.0	73.0	73.9	76.8	77.6
per cent of students receiving free lunch	23.9	29.3	31.9	31.4	31.3	29.2

Table 3.6 Absenteeism and grade repetition (2009-2014)

	2009	2010	2011	2012	2013	2014
Per cent of students who missed 250 classes or more during the school year	n.a.	1.5	0.9	1.0	1.0	1.1
Per cent of students who missed 30 or more classes unjustified during the school year	n.a.	2.6	1.4	1.5	1.2	1.3
Per cent of grade repeaters in primary (general) school (Grade 1-8)	2.1	2.1	2.1	2.2	2.0	2.0

Table 3.7 Percentage of students who were grade repeaters at least once in primary (general) school (2013)

	Total	Boys	Girls
Reported by all Grade 8 students	6.1	7.3	4.9
Disadvantaged students only	18.1	21.3	15.4
Non disadvantaged students only	4.6	5.7	3.6

Table 3.8 Compulsory study time in class in selected EU countries (2015)

	Primary level		Lower secondary level		Total basic education (primary + lower secondary)	
	Number of years	Average number of hours per year*	Total number of hours*	Average number of hours per year*	Total number of hours*	Number of years
Austria	4	705	2 820	899	3 597	8
Czech Republic	5	687	3 434	888	3 550	9
Hungary	4	646	2 583	743	2 970	8
Poland	6	635	3 807	810	2 430	9
Slovak Republic	4	673	2 693	819	4 095	9
Slovenia	6	664	3 986	766	2 298	9

### 3\_3 Institutions and teachers

#### Institutions

In 2012, 5 per cent of the 6 to 13-year olds lived in settlements without a school. Most of these settlements are small, aging villages in the southwest of Hungary with scarce industry or labour opportunity. In about half of the settlements that have a school, the only school of the village offers only primary level education (Grades 1-4). Since it is an important policy objective to offer education locally to children at least up to 10 years of age, schools with even one or two mixed grade classes can be maintained. 7.5 per cent of 6 to 13-year-olds live in villages where only primary grades are available

In 2014, 2303 schools offered basic education in Hungary at 3 621 school sites. The average number of students per school site was 207. Compared to 2009, this is like a loss of a full class per school. 7.7 per cent of students attended a school with less than 100 students, whereas 22 per cent of the students were enrolled in school sites with more than 500 students.

The average class size was slightly higher (20.2) in 2014 than in 2013 (19.6).

Figure 3.6 Composition of the teaching force by qualification (2003-2014)

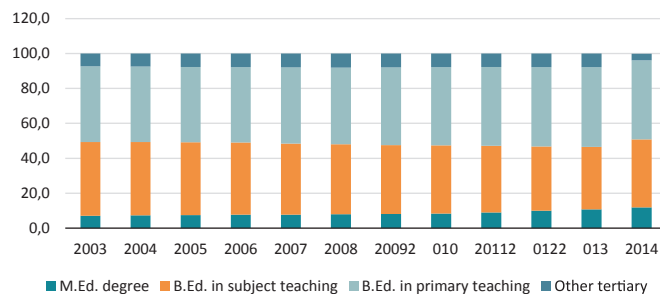
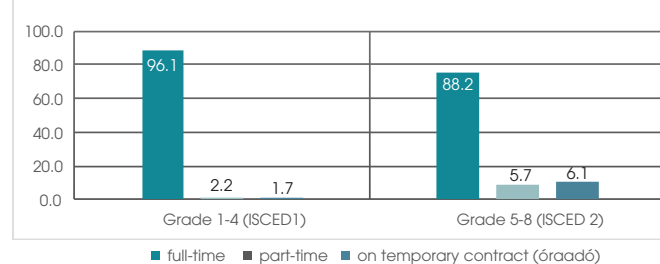


Figure 3.7 Percentage of full-time and part-time teachers in primary general schools (2014)



#### Teachers

Teachers for basic education are trained in 8 semester higher education courses leading to a bachelor degree. Teachers for the primary grades are trained to teach all subjects at the Grade 1 to 4 level and they may specialize in some subjects which they can teach up to Grade 6. Special education teachers qualify in teaching children with special education needs and they also specialize in one form of impairment. Teachers of lower secondary education specialize in one or two subjects.

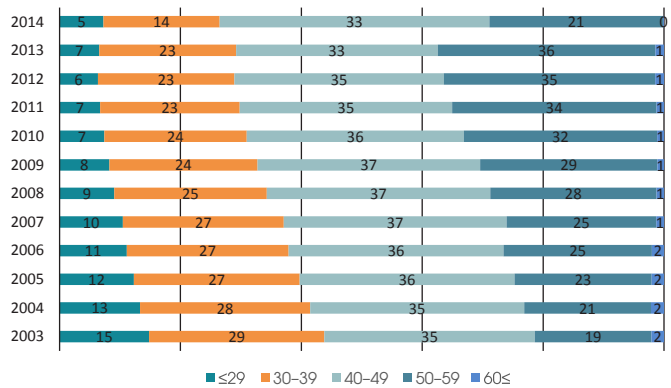
During the years of transition to the BaMa system in tertiary education, the structure of teacher training was changed to a two level system. According to this, future teachers had to acquire a Ba or BSc degree in their subject and studies in pedagogy and subject methodology were offered at master level only. This system did not yield sufficient numbers to replace retiring teachers and the government decided to restore the old system of parallel studies in subject matter and pedagogy.

In basic education, full-time permanent employment dominates. Teachers on temporary contract did not reach two per cent of all teachers in Grades 1-4, and it was slightly more than 6 per cent at the lower secondary level (Grade 5-8). Out of the teachers with a tenure, only 2.2 per cent of the primary teachers and 5.7 per cent of the lower secondary teachers were employed on a part-time basis in 2014.

Ageing of teachers is a long lasting problem in basic education as well. The average age of teachers increased by 2.2 years between 2009 and 2014 and the percentage of teachers above 50 years of age increased from 30.3 to 39.3 in this period.

Over 95 per cent of teachers in the primary grades and 87 per cent of teachers at the lower secondary level are women.

Figure 3.8 Percentage of teachers in different age cohorts in primary (general) schools (2003-2014)



Source: A közoktatás indikátorrendszere 2015. MTA KRTK, Table B2.3.2

Table 3.9 Institutions of basic education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Total number of institutions offering primary (general) education</b>	<b>2 363</b>	<b>2 294</b>	<b>2 227</b>	<b>2 235</b>	<b>2420</b>	<b>2 303</b>
<b>Total number of school sites</b>	<b>3 343</b>	<b>3 306</b>	<b>3 252</b>	<b>3 251</b>	<b>3 605</b>	<b>3 621</b>
<b>Average number of students per school site</b>	<b>231.4</b>	<b>228.8</b>	<b>229.9</b>	<b>228.5</b>	<b>207.4</b>	<b>206.7</b>
Percentage of students in school sites with less than 100 students	5.4	5.5	5.6	5.6	7.5	7.7
Percentage of students in school sites with more than 500 students	24.1	23.7	24.7	25.3	21.4	22.0
<b>Average class size</b>	<b>19.7</b>	<b>19.6</b>	<b>19.6</b>	<b>19.5</b>	<b>19.6</b>	<b>20.2</b>
<b>Average number of students per teacher</b>	<b>10.4</b>	<b>10.3</b>	<b>10.3</b>	<b>10.3</b>	<b>10.1</b>	<b>9.9</b>

Table 3.10 Teachers in basic education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Total number of teachers (head count)</b>	<b>77 785</b>	<b>77 156</b>	<b>76 343</b>	<b>76 492</b>	<b>78 020</b>	<b>78 778</b>
of which per cent of teachers in permanent employment	95.4	95.3	95.0	94.2	94.7	96.1

#### A. Qualification of teachers

Per cent with a Master's degree in subject teaching	8.1	8.4	9.0	10.0	10.8	11.9
Per cent with a BA/BSc degree in subject teaching	39.4	39.0	38.2	36.8	35.8	38.9
Per cent with a BA degree in primary teaching	44.6	44.8	45.2	45.4	45.5	45.3
Per cent with other tertiary qualifications	7.9	7.8	7.7	7.8	7.9	3.7

#### B. Mode of employment

##### Grade 1-4 (ISCED1)

Total number of teachers	36 675	36 716	36 719	37 054	38 062	39 071
of which per cent with temporary contract	0.9	1.0	1.1	1.5	1.4	1.7
Number of teachers in permanent employment	36 332	36 334	36 315	36 502	37 539	38 392
of which per cent part-time	2.2	2.3	2.6	2.6	1.9	2.2

##### Grade 5-8 (ISCED 2)

Total number of teachers in Grades 5-8	41 110	40 440	39 624	39 438	39 958	40 994
of which per cent on temporary contract	4.2	4.4	4.9	6.4	6.0	6.1
Number of teachers in permanent employment	39 366	38 673	37 663	36 910	37 574	38 497
of which per cent part-time	6.5	6.7	7.1	7.4	5.4	5.7

#### C. Age of teachers

<b>average age of teachers (years)</b>	<b>43.4</b>	<b>44.1</b>	<b>44.5</b>	<b>44.9</b>	<b>45.1</b>	<b>45.6</b>
per cent above 50 years	30.3	33.0	34.9	36.2	37.3	39.3

#### D. Gender distribution (%)

Percentage of male teachers in Grade 1-4	4.1	4.2	4.3	4.4	4.6	4.6
Percentage of male teachers in Grade 5-8	21.5	21.5	21.6	22.3	22.4	23.0

#### E. Non-teaching staff (FTE)

<b>of which per cent part-time %</b>	<b>29.5</b>	<b>30.3</b>	<b>30.4</b>	<b>30.4</b>	<b>14.3</b>	<b>8.0</b>
of the total per cent with temporary contract	n.a.	n.a.	n.a.	n.a.	3.6	2.8

Data source: Annual survey of institutions Tables a01t06, a01t07, a01t08, a02t57

Source: Statistical yearbook of (public) education



### 3\_4 Educational support and counselling services

#### The organization of educational support and counselling services

Act CXCV of 2011 on Public Education delegates the organization of educational support and counselling to the county level. In each county and Budapest, one centre for educational support and counselling services is established to coordinate the activity of the existing special education institutions and counselling services. Each county centre has affiliated centres at the district level. The district centres provide SEN diagnostic services and coordinate the work of educational support and counselling services in the district.

Service centres maintained by the state, as well as private service providers have to adhere to the decree on educational counselling and support services issued by the Minister responsible for education. Private service providers may get state support for their activities on contract with the Ministry.

#### Educational support services

Diagnosing special education needs requires close cooperation between parents, educators, SEN professionals, physicians and social workers. The special education services of diagnosis, counselling and therapy are organized at district level but the most serious or disputable cases are referred to the county level or sometimes even to a national professional authority. These services include diagnostic and rehabilitation services to establish special education needs and to provide therapy for all levels of public education. The most important of these are the SEN diagnostic and rehabilitation services, the institutions of severely disabled children including early intervention and care, speech therapy and conductive pedagogy services, and physiotherapeutic and lightened gymnastics services.

The SEN Diagnostic and Rehabilitation Committees are multi-professional bodies of special education teachers, teachers, psychologists and physicians. The Committee is responsible for establishing whether a child or student should be transferred to a special education kindergarten or school, or whether (s)he needs early

intervention and care, eventually individual coaching. This body is also consulted in cases when the child is advised by the kindergarten teacher or requested by the parent to delay school entry by more than one year.

Early intervention and care relates to the early diagnosis of retarded development of children below 3 years of age and children with multiple impairments. The services include support to families in child care as well as providing special education institutions. More than two third of children diagnosed in early intervention and care programmes need individual coaching. One in four children is in the care of services maintained by private entities.

Severely and multiply disabled children are provided for in special institutions. About 25 per cent of these institutions are maintained by private entities and they are coaching 40 per cent of the children in need. One specific institution is the International Pető András Institute named after the physician who developed the method of conductive pedagogy, a new way for the rehabilitation of motor disordered children and adults whose dysfunction was due to damages to the central nervous system. Besides providing treatment to families and patients, this institute is also a teacher training college training classroom teachers with a specialization in conductive pedagogy. Teacher training is offered both in Hungarian and in English.

Corrective development of partial skills deficiencies like dyslexia, dyscalculia, etc. is organized in group form locally and through travelling speech therapists to reach all pupils, students.

Lightened gymnastics and physiotherapy services are organized in bigger schools in such a way that students from other schools can attend the classes as well.

#### Educational counselling services

Educational counselling services provide psychological and educational counselling to parents, teachers and students when behavioural or learning problems of the student call for diagnosis and intervention. The process is usually initiated by the school, but parents can also turn to the educational counselling service independently. The psychologist often acts as a mediator between the school and the parents. The educational counselling service gives expert advice on delayed entry to primary school in cases of disagreement between the kindergarten teacher and the parents.

Figure 3.9 Examination of school maturity (2009-2014)

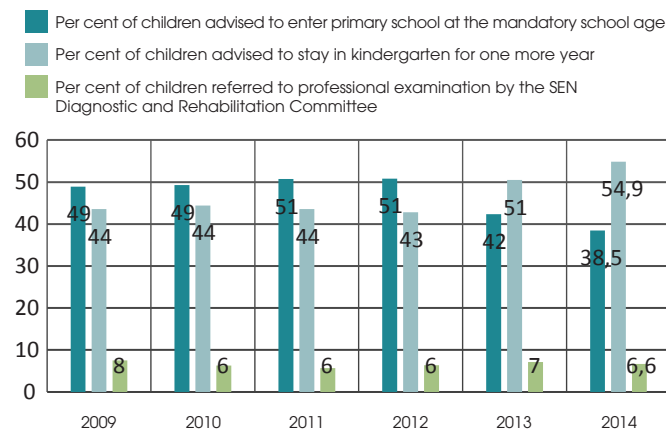
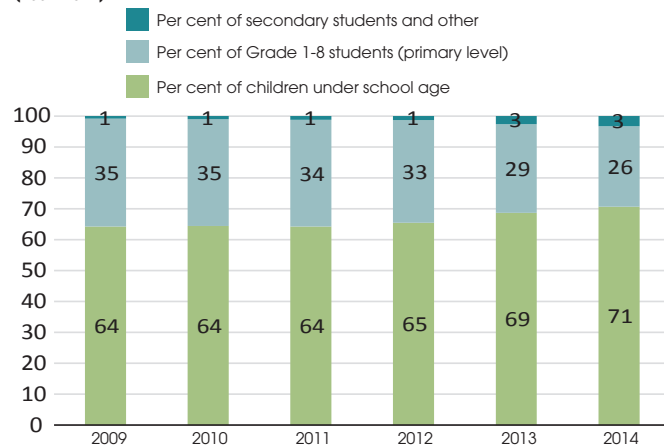


Figure 3.10 Distribution of participants in speech therapy by age/grade level (2009-2014)



Source: Statistical yearbook of (public) education 2013, 2014

Table 3.11 The institutions of educational support and counselling by type of service and by type of provider (2013, 2014)

Number of sites where the service is available	2013			2014		
	Total number of sites	of which public	of which private	Total number of sites	of which public	of which private
Early intervention and care	123	113	10	177	159	18
Development of severely disabled children/students	128	96	32	105	86	19
SEN diagnostic and rehabilitation service	41	41	-	155	153	2
Educational counselling service	282	274	8	67	64	3
Speech therapy service	380	369	11	289	281	8

Table 3.12 Number of children/students served and the number of professional staff (2009-2014)

	2009	2010	2011	2012	2013	2014
A. Early intervention and care						
Number of children in early intervention and care programmes	2 273	2 372	2 526	2609	2 198	3 521
per cent in private institutions	n.a.	27.9	30.8	31.2	27.9	20.7
per cent individual coaching	n.a.	68.9	66.6	64.0	75.0	72.4
Number of professional staff (FTE)	n.a.	...	...	880.7	287	345

B.

Number of pupils/students enrolled in special education classes/schools						
Severely disabled children participating in individual development programme	1 769	1 675	1 568	1 486	2 258	2 165
per cent in private institutions	18.8	20.5	19.3	20.8	24.6	16.8
per cent individual coaching	38.1	30.5	35.6	26.0	40.5	40.2
Number of teachers (FTE)	n.a.	689	794	881	692	382

C. SEN diagnostic and rehabilitation service

Number of pupils/students enrolled in special education classes/schools						
Total number of pupils/students	4 755	6 795	5 300	4 610	7 527	7 560
of which						
Kindergarten pupils	876	1 298	1 031	1 075	1 258	1 602
Grades 1-8 students	3 337	4 621	3 465	3 001	5 308	5 444
Grades 9-12 students	542	876	804	534	961	514
Number of professional staff (FTE)	380	293	287	300	671	655

D. Educational counselling service

Total number of children assessed for school maturity	22 808	20 784	20 569	21 017	22 869	17 676
Per cent of children advised to enter Grade 1	48.9	49.3	50.7	50.8	42.3	38.5
Per cent advised to stay in kindergarten for one more year	43.6	44.4	43.6	42.8	50.5	54.9
Per cent referred to the SEN Diagnostic and Rehabilitation Service	7.5	6.3	5.7	6.4	7.2	6.6

E. Diagnostic, counselling services, care and therapy

Total number of children/students participating in diagnostics and counselling	n.a.	97 443	104 783	102 714	116 368	97 384
Total number of children/students participating in therapy and care	85 264	75 133	102 951	91 264	96 994	71 786
Number of participants in family therapy	1 972	2 210	2 436	3 032	5 551	4 291
Number of teachers/therapists (FTE)	n.a.	1 922	1 979	2 010	1 674	1 671

F. Pupils/students participating in speech therapy

Total	78 879	82 583	85 633	86 783	100 396	77 936
Per cent of children under school age	64.2	64.4	64.2	65.5	68.7	70.6
Per cent of Grade 1-8 students (primary level)	34.9	34.5	34.5	33.2	28.7	26.0
Per cent of secondary students and other	0.9	1.1	1.3	1.3	2.7	3.4
Number of professional staff (FTE)	n.a.	1 552	1 738	1 781	1 428	1376

Source: Statistical yearbook of education 2009, 2010, 2011, 2012, 2013 Tables III.13-16, 18-19;

Statistical yearbook of public education 2014 Tables III.10-13, 15-16

### 3\_5 Basic music and art education

#### Origins of the Hungarian basic music education system

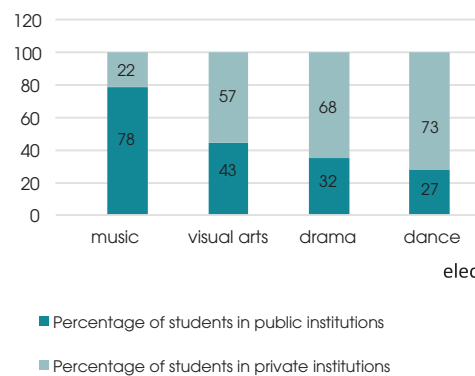
Introducing musical literacy education as part of basic education was the idea of Zoltán Kodály. He also suggested to set up schools with an enriched music curriculum and daily singing classes. His experience with adult choirs taught him that even the least educated people can learn to read music with a simplified score reading method, the so called sol-fa method. He suggested that all Hungarian children should become “music literate” in two ways: they should be taught to read music and they should learn their “musical mother tongue” captured in the Hungarian musical folklore. Kodály and his disciples developed a curriculum and methodology for teaching musical literacy, which is worldwide known as the Kodály method.

#### The basic music and art education system

Although singing and music lessons have lost their prestige and time share in the mainstream curriculum of basic education, two institutions of music education has proved sustainable in the Hungarian education system. One is the network of primary (general) schools with enriched music curriculum (ének-zenei általános iskola). Such schools are available in all bigger towns nowadays. The other one is the basic music and art education system, a system parallel to basic education. Whereas it is not integrated in mainstream education, it meets all criteria of formal education except for leading to a general educational qualification. All branches of music and art education have a centrally issued curriculum with 6 to 10 grade levels, achievement requirements that have to be met in order to enter the next grade, an examination at the end of the basic level and a qualification examination at the further education level. The Act on Public Education contains qualification requirements of teachers and institutions.

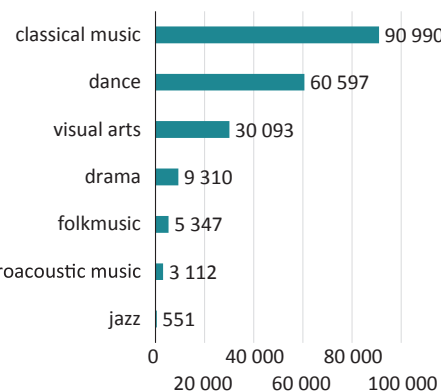
Basic music and art education is state subsidized but not free. Students pay fees in basic music and art institutions both public and private. In public institutions, however, disadvantaged, multiply disadvantaged students and SEN students are exempt from the payment of fees.

Figure 3.11 Percentage of students in public and private music and art education institutions by art form (2014)



Source: Statistical yearbook of public education 2014 Table III.9

Figure 3.12 Number of students in basic music and art education by art form (2014)



#### The organization and institutions of basic music and art education

Participation in music and art education is an extra-curricular activity. Many schools integrate basic music or art education (or both) in their programme and offer this extra-curricular class not only for their own students but for students from other schools as well. Quite often this gives a possibility for them to employ highly qualified teachers for the mainstream classes as well.

In 2014, altogether 692 institutions were registered as institutions qualified to offer basic music or art education. They were active at 2810 school sites.

The primary target group of basic music and art education are students of the primary (general) school.

Municipal music schools and independent art schools usually have their own institute where they can also organize concerts, performances or exhibitions. Music classes are very often organized within primary (general) schools so as to reach more students. Even independent private institutions co-operate with schools to provide premises for music or art classes.

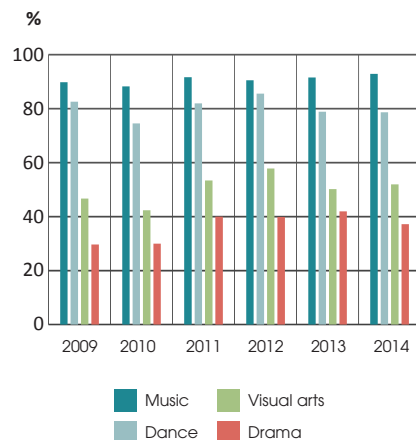
Basic music and art education is a way of talent education and sponsoring. Exemption from fees, public events organized to demonstrate the achievement of the students of these schools are eminently important for students whose parents cannot afford private teachers to develop their children's talent or manage their children's career.

#### Participants and teachers

In 2014, more than 232 500 students participated in the basic music and art education system. 95 per cent of them were mainstream students from the primary (general) school and, to a lesser extent, from secondary schools. The two most popular branches were classical music and dance.

Over 90 per cent of the music teachers and almost 80 per cent of the dance teachers had a relevant music or art academy qualification. This is less true of teachers of visual art and drama. These courses are often led by teachers trained at teacher training colleges to teach general subjects.

Figure 3.13 Percentage of teachers with relevant music/art academy diploma (2014)



1 Multiple participation is possible

2 art forms: e.g. jazz and electroacoustic music, classical dance and folk dance

Data source: Annual survey of institutions (KIR-STAT) Tables a11t45, a11t46, a11t47

Source: Statistical yearbook of education Table III.12a-b (from 2014 Table III.9a-b)

Table 3.13 Institutions, students, and teachers in basic music and art education (2009-2014)

#### A. Number of institutions, school sites and students

	2009	2010	2011	2012	2013	2014
Institutions	728	728	707	697	685	692
of which private	198	202	233	239	239	250
School sites	2 644	2 647	2 553	2 509	2 768	2 810
of which private	1 346	1 364	1 386	1 362	1 413	1 467

#### B.

Number of participants in basic music and art education <sup>1</sup>	245 799	250 242	245 107	240 942	230 733	232 508
of which per cent studying in privat art or music schools	40.7	41.4	44.5	45.5	44.8	46.1
of which per cent						
kindergarten pupils	n.a.	1.4	1.3	1.2	1.0	0.9
students of mainstream basic education	n.a.	83.2	84.0	85.2	85.7	86.2
students of full-time secondary (general or vocational) education	n.a.	12.7	12.3	11.7	11.7	11.4
vocational school students (full-time)	n.a.	0.8	0.7	0.8	0.8	0.8
students in higher education (full-time)	n.a.	0.9	0.8	0.6	0.5	0.5
other, part time students	n.a.	1.0	0.9	0.5	0.3	0.3

#### C. Number of students by art forms

Number of students studying music <sup>1</sup>	107 770	109 885	108 264	106 892	106 791	108 440
of which studying						
classical music	98 224	99 261	98 278	97 020	97 470	90 990
folkmusic	5 117	6 207	5 593	5 752	5 583	5 347
jazz	524	477	472	485	525	551
electroacoustic music	3 905	3 940	3 921	3 635	3 213	3 112

Number of students studying other arts <sup>1</sup>	148 305	151 242	148 949	143 145	136 868	136 698
of which studying						
dance	87 515	90 422	89 853	86 364	82 495	60 597
visual arts	45 637	45 966	45 284	43 380	41 406	30 093
drama	15 153	14 854	13 812	13 401	12 967	9 310

Average number of art forms studied by a student <sup>2</sup>	n.a.	1.4	1.5	1.04	1.06	1.10
---	------	-----	-----	------	------	------

#### D. Teachers in basic music and art education

Total number of teachers in basic music/art education	10 250	10 317	10 022	9 993	10 117	9 912
of which						
per cent in full-time employment	52.6	52.3	53.5	53.3	55.8	56.9
per cent in part-time employment	31.8	31.5	32.5	32.6	32.2	25.6
per cent on temporary contract	15.6	15.5	16.0	16.0	15.8	17.5

Percentage of teachers with relevant music/art academy diploma						
Music	89.8	88.2	91.7	90.5	91.6	92.9
Dance	82.6	74.6	82.0	85.6	78.9	78.7
Visual arts	46.7	42.3	53.4	57.9	50.2	51.9
Drama	29.7	30.0	40.0	39.9	42.0	37.2

Average number of art forms taught by a teacher	n.a.	1.38	1.32	1.34	1.35	1.40
---	------	------	------	------	------	------

# 4 Upper-secondary education

## 4\_1 System and funding

### Institutions and providers

After completing basic education comprising primary and lower secondary education, students move to upper secondary education. Three main types of upper secondary programmes are available. The secondary general school (gimnázium) is a 4-year-programme teaching general subjects with the main function to prepare for the secondary school leaving examination (Maturity or „Érettségi”). Some secondary general schools offer 8 or 6-year programmes as well covering Grades 5-12 or 7-12 Grades, respectively. Secondary vocational schools teach general subjects and pre-vocational subjects in their study field and prepare for the secondary school leaving (Maturity) examination in Grades 9 to 12. Students who complete upper secondary education in a vocational secondary school may enter tertiary education on condition that they pass the maturity examination. But they also may continue vocational studies in the upper secondary school to obtain a post-secondary (ISCED 4 level) vocational qualification. At the end of the post secondary vocational course (one or two years depending on the qualification requirements), students sit for a qualification examination. Vocational schools prepare for an ISCED 3 level vocational qualification but not for the secondary school leaving (Maturity) examination. These programmes contain mainly vocational courses and prepare for a vocational qualification examination at the end of Grade 11. For students with special education needs who cannot be integrated in any of the main upper-secondary programme types, a special vocational programme is offered that prepare them to enter the labour market.

The main education provider is the state at the upper secondary level as well. However, denominations and other private entities are most active education providers at this level. One student in five attends a denominational secondary general school

(Gimnázium) and the total share of private providers (denominational and other) is over 35 per cent in secondary general education. The total share of private providers is 30 per cent of the upper secondary students (full-time and part-time together), of which nearly 10 per cent attends denominational schools and 20 per cent or more attends schools maintained by other private providers.

### Funding of upper secondary education

Public schools are funded directly from the central budget via the Klebelsberg School Maintaining Centre. Denominations receive state funds on agreement with the government for financing educational services. Other private maintainers are provided state funds for teacher salaries as a minimum and other costs on a contract basis.

In 2013, the central budget was the main source of funds for both public and private upper secondary institutions. Of the total cost 88, 87 and 72 per cent was covered from central budget funds in public, denominational and other private institutions, respectively (Table 4.3). In the case of public institutions, part of these funds were transferred to municipalities in the form of block grant for all services, while in the case of denominational schools, the church or denomination received part of the funds for all activities. Municipalities contributed to the funding of educational institutions from their own revenues as well, but this contribution amounted only to 4 per cent in the case of public institutions and less than 1 per cent in the case of private institutions. Tuition fees were a meagre source of income even for private institutions amounting to 5 per cent of the total intakes.

The purchasing parity power of public funds decreased by about 30 per cent compared to 2005. Funds are hardly sufficient to cover current expenditures. Capital expenditure, which amounted to hardly more than 7 per cent of the total public expenditure in 2005, dropped to 1 per cent of the total public expenditure by 2013.

Figure 4.1 Composition of funds from public and private sources by type of provider (2013)

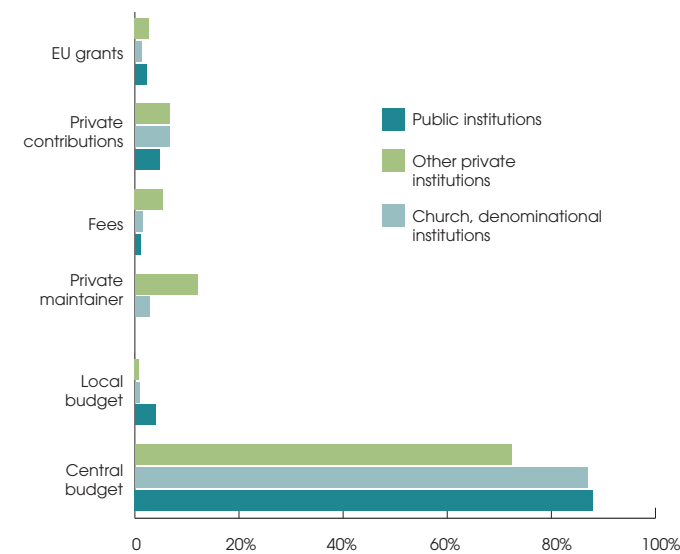
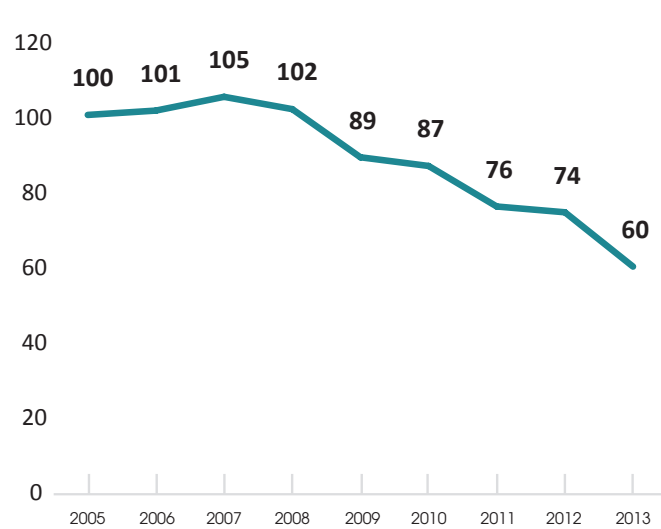


Figure 4.2 Index of change of public expenditure per student in upper secondary education at 2013 prices (2005=100)



Data source: Annual survey of institutions

Source: Statistical yearbook of (public) education Table III.3-6

Data source: Annual survey of institutions

Source: Statistical yearbook of public education 2014 Table III.3-6.

Data source: National Ministry of Economy

Source: A közoktatás indikátorrendszere 2015. MTA KRTK Közgazdaságtudományi Intézet 2015. Table B1.4.2

\*public institutions only

Data source: Statistical yearbook of public education 2014 Table IV.9, CPI deflator by Central Statistical Office

Table 4.1 Number of upper secondary school sites by type of programme and by type of provider (2009-2014)

		2009	2010	2011	2012	2013	2014
Secondary general school	Total	850	876	879	877	869	882
	Public	143	137	136	137	379	344
	Denomination	116	122	132	153	171	153
	Other private	302	327	345	339	319	117
Secondary vocational school	Total	917	939	928	921	979	941
	Public	143	137	136	137	539	536
	Denomination	41	47	59	91	102	111
	Other private	321	335	331	314	338	294
Vocational school	Total	623	651	687	690	724	683
	Public	143	137	136	137	382	374
	Denomination	31	35	42	75	75	77
	Other private	226	243	284	268	267	232
Special vocational school	Total	157	151	151	153	153	155
	Public	143	137	136	137	138	141
	Denomination	6	6	8	9	7	5
	Other private	8	8	7	7	8	9

Table 4.2 Number of students in different upper secondary programme types and percentages by providers (2014)

Type of programme	Total number of students	All institutions %	Public institutions %	Denominational institutions %	Other private institutions %
Secondary general programme	216 368	100.0	62.8	20.9	16.3
Secondary vocational programmes	221 144	100.0	71.5	10.8	17.7
Vocational school programmes	102 482	100.0	70.8	10.2	19.0
Special vocational programmes	7 496	100.0	92.7	1.6	5.7

Table 4.3 Composition of funds from public and private sources by type of provider (2013)

Source of funds	All institutions	Public institutions	Church, denominational institutions	Other private institutions
Total investment per student	397 300	364 600	533 300	448 000
% Central budget	85.7	88.0	87.0	72.4
% Local budget	2.9	3.9	0.9	0.8
% Private maintainer	2.1	0.0	2.8	12.1
% Tuition fees	1.8	1.1	1.5	5.4
% Other private contributions	5.3	4.7	6.7	6.6
% EU grant	2.2	2.3	1.2	2.7

Table 4.4 Public expenditure per student by institutions at 2013 prices by service category (HUF) (2009-2013)\*

	2005	2009	2010	2011	2012	2013
Total public expenditure	341 702	582 841	365 727	333 859	312 566	236 602
Current expenditure	341 702	582 841	365 727	333 859	312 566	236 602
Capital expenditure	23 508	17 297	20 656	15 224	8 732	2 434



# 4 Upper-secondary education

## 4\_2 Access to upper secondary education

### Availability of upper secondary schools

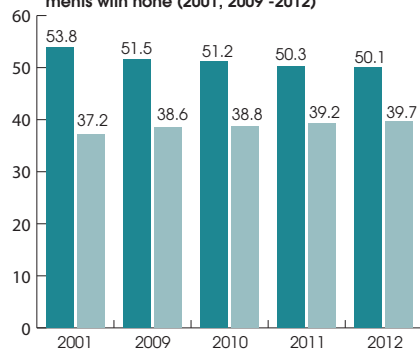
Upper secondary schools are typically available in towns. In 2012, 9 per cent of the 3154 Hungarian communities could offer at least one type of upper secondary programmes and only 4.5 per cent of the communities had schools that offer all the three main types of upper secondary programmes. About half of the 14 to 17-year-old population lived in these settlements, whereas nearly 40 per cent lived in settlements that had no upper-secondary schools at all.

Some secondary general schools offer 8 or 6-grade secondary general programmes. These programmes include all or part of the lower secondary level and they are only available in the larger towns. To start a long secondary general programme the school has to meet certain quality criteria and obtain the approval of the maintainer.

### Application and admission procedures to upper secondary education

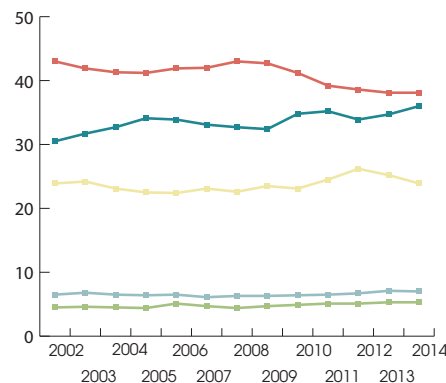
Transition to upper secondary education is organized by the Educational Authority. Students can apply for a place in several schools and for more than one programme type. They have to rank their preferences but this ranking is not available for any of the schools they apply for. Schools make their programmes and the places for new entrants available on the portal of the Educational Authority for information of parents and applicants. It is possible for schools to organize entrance examinations but they have to use the written examination tasks of the Educational Authority and they have to publicize the method of summarizing results from previous achievement and the results of the entrance examination. On the basis of the ranklist of applicants they fill in their places. If the student is admitted by more than one school, he is enrolled in the one higher on his initial list of preferences.

Figure 4.3 Percentage of 14-17-year-olds who live in settlements with all 3 types of upper secondary programme and in settlements with none (2001, 2009 -2012)



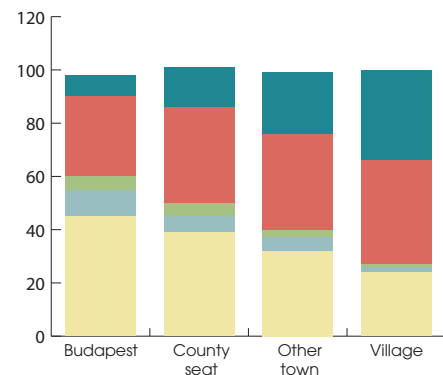
■ All 3 types of secondary programmes are available  
■ No secondary level programme is available

Figure 4.4 Percentage of students applying for a place in different upper secondary programme types as a first preference (2002-2014)



■ 4-year gimnázium  
■ Vocational secondary  
■ Vocational school  
■ 6-year gimnázium  
■ 8-year gimnázium

Figure 4.5 Percentage of students admitted to different programme types by the type of settlement of the student's basic school (2014)



■ Vocational school programme  
■ Vocational secondary programme  
■ Vocational school  
■ 8-Grade secondary general programme  
■ 6-Grade secondary general programme  
■ 4-Grade secondary general programme

Source KIFIR database

### Trends in the preferences for upper secondary programmes

Based on the first preferences of students applying for an upper secondary programme, it appears that the 6 and 8-year programmes attract between 5 and 7 per cent of the students of the relevant Grades 4 and 6. The 4-year secondary general school (Gimnázium) is the first preference for 36 per cent of the students in Grade 8. The percentage of first preference for secondary vocational programmes is somewhat higher. Recently, some convergence can be seen in the preference for the two secondary programme types. The vocational school programmes attract less than 25 per cent of the Grade 8 population.

Preferences are influenced by several factors. Prospectives for further education is the most important factor influencing the choice of high achievers. However, local availability of a programme type is an important factor in the student's application for a place especially in families of lower socio-economic status. Labour market perspectives influence choices in selecting the study line of vocational secondary or vocational school. Besides these factors, students consider the likelihood of being admitted to the preferred school or school type.

There are systematic differences between students in these aspects. Students in larger towns have a clear advantage over young people who live in areas where a limited range of study alternatives is available or affordable for the family (Table 4.7).

Statistics on new entrants show that secondary general programmes are the most attractive forms of upper secondary education in spite of the efforts to reform vocational education and training. Between 2009 and 2014, vocational secondary programmes have lost their small but marked relative advantage over secondary general programmes, whereas vocational school have not gained from the changes introduced in length or content of study (Table 4.8).

\*including special vocational programmes

Source: A közoktatás indikátorrendszere 2015. Table C.1.8

Source: Statistical yearbook of (public) education Table I.1-2.

\*as a percentage of 8-graders

\*\*as a percentage of 6-graders

\*\*\*as a percentage of 4-graders

Data source: Educational Authority KIFIR database

Source: A közoktatás indikátorrendszere 2015. Table C.2.3.1

Data source: Educational Authority KIFIR database

\*including new entrants to 8 and 6-year programmes

Source: Statistical yearbook of (public) education Table III.3-6.

Table 4.5 Availability of upper secondary programmes (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Per cent of the secondary school age population (14-17 years) living in settlements where</b>						
All 3 types of upper secondary programme are available	51.5	51.2	50.3	50.1	...	...
No upper secondary school is available	38.6	38.8	39.2	39.7	...	...
Secondary general school (gimnázium) is available	57.2	57.2	56.6	56.5	...	...
Secondary vocational school (szakközépiskola) is available	56.0	55.6	55.2	54.7	...	...
Vocational school (szakiskola) is available	55.8	55.4	54.9	54.7	...	...

<b>B. Number of school sites offering</b>						
Secondary general programmes (Gimnázium)	850	876	879	877	869	882
Secondary vocational programmes (Szakközépiskola)	917	939	928	921	979	941
Vocational programmes (Szakiskola)*	780	802	838	843	877	838

Table 4.6 Change in student preferences for upper secondary programme types (2005-2014)

	2005	2010	2011	2012	2013	2014
<b>Per cent of students who applied in the first place for the programme type</b>						
<b>4-year secondary general programme (Gimnázium)*</b>	34.1	34.8	35.2	33.9	34.7	36
<b>6-year secondary general programme (6 évfolyamos gimnázium)**</b>	6.4	6.4	6.5	6.7	7.1	7
<b>8-year secondary general programme (8 évfolyamos gimnázium)***</b>	4.4	4.9	5.1	5.1	5.3	5.3
<b>Secondary vocational programmes (Szakközépiskola)*</b>	41.2	41.2	39.2	38.6	38.1	38.1
<b>Vocational school programmes (Szakiskola)*</b>	22.5	23.1	24.5	26.2	25.2	23.9

Table 4.7 Distribution of students admitted to different upper secondary programme types by the type of settlement of the student's primary (general) school (2014)

	Budapest	County seat	Other town	Village
<b>Percentage of students admitted to different programme types by the type of settlement of the student's basic school (2014)</b>				
4-Grade secondary general programme	45	39	32	24
6-Grade secondary general programme	10	6	5	2
8-Grade secondary general programme	5	5	3	1
Vocational secondary programme	30	36	36	39
Vocational school programme	8	15	23	34

Table 4.8 New entrants enrolled in different upper secondary programme types (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Number of new entrants enrolled in different upper secondary programme types</b>						
Total number of new entrants	124 974	126 853	121 218	117 757	120 609	118 199
Number of new entrants in secondary general school programmes*	41 398	42 464	40 819	38 665	41 650	42 744
Number of new entrants in secondary vocational school programmes	46 371	46 223	42 255	39 504	41 624	39 825
Number of new entrants in vocational school programmes	34 270	35 386	35 507	37 033	35 015	32 068
Number of new entrants in special vocational school programmes	2 935	2 780	2 637	2 555	2 320	3 562

<b>B. Percentage of new entrants enrolled in different upper secondary programme types</b>						
Per cent of new entrants in secondary general school programmes*	33.1	33.5	33.7	32.8	34.5	36.2
Per cent of new entrants in secondary vocational school programmes	37.1	36.4	34.9	33.5	34.5	33.7
Per cent of new entrants in vocational school programmes	27.4	27.9	29.3	31.4	29.0	27.1
Per cent of new entrants in special vocational school programmes	2.3	2.2	2.2	2.2	1.9	3.0



## 4\_3 Participation and progression

### Full-time and part time programmes

Adults who have not completed upper secondary education in mainstream full-time education or wish to upgrade their qualification have a chance to do so in part-time upper secondary general or vocational programmes. The part-time programmes constitute part of the system of formal education and follow the mainstream curriculum adapted to the needs of adults. They prepare for the Maturity examination (Érettségi) and the vocational qualification examinations. Part-time programmes are offered in upper secondary schools all over the country organized in mainstream upper secondary institutions. In vocational education there are many private institutions specializing in part-time programmes preparing for vocational qualification examinations.

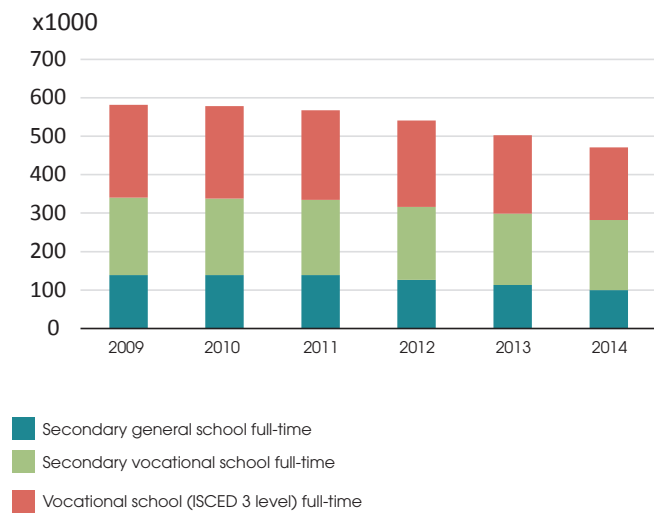
Participation in part-time programmes is subsidized but not free. Students upgrading their attainment level may be subsidized until they obtain their first qualification or pass the Maturity examination depending on their achievement and progress.

The proportion of part-time students amounted to 14.1 per cent in 2013. The distribution of students between different programme types is different from that of mainstream students.Upper secondary general or vocational programmes attract students who could not complete upper secondary education within the age frame available for full-time mainstream education. Part of the students, however, upgrade their educational attainment after they have obtained a vocational school qualification. There are reverse cases as well. Vocational qualifications that can be obtained in vocational school programmes are sometimes sought by adults who have a higher educational attainment.

### Commuters and students in student homes

A large percentage of upper secondary students live in a settlement different from the one where the school is located. 34 per cent of secondary general

Fig. 4.6 Number of full-time students in different upper secondary programme types (2009-2014)



students, 50 per cent of secondary vocational students, and 60 per cent of vocational school students are commuters and about 10 per cent of them live in student homes during the school year. To compensate for the unequal financial conditions of schooling transportation costs are subsidized and board and lodging in student homes and boarding schools are either maintained or supported from central budget resources. Students pay a contribution to the costs of board and lodging.

### Graduation from upper secondary education

Students of secondary general or vocational programmes sit for the secondary school leaving examination (Maturity exam) at the end of Grade 12. Students in bilingual upper secondary programmes and in programmes starting with a year of intensive foreign language teaching programme (Grade 0) sit for the Maturity exam at the end of Grade 13. The Maturity examination is a basic entrance requirement of higher education. However, the completion of the upper secondary general or the upper secondary vocational programmes entitle the students to enter a range of post-secondary vocational courses. To obtain a vocational qualification included in the National Vocational Qualification Register (NVQR), students have to pass a vocational qualification examination. NVQ Level 3 qualifications are equivalent to a completed upper secondary attainment but do not qualify for further education. Similarly to the Maturity examination, it is possible to sit for the national vocational qualification examinations any time if the person meets the examination requirements described in the regulations for the examinations.

The proportion of students applying for entrance to higher education on completion of upper secondary education decreased by about 10 per cent between 2009 and 2013, and the percentage of students directly moving to higher education decreased by 5 per cent. Meanwhile the percentage of those admitted to long university programmes did not change.

Figure 4.7 Change in the number of 18-year olds, upper secondary graduates, and the number of higher education applicants and those admitted (2001-2014)

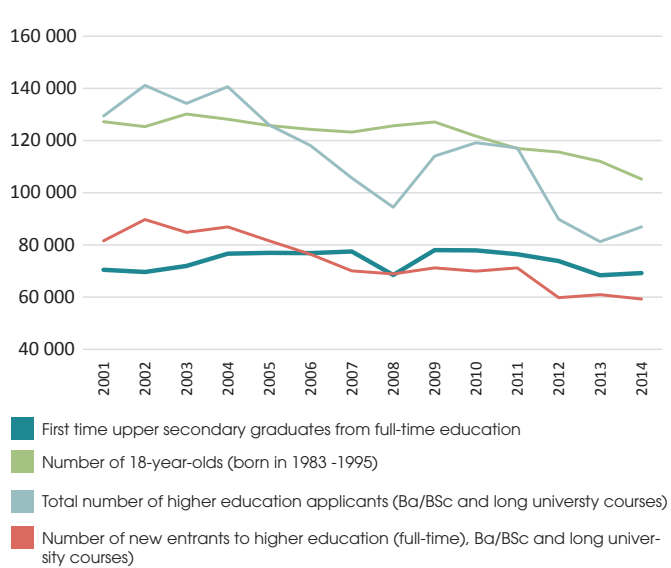


Table 4.9 Participation in upper secondary education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Total number of students</b>	<b>658 621</b>	<b>662 808</b>	<b>652 051</b>	<b>626 001</b>	<b>585 149</b>	<b>547 490</b>
Per cent full-time	88.3	87.3	87.0	86.3	85.9	86.0
<b>Distribution of full-time students in different programme types</b>						
<b>Total number of full-time students</b>	<b>581 854</b>	<b>578 301</b>	<b>567 451</b>	<b>540 417</b>	<b>502 421</b>	<b>471 022</b>
of which						
per cent in secondary general school	34.6	34.4	34.4	35.1	36.9	38.7
per cent in secondary vocational school	41.6	41.6	41.1	41.5	40.5	40.1
per cent in vocational school (ISCED 3 level)*	23.8	24.1	24.5	23.4	22.6	21.2
<b>Distribution of part-time students in different programme types</b>						
<b>Total number of part-time students</b>	<b>76 767</b>	<b>84 507</b>	<b>84 600</b>	<b>85 584</b>	<b>82 728</b>	<b>76 468</b>
of which						
per cent in secondary general programme	50.5	51.1	49.1	45.3	42.3	44.6
per cent in secondary vocational programmes	40.8	39.3	38.6	39.7	43.0	42.3
per cent in vocational school programmes (ISCED 3 level)	8.7	9.6	12.3	14.9	14.7	13.0
<b>Percentage of upper secondary students commuting from another settlement</b>						
per cent of commuters in secondary general schools	32.5	33.0	33.2	33.8	34.2	35.1
per cent of commuters in secondary vocational schools	46.6	47.1	48.8	48.4	49.9	48.7
per cent commuters in vocational schools*	56.5	57.0	57.5	57.8	59.1	57.7
<b>Percentage of students in student homes and boarding schools by programme type (2009-2014)</b>						
per cent of secondary general students**	9.2	9.0	8.8	8.7	8.6	8.5
per cent of secondary vocational students	10.0	9.8	9.4	9.4	10.1	10.5
per cent of vocational school students*	9.4	9.2	8.6	8.6	9.0	9.7

Table 4.10. Graduation from upper secondary education (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Students obtaining secondary school leaving (Maturity) certificate</b>						
<b>Number of students</b>	<b>90 450</b>	<b>87 244</b>	<b>85 925</b>	<b>83 448</b>	<b>76 707</b>	<b>77 302</b>
of which						
% female	54.8	54.3	53.8	53.8	53.3	...
% graduating from part-time education	13.7	10.6	11.0	11.5	10.8	10.5
<b>Students obtaining a secondary (ISCED 3) or post-secondary (ISCED 4) vocational qualification</b>						
<b>Number of students</b>	<b>51 085</b>	<b>52 597</b>	<b>55 888</b>	<b>64 839</b>	<b>58 409</b>	<b>55 353</b>
of which						
% graduating from part-time education	13.9	13.6	13.5	13.0	20.4	21.4

Table 4.11 Number of secondary graduates passing the Maturity examination and applicants to higher education (2009-2014)

	2009	2010	2011	2012	2013
Total number of students passing the Maturity examination*	87 244	85 925	83 448	76 707	77 302
First time graduates from full-time education passing the Maturity examination*	77 957	76 441	73 845	68 436	69 176
Number of 18-year-olds**	121 724	117 033	115 598	112 054	105 272
Number of applicants to higher education (Ba/BSc and long university courses)***	119 190	117 180	89 912	81 234	86 933
New entrants in higher education (Ba/BSc and long univeristy courses)***	69 920	71 253	59 784	60 926	59 290

Data source: Annual survey of institutions Table a2f12

Source: Statistical yearbook of (public) education 2009-2014

\*including special vocational school students

\*\*Including lower secondary students studying in long secondary general programmes

Data source: Annual survey of institutions

Source: Statistical yearbook of education Table I.6

\*Data source: Annual survey of institutions

\*\*Data source: Central Statistical Office population database

\*\*\*Educational Authority FELVI higher education database

## 4\_4 Equity issues

## Inequalities of access to upper secondary programme types

In Hungary, parents' socioeconomic status, level of education and labour market position are strong determinants of their children's access to the type of education they need to make the best of their endowments and reach their goals in life. PISA data show that the education system reinforces rather than reduces socio-cultural differences through several mechanisms.

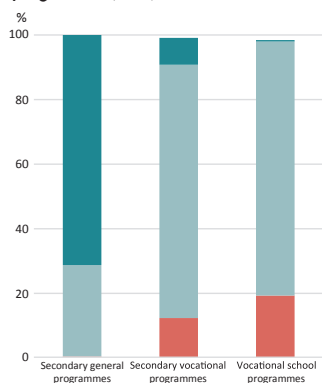
There are regional differences in living standards as well as in population density or labour opportunities. Typically, students from rural areas have less choice in programme types or study field of their interest in vocational education than students in an urban environment. They more often choose to go to vocational secondary or vocational school and only one or two per cent of them are enrolled in long secondary general programmes.

## Inequalities confirmed by programme type

The main programme types are selection factors in themselves. Secondary general and secondary vocational schools prepare for further education in a wide range of study fields. Vocational schools train students for the labour market with little support in developing general competences so much needed in a rapidly changing world of labour.

One important difference between programme types is the teaching of foreign languages. Foreign language teaching starts in Grade 4 of the primary (general) school. However, a large proportion of students are unable to reach a level of competence to be a more or less independent user of the first foreign language by the end of basic education (Grade 8). According to the National Core Curriculum, at least one foreign language should be taught in all upper secondary programmes. Whereas secondary general schools teach at least two foreign languages, vocational secondary schools and vocational schools mostly teach only one. The statistical survey shows that

Figure 4.8 Percentage of students studying foreign languages by type of programme (2014)

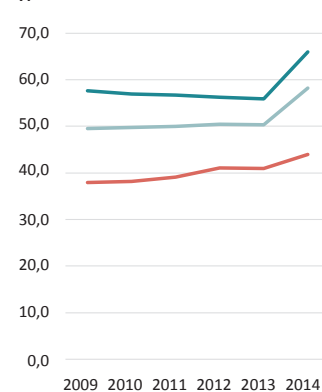


Percentage of students studying two or more foreign languages

Percentage of students studying one foreign language

Percentage of students not studying foreign languages

Figure 4.9 Percentage of females in different upper secondary programme types



Secondary general programme

Secondary vocational programmes

Vocational school programmes

12 per cent of secondary vocational school students and nearly 20 per cent of vocational school students do not learn foreign languages in school at all.

## Gender inequalities

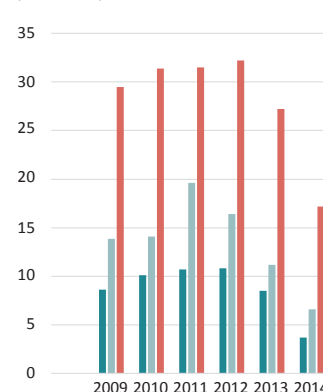
Girls do better than boys according to the standard basic competence measures, although not so much in mathematics as in reading comprehension. There are hardly any male teachers in primary (general) schools. For male students who come from low educated families, there are no male models of learning to follow, which is a real loss for a traditional society where otherwise there is much to be done for gender equity.

## Social environment of schools

Unless parents select the school carefully for their children and do not start early enough to prepare their children for the entrance examinations of good schools, the student runs the risk of being enrolled in a school where neither teachers nor students are very keen on making the best of every learning opportunity. Ambitious parents find the good schools and schools are ready to select the children of these families being aware that parental support in making the student work hard takes much of the burden off the teacher's shoulder. In such schools the social environment is motivating in contrast to the schools where students end up because that is the school that is obliged to admit them. Disadvantaged and multiply disadvantaged students are concentrated in such schools.

Legal restrictions limit the schools' autonomy in the selection of students. Some of these are built in the regulations on application and admission procedures. Also there are targeted measures like the Arany János talent saving programme providing support to students in disadvantaged groups in the form of scholarships and mentoring. These measures, however, appear insufficient to counteract the lasting effects of the selectivity of the school system and the multiple disadvantages of the social environment of a child brought up in a family of low socio-economic status particularly when deemed to live in a the rural area of a poverty stricken region.

Figure 4.10 Percentage of disadvantaged students by type of programme (2009-2014)

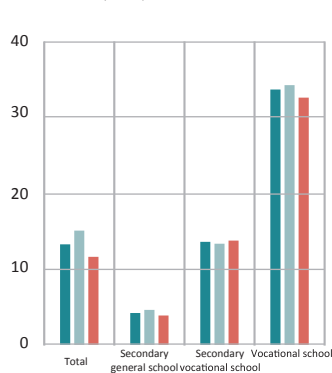


Secondary general programme

Secondary vocational programmes

Vocational school programmes

Figure 4.11 Percentage of 10th-grade students by programme type reporting that they had been grade repeaters at least once (2013)



Total

Boys

Girls

Data source: Annual survey of institutions Table a04i18

Data source: Annual survey of institutions

Source: Statistical yearbook of education Table I.4

\*Break in the time series because the definition of "disadvantaged student" changed

Data source: Annual survey of institutions

Source: Statistical yearbooks of (public) education Table III.3, 5-6.

Data source: Annual survey of institutions Table a04i18

Source: Statistical yearbooks of (public) education, Table III, 3, 5-6.

Data source: National Competence Survey

Source: A közoktatás indikátorrendszere 2015. Table C2.2.1

Table 4.12 Percentage of students studying foreign languages by type of programme (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Secondary general programmes</b>						
Percentage of students studying one foreign language	31.7	32.8	32.7	32.1	28.5	28.4
Percentage of students studying two or more foreign languages	69.3	68.2	68.3	68.7	72.6	72.8
Percentage of students not studying foreign languages	0.1	0.1	0.2	0.2	0.2	0.2
<b>Secondary vocational programmes</b>						
Percentage of students studying one foreign language	81.9	80.3	78.1	77.2	75.3	78.5
Percentage of students studying two or more foreign languages	8.4	8.6	9.0	8.8	8.5	8.3
Percentage of students not studying foreign languages	9.1	10.4	12.3	13.3	15.0	12.3
<b>Vocational school programmes</b>						
Percentage of students studying one foreign language	78.1	77.3	74.7	72.9	73.4	78.8
Percentage of students studying two or more foreign languages	0.5	0.5	0.5	0.4	0.4	0.4
Percentage of students not studying foreign languages	20.4	21.1	23.6	25.7	25.2	19.3

Table 4.13 Gender inequalities (2009-2014)

		2009	2010	2011	2012	2013	2014
<b>Percentage of males and females in different upper secondary programme types</b>							
Secondary general programme	% female	57.6	56.9	56.7	56.3	55.9	66.0
Secondary vocational programme	% female	49.5	49.8	49.9	50.5	50.3	58.2
Vocational school	% female	37.9	38.1	39.0	41.0	40.9	44.0

Table 4.14 Percentage of disadvantaged students by type of programme (2009-2014)

	2009	2010	2011	2012	2013	2014*
Secondary general programme	8.6	10.1	10.7	10.8	8.5	3.7
Secondary vocational programme	13.8	14.1	19.6	16.4	11.2	6.6
Vocational school programme	29.5	31.4	31.5	32.2	27.2	17.2

Table 4.15 Grade repetition by sex and by type of upper secondary programme (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Percentage of males and females in different upper secondary programme types</b>						
Males	4.6	5.1	5.3	6	5.4	4.8
Females	3.3	3.7	4	4.5	4.1	3.8
Secondary general students	1.2	1.4	1.4	1.5	1.4	3.7
Secondary vocational students	3.7	4	4.2	4.3	4.4	3.9
Vocational school students	7.9	8.9	9.5	11.7	10.3	9.5

Table 4.16 Percentage of 10th-grade students who report that they were grade repeaters... (2013)

	Grade repeaters at least once			Grade repeaters more than once		
	Total	Boys	Girls	Total	Boys	Girls
% of Total	13.3	15.1	11.6	2.4	3	1.9
% of Multiply disadvantaged students	24	27	21.5	4.6	6.4	3

# 4 Upper-secondary education

## 4\_5 Teaching staff

### Qualification of teachers

Teachers for upper secondary education are trained at the MA level. Up to 2005, teacher training for the secondary level was a parallel training in the subject matter and in pedagogy. With the transition to the BA-MA system, courses of pedagogy were offered only on the master level to Ba/BSc graduates in the subject relevant fields of study. This system did not yield a sufficient number of applicants for courses in pedagogy. For this reason, the parallel system was restored. Teachers for the basic school and special education are trained in 8-semester studies leading to a Ba/BSc degree in one or two subjects or in special education, whereas teachers for the upper secondary level are trained in 10-semester long university courses leading to a master's degree in teaching one or two subjects.

In secondary general schools the master's level teacher qualification is a requirement. However, shortage of teachers in some subjects may induce maintainers to employ subject teachers with a bachelor level. In 2014, more than 95 per cent of teachers in upper secondary schools had the required level of qualification.

In secondary vocational schools the qualification level is similar for general and pre-vocational subjects. In vocational training, the instructors are typically tertiary graduate professionals with or without a pedagogical qualification. In 2014, about 60 per cent of the instructors had an ISCED 6 or 7 level teacher qualification and about 19 per cent were tertiary graduates without a teacher qualification. However, 20 per cent of the instructors had a qualification below ISCED 6.

In vocational schools, general subjects were taught mostly by teachers with ISCED 6/7 level qualification in education. Among the instructors, about 20 per cent had a higher education qualification in pedagogy and 18 per cent in other fields of study and 60 per cent had a professional qualification below ISCED 6 level. In special vocational schools, about half of the teachers had a qualification in special education.

### Mode of employment, sex and age of teachers in upper secondary education

Unlike in basic education, part-time and temporary employment of teachers is not infrequent. In 2014, 80.7 per cent of the teachers of general subjects and 66.4 per cent of the teachers of vocational subjects were full-time permanent employees. Among teachers in vocational education and training, about one in four were temporaries, which is a symptom of teacher shortage due to the uncompetitive teacher salaries.

Whereas aging of teachers is a general problem in upper secondary education as well, the problem is more serious in the case of vocational training, where the average age of teachers is two years higher than that of general teachers. As the percentage of teachers above 50 are about 30 and 40 per cent in general and vocational teaching, serious teacher shortage is expected within the next decade at the upper secondary level too.

Figure 4.12 Percentage of teachers of general and of vocational studies by mode of employment (2014)

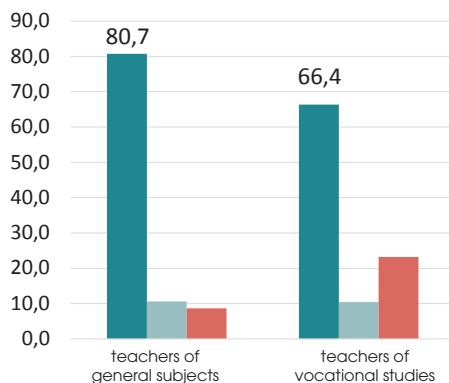


Figure 4.13 Age distribution of teachers by upper-secondary programme type (2014)

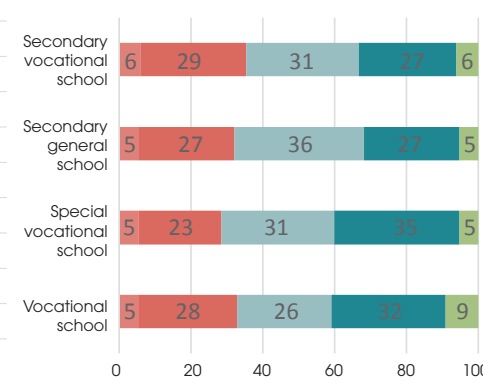
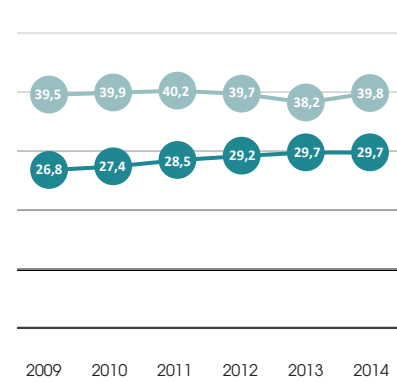


Figure 4.14 Percentage of teachers above 50 years of age (2009-2014)



\*special vocational schools are excluded  
Data source: Annual survey of institutions Tables a01t06 , a01t07

Data source: Annual survey of institutions 2014 Table a01t07

Table 4.17 Number, mode of employment, sex and age of teachers in upper secondary education (2009-2014)\*

	2009	2010	2011	2012	2013	2014
<b>A. Total number of teachers in upper secondary education (head count)</b>						
	<b>52 696</b>	<b>53 644</b>	<b>52 374</b>	<b>52 088</b>	<b>50 920</b>	<b>53 304</b>
Number of teachers with permanent job (full-time and part-time)	45 502	45 993	44 863	44 380	43 639	46 204
<b>B. Mode of employment</b>						
<b>Total number of upper secondary teachers teaching general subjects (head count)</b>	<b>35 223</b>	<b>35 421</b>	<b>34 530</b>	<b>33 710</b>	<b>32 868</b>	<b>32 883</b>
of which						
per cent full-time	80.0	79.4	79.2	78.2	80.3	80.7
per cent part-time	11.4	11.3	11.8	12.4	10.9	10.6
per cent on temporary contract	8.7	9.3	9.0	9.4	8.9	8.7
<b>C. Total number of upper secondary teachers in vocational training (head count)</b>						
	<b>17 473</b>	<b>18 223</b>	<b>17 844</b>	<b>18 378</b>	<b>18 052</b>	<b>100</b>
of which						
per cent full-time	66.6	66.1	65.1	63.6	64.7	66.4
per cent part-time	9.7	9.9	10.2	11.7	11.0	10.4
per cent on temporary contract	23.7	23.9	24.7	24.7	24.2	23.2
<b>C. Sex</b>						
Percentage of males of the total number of teachers teaching general subjects	30.0	29.6	29.8	30.0	30.2	30.7
Percentage of males of the total number of teachers teaching vocational subjects	51.5	51.4	51.0	50.3	51.2	51.8
<b>D. Age</b>						
average age of teachers (years) - general subjects	42.0	42.4	42.9	43.4	43.7	43.7
per cent 50+	26.8	27.4	28.5	29.2	29.7	29.7
average age of teachers (years) - vocational training	44.6	44.8	45.1	45.4	45.1	45.7
per cent 50+	39.5	39.9	40.2	39.7	38.2	39.8
<b>E. Student/teacher ratio</b>						
Secondary general school	11.0	10.9	10.7	10.6	10.5	12.1
Secondary vocational school	12.2	12.1	12.2	11.8	10.9	11.9
Vocational school	13.4	12.9	13.2	12.1	11.2	12.6

Table 4.18 Percentage of teachers in permanent employment by type of qualification (2014)

	Number of subject teachers and trainers in practical studies	of which per cent having			
		Master's degree in education	Bachelor's degree in education	Other ISCED 6/7 qualification	Lower than ISCED 6 qualification
Secondary general school subject teachers	16 088	95.3	4.2	0.3	0.1
Secondary vocational school subject teachers	14 196	81.8	11.3	5.5	1.4
Vocational school subject teachers	4 659	47.3	32.4	12.8	7.5
Special vocational school subject teachers	633	13.0	78.2	3.9	4.9
Secondary vocational school trainers in practical studies	2 592	45.1	15.2	18.7	21.0
Vocational school trainers in practical studies	2 835	9.8	11.7	18.0	60.5
Special vocational school trainers in practical	448	6.5	39.1	12.5	42.0

Data source: Annual survey of institutions Table a01t08

## 5\_1 Vocational education and training

### The organization of initial vocational education

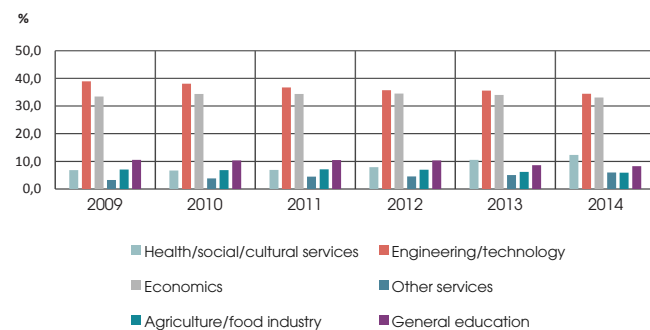
Vocational qualifications are described in the National Vocational Qualification Register (Országos Képzési Jegyzék). Each qualification is defined by level, entry requirements, length of study, field of study and whether it is possible to prepare for the examination in non-formal education. Examination syllabuses and methods are published on the website of the National Authority of Vocational and Adult Education responsible for developing the examinations.

Except for a few basic level qualifications (ISCED 2 level qualifications) most qualifications are ISCED 3 or ISCED 4 level qualifications. ISCED 5 level higher vocational qualifications (audited by the Hungarian Accreditation Committee) can only be obtained in higher education institutions according to the Act on Higher Education of 2011.

Vocational schools prepare for ISCED 3 level vocational qualifications. The length of the programme is three years (Grade 9-11), the entry requirement is the successful completion of basic education. The programme contains about one year general education and two years of vocational training.

Secondary vocational schools prepare for the Maturity examination in Grades 9-12. The examination is common for the secondary general and secondary vocational students with the exception that one of the elective compulsory subjects has to be a pre-vocational subject relevant to the field of study. The purely vocational courses of Grade 13/14 prepare for the vocational qualification examination. Graduates of secondary general programmes can also enter these post-secondary programmes, but for them, the length of the course is one year longer than for secondary vocational school students.

Figure 5.1 Percentage of students in vocational training by sector (2009-2014)



### Institutions and the organization of practical training

Upper secondary vocational education and vocational school education are part of the mainstream education system. State schools typically offer Grade 9 to Grade 12/14 courses, they are institutions of initial vocational education. However, there are many private institutions specializing in purely vocational education and training at different levels.

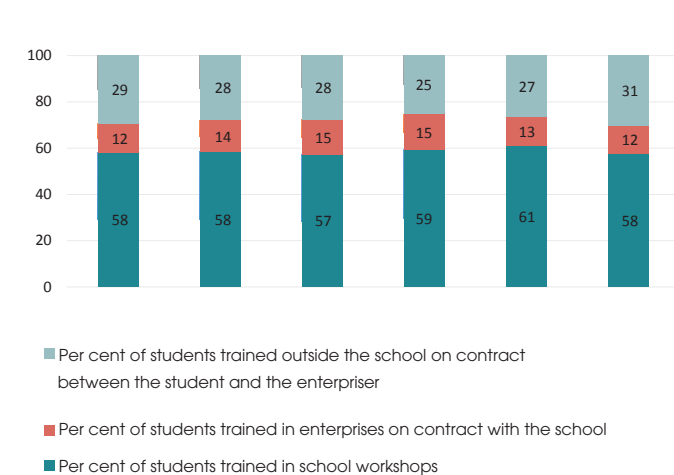
About 40 per cent of the schools where secondary level or post-secondary level vocational studies are offered are maintained either by denominations or by other private entities. In contrast, schools providing special vocational education are mostly state maintained.

Practical training is organized in different ways. The dual system of vocational education with a strong emphasis on practical learning in the world of labour had been traditionally preferred in the Hungarian vocational education system. However, with the privatization of most state-owned firms in the early 90-ies, most of the trainee places ceased to exist and a large proportion of training time had to be organized in the schools' own workshops. Strong efforts are being made to reestablish the dual system in cooperation with large firms. However, technological development changed the environment for vocational education and the number and education level of trainees acceptable for firms are not the same as 30 years ago. Developing a dual system of vocational training for the 21st century needs sustained effort on the part of the labour government and the vocational educational system.

### Participation by sector

Over half of the students in vocational schools and about 70 per cent at the post-secondary level are engaged in vocational studies in the engineering/technology and the business/commerce and tourism sector. There is growing interest for lower level vocational training in the agriculture and food industry sector. The share of students in the health and social services sector at the post-secondary level has grown too between 2009 and 2014 – mainly because of the good European labour market perspectives.

Figure 5.2 Organization of practical training in vocational education (2009-2014)



Data source: Annual survey of institutions

Source: Statistical yearbook of public education 2014

Table 5.1 Institutions offering vocational education by type of provider (2014)

	Total number of school sites	Per cent maintained by state	Per cent maintained by municipalities	Per cent maintained by Denominations	Per cent maintained by other private providers
Vocational school	683	53.7	1.0	11.3	34.0
Special vocational school	155	91.0	0.0	3.2	5.8
Secondary vocational school	941	56.9	0.1	11.8	31.2

Table 5.2 Participation of students in vocational education and training by level and sector (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>A. Number of students/trainees by NVQR qualification level*</b>						
Total number of students/trainees**	249 925	239 854	222 202	201 026	171 566	152 077
NVQR 2/3 level vocational education and training*	61 318	56 381	47 954	36 179	14 171	100 703
NVQR level 4/5 vocational education and training*	188 607	183 473	174 248	164 847	157 395	73 738

<b>B. Percentage of students by sector</b>						
<b>NVQR level 2/3 (ISCED 2/3)</b>						
Health/social and cultural services	3.2	3.3	3.2	3.2	4.0	3.8
Engineering/technology	39.2	37.7	34.6	32.0	27.4	17.4
Economics/commerce/tourism	29.8	31.3	31.4	30.7	26.3	11.3
Other services incl. public services	4.1	4.4	4.6	3.6	2.8	0.7
Agriculture/food industry	11.7	11.6	13.1	14.7	14.8	14.4
Other/general competences	12.0	11.8	13.1	15.8	24.8	52.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

<b>NVQR level 4/5 (ISCED 4)</b>						
Health/social and other services	8.0	7.7	7.9	8.9	11.1	12.6
Engineering/technology	38.8	38.2	37.3	36.5	36.3	35.0
Economics/commerce/tourism	34.6	35.3	35.2	35.3	34.7	33.8
Other services incl. public services	3.0	3.6	4.4	4.7	5.3	6.1
Agriculture/food industry	5.6	5.4	5.5	5.3	5.4	5.6
Other/general competences	10.0	9.8	9.7	9.1	7.2	6.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Data source: Annual survey of institutions Table a04171

\*NVQR National Vocational Qualification Register

\*\*including the number of students in the pre-vocational grades/courses

Table 5.3 Organization of practical training (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Vocational schools (NVQR level 2/3 programmes)***</b>						
Number of trainees	83 967	90 959	101 602	103 274	111 435	105 307
Per cent of students trained in school workshops	42.2	46.5	45.5	50.2	53.3	50.2
Per cent of trainees trained in enterprises on contract with the school	8.4	7.1	8.7	8.7	7.4	7.2
Per cent of trainees with individual contract with the enterprise	49.4	46.4	45.8	41.0	39.3	42.6

<b>Vocational secondary schools (NVQR level 4/5 programmes)</b>						
Number of trainees	84 737	90 123	91 540	93 386	81 676	73 738
Per cent of students trained in school workshops	74.1	70.5	70.4	69.2	71.2	68.5
Per cent of students trained by enterprises/enterprises on contract with the school	16.2	20.1	22.0	22.8	19.4	18.2
Per cent of students trained by enterprises/enterprises on individual contract with the student	9.7	9.4	7.5	8.0	9.4	13.3

Data source: Annual survey of educational institutions (KIR-STAT) Table a05124



## 5\_2 Vocational qualifications

### Adjusting vocational education to labour market changes

Much of the demand for tertiary education was geared to the expanding service sector, which could absorb a large proportion of graduates during the nineties and in the beginning of the 21st century as well. However, the economic crisis showed the vulnerability of the service sector especially in areas like the media industry and commerce. At the same time new technology and developments of the manufacturing industries called for skilled workers and qualifications in these areas were revalued.

Act CLXXXVII on Vocational Education introduced fundamental changes in vocational education as well as in the secondary and post-secondary qualification system. In the previous system, vocational schools had two programme cycles: the first two years were dedicated to general education and the third and in some qualifications also a fourth year were dedicated to purely vocational training. In the new system, the length of the vocational school programme was shortened from 4 to 3 years and the general studies were trimmed to give two years or even more time to purely vocational training.

In the secondary vocational programmes, the share of pre-vocational subjects was increased in the pre-Maturity cycle (Grade 9-12). The post-secondary vocational courses remained as before, except that the length of the post-secondary vocational courses became longer for certain qualifications. The modularization of vocational education, which had been gradually introduced in the first years of

the new millenium was withdrawn and the system was switched over to a more traditional training model with uniform frame curricula for programmes leading to each of the vocational qualifications in the National Qualification Register. In contrast to the modular system, where the student was supposed to put together a full qualification from modules, here the variety of specializations is ensured by the short specialization programmes added to the basic qualification.

Full implementation of the new system started in 2013, 2012/2013 was the last school year when courses could be started according to the old system.

### Trends in ISCED 3 and in ISCED 4 level qualifications

The number of vocational qualifications obtained in the period between 2009 and 2013 increased. This is not yet due to the implementation of the new system but rather due to a better adaptation to the labour market changes.

Data show a slight increase in the total number of qualifications obtained between 2009 and 2013 followed by stagnation. There was an increase in number of both ISCED 3 and the ISCED 4 level qualifications by 2013, but in 2014, the number of qualifications of ISCED 4 level actually fell.

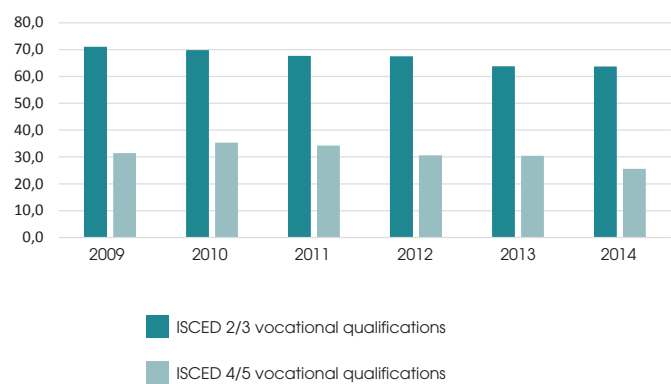
In 2009, nearly 9.5 per cent of the total number of persons passing an ISCED 3 level qualification examination obtained a second or further qualification, in 2014, only 6.8 per cent did the same. At the post-secondary level, the proportion of first qualifications has been higher reaching 95.5 per cent by 2014.

At the same time, the age of obtaining a vocational qualification is higher than it was in 2009. Only 63.7 per cent of those who obtained an ISCED 3 level qualification were below 20 years of age in contrast to the 71.1 per cent of students in 2009. A substantial proportion of these people (13.6 per cent in 2014) had already a Maturity certificate.

Figure 5.3 Second or further qualifications as a percentage of the total number of qualifications obtained (2009-2014)



Figure 5.4 Percentage of students below 20 years of age obtaining a vocational qualification (2009-2014)



Source: Annual Survey of Institutions (KIR-STAT) Table a05t27

Table 5.4 Number of graduates by level of qualification (2009-2014)

	2009	2010	2011	2012	2013	2014
<b>Number of students obtaining vocational qualification</b>	<b>51 085</b>	<b>52 597</b>	<b>55 888</b>	<b>64 839</b>	<b>58 409</b>	<b>55 353</b>
of which obtained a first vocational qualification	46 233	47 563	48 896	61 075	54 912	51 600

<b>Of the total numbers</b>						
per cent female	47.2	46.6	47.2	44.3	46.8	47.3
per cent with secondary school leaving certificate	...	...	55.4	50.7	54.3	51.7
per cent obtaining a second or further qualification	9.5	9.6	12.5	5.8	6.0	6.8

<b>ISCED 2/3 level vocational qualifications</b>						
<b>Number of students who obtained an ISCED 2/3 qualification (x1000)</b>	<b>21 048</b>	<b>22 153</b>	<b>22 482</b>	<b>31 225</b>	<b>25 477</b>	<b>25 490</b>
of which obtained the first vocational qualification	19 779	21 085	20 204	29 991	24 448	24 204
<b>Of the total numbers</b>						
per cent female	39.9	38.3	38.5	35.0	39.9	40.7
per cent with secondary school leaving certificate	...	...	11.3	12.3	13.4	13.6
per cent obtaining a second or further qualification	6.0	4.8	10.1	4.0	4.0	4.5
per cent below 20 years of age	71.1	69.8	67.6	67.5	63.8	63.7

<b>ISCED 4/5 level vocational qualifications</b>						
<b>Number of students who obtained an ISCED 4/5 level qualification</b>	<b>28 766</b>	<b>29 090</b>	<b>32 076</b>	<b>32 197</b>	<b>31 554</b>	<b>29 863</b>
of which obtained first vocational qualification	25 434	25 439	27 690	30 017	29 445	26 528
<b>Of the total numbers</b>						
per cent female	52.8	53.2	53.6	53.5	52.7	49.1
per cent with secondary school leaving certificate	...	...	88.7	90.2	89.7	87.4
per cent obtaining a second or further qualification	11.6	12.6	13.7	6.8	6.7	7.8
per cent below 20 years of age	31.5	35.3	34.3	30.6	30.4	25.6

Data source: Annual Survey of Institutions (KIR-STAT) Table a05t27, Table a04t68

## Notes and definitions

**Age:** Completed year of age on 1st January

**Daycare assistant:** a person who helps the kindergarten teacher by providing assistance to children who need it, helping with catering, etc.

**Educational support personnel:** psychologist, social worker, nurse, daycare assistant, IT manager, etc.

**Expenditure at 2013 prices:** The CPI (consumer price index) is used to compare the value of schools' expenditure over years.

**Family daycare unit:** A person or a family taking care of children after school in their own home until the parents pick the child after working hours. Only persons with at least a kindergarten teacher qualification can take up such an enterprise and they are supervised.

**Female staff:** calculated as the headcount of the permanent teaching staff (full-time and part-time)

**Full-time equivalent (teachers or other staff):** number of full-time staff plus the number of the part-time staff multiplied by 0.5 plus the temporary staff multiplied by 0.4.

**Graduations:** The graduation data for public education are taken from the Annual survey of institutions. Data on the maturity examination are taken from the Examination database. Higher education graduation data are taken from the FIR database.

**Institution:** the administrative educational unit with a statute

**Number of students:** headcounts only

**Other pesonnel:** administration, maintenance and operation personnel

**Permanent teaching staff:** Teachers appointed for a job for an indefinite time

**School entry age:** Completed 6 years of age by 31 August

**School site:** a locality (of the school as an administrative unit) where a given programme type is offered

**Student/teacher ratio:** The number of students on 1 October divided by the number of permanent teaching staff on the same day.

**Temporary teaching staff:** Teachers contracted for a definite period of time

## Data sources

**Annual survey of institutions:** Statistical data collection on education administered to institutions of public educaton at the beginning of the school year. The reference date is 1 October. The unit of observation is the programme site, i.e. the school site where a given programme type is offered. The annual survey of institutions collects data on students, teachers, and the educational services as well as on the basic facilities of the school sites (e.g. IT supply, gyms, laboratories, etc.) They are used in the international educational statistics as well. Data on graduations in public education refer to the previous school year (from 1 September to 31 August). Data on higher education graduations refer to graduations in a given calendar year.

**National Assessment of Basic Competences:** A survey of reading literacy, mathematical literacy, and science literacy administered by the Educational Authority to all students in Grade 6, Grade 8, and Grade 10 in the last week of May. The survey uses PISA technology. The tests of subsequent years are developed on the basis of the same test frameworks. The test frameworks are reviewed periodically. The test items are piloted using a representative sample of students. The equivalence of tests in subsequent years is ensured by statistical methods. The tests are administered by the schools themselves. Quality assurance is similar to that of international surveys. The national report is published on the website of the Educational Authority. Reports on individual schools are also available on the website. A protected website allows students and their parents as well as their current schools to study their own achievement compared to other students in the class and to analyse their own solutions per task compared to the right solutions. A microdatabase is available for research purposes.

**Statistical Yearbook of (public) Education:** The yearbook is published by the Ministry of Human Resources. From 2014 it publishes data on public education only. Data on public education are taken from the Annual Survey of Institutions. Data on higher education are taken from the administrative database of higher education and from 2014 they are only available at the FELVI website ([www.felvi.hu](http://www.felvi.hu)). Finance data are taken from the database of the Ministry of National Economy and from the statistical survey on school expenditure

**Köznevelés a számok tükrében.** Budapest, Oktatási Hivatal 2015: *Public education in figures*. A volume of indicators on public education developed by the Centre for Economic and Regional Studies of the Hungarian Academy of Sciences on contract with the Education Authority (Oktatási Hivatal) in 2014. It was published by the latter institution under the title *A közoktatás indikátorrendszere 2015 (The system of indicators of public education.)*The indicators were developed by the researchers of the Centre for Economic and Regional Studies (Institute of Economics) of the Hungarian Academy of Sciences. The indicators use national and international databases. The most important of these are the Annual Survey of Institutions, the Labour Force Survey, the administrative databases of the Educational Authority, and the Survey of Wages by the Labour Office.

## Abbreviations

HH (hátrányos helyzetű) – disadvantaged student

HHH (halmozottan hátrányos helyzetű) – multiply disadvantaged student

SNI (sajátos nevelési igényű) – student with special education needs (SEN)

CPI (consumer price index) – an index that measures changes in the prices of goods and services that households consume.

FIR database – the administrative database of higher education

PISA – the Programme for International Student Assessment of OECD.

MTA KRTK – Centre for Economic and Regional Studies of the Hungarian Academy of Sciences (Magyar Tudományos Akadémia Közgazdaság- és Regionális Tudományi Kutatóközpontja).

KTI – Institute of Economics (Közgazdaság-tudományi Intézet) – a part of MTA KRTK

MTA – Hungarian Academy of Sciences (Magyar Tudományos Akadémia)

FELVI – The database of the higher education application and admission procedure (Education Authority)

KIFIR – The database of the upper secondary application and admission procedure (Education Authority)

## References

Varga, J. (ed.) (2015) A közoktatás indikátorrendszere 2015. (Indicators of public education). Budapest, MTA KRTK Közgazdaságtudományi Intézet

Oktatási évkönyv. (Statistical Yearbook of (public) Education). Budapest, Ministry of Human Resources. Edited by Tibor Könyvesi.

OECD (2015), Education at a Glance 2015, OECD, Paris

## Impressum

This publication is based on the publication Facts and Figures of the Hungarian Education System developed in 2014 as part of the EU development program (TÁMOP-3.1.8-09/1-2010-0004 – „Programme for General Quality Development in Public Education”. The publication was developed by T-tudok Zrt. on contract with the Educational Authority (Oktatási Hivatal). The present publication contains more recent data as well as a few new indicators.

Editors: Judit Kádár-Fülöp, Judit Lannert

Technical editor: György Zádor

Contributions: Tünde Hagymásy, Júlia Varga, Zoltán Hermann, Tibor Könyvesi, Anita Kaderják

Olvasószerkesztő: Judit Lannert

© T-tudok Zrt. 2016

ISBN 978-615-80018-4-7

Published by: T-tudok Zrt.

Managing editor: Géza László

