Public Education in Hungary: Facts and Figures

2013/2014

Preface

Fundamental changes have been taking place in the Hungarian education system in response to the growing inequity indicated by international indicators and at all levels of education. In spite of modernization efforts, basic structural characteristics established by the 1993 Act on Public Education proved to be an obstacle to a systematic development of the education sytem by 2010. The school system was fragmented, inequalities grew, quality assurance was missing from the system, and teacher salaries became uncompetitive compared to the income of other professionals.

Act CXC of 2011 on Public Education lay the framework for the renewal 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 including the development of a management information system and the school inspectorate.

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 evidences and point out trends – whether positive or negative – that appear to be public concern.

This is the first 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.

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1_1 Demographic context and the education system

Demographic context

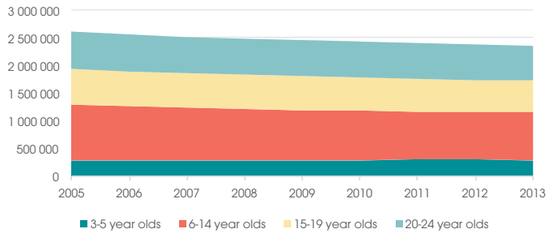
Due to low birthrate, the number of children entering primary education fell by 23 per cent between 1990 and 2012. The numbers of the relevant age cohorts indicating future demands for pre-primary, pimary and secondary education are changing accordingly. Yet, demands for upper secondary and tertiary 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 millenium. This trend reached a peak in 2005, when 90 per cent of 17-year-olds were still in full-time education. Meanwhile, mandatory school attendance was extended from age 16 to 18. When the first age cohort concerned reached the age of 16 around 2010, participation in education rose by about 7 per cent. However, participation rate fell to the 2005 level in 2013, when 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 schools because of specific or multiple disabilities special education programmes and 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 upper secondary programmes.

Figure 1.1 Change in the size of the relevant age cohorts (2005-2013)



Data source: Central Statistical Office

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

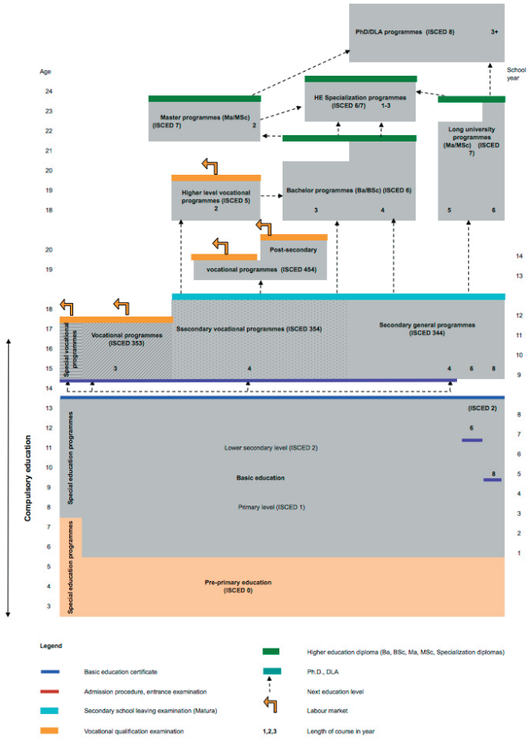


Table 1.1 Change in the size of the relevant age cohorts (2005-2013)

	2005	2010	2011	2012	2013
3-5-year-olds (x1000)	288.0	293.9	296.4	298.0	293.8
6-14-year-olds (x1000)	1008.1	891.8	876.7	870.5	870.1
15-19-year-olds (x1000)	634.3	603.8	589.0	568.2	567.0
20-24-year-olds (x1000)	687.7	649.6	642.7	639.1	629.4

Table 1.2 Pupils/students at different levels of the education system (2005-2013)

	2005	2010	2011	2012	2013
A.Total number of pupils/students (x1000)	**2278.8**	**2120.9**	**2102.9**	**2049.7**	**1985.8**
of which in					
Kindergarten	326.6	338.2	341.2	340.2	330.2
Basic education	861.9	758.6	749.9	745.1	750.3
Upper secondary and post-secondary education	666.2	662.8	652.1	626.0	585.1
Tertiary education	424.2	361.3	359.8	338.5	320.1
Number of full-time students	**1989.6**	**1913.8**	**1897.9**	**1857.2**	**1804.0**
Basic education	859.3	756.6	747.6	742.9	747.7
Upper secondary and post-secondary education	572.2	578.3	567.5	540.4	502.4
Tertiary education	231.5	240.7	241.6	233.7	223.6
B. Percentage of female students					
Basic education	48.1	48.1	48.1	48.2	48.2
Upper secondary and post-secondary education	50.4	49.8	49.9	50.5	50.4
of which in					
vocational school*	38.6	38.2	39.1	41.0	40.9
secondary general school	57.9	56.9	56.7	56.3	55.9
secondary vocational school	49.7	49.8	49.9	50.5	50.3
Tertiary education	58.2	55.2	54.9	54.6	54.8
C. Percentage of part-time students					
Total	**12.7**	**9.8**	**9.8**	**9.4**	**9.2**
Basic education	99.7	0.3	0.3	0.3	0.3
Upper secondary and post-secondary education	85.9	12.7	13.0	13.7	14.1
Tertiary education	54.6	33.4	32.9	31.0	30.2

*including special vocational school students

Table 1.3 Number of graduates (2009-2013)

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

Data source: Annual survey of institutions
Source: Statistical yearbook of education Table I.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 are transferred to the Klebelsberg School Maintaining Centre. The 198 district branches of the Centre are 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 are covered by the municipalities in so far as they have revenues of their own. Settlements with a population less than 3000 do not contribute to the maintenance costs either.

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 is funded directly on a case to case basis 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.

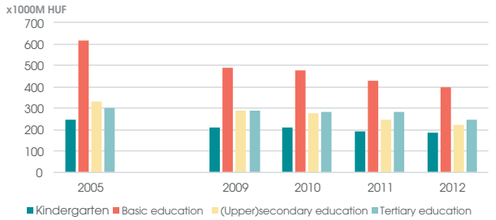
In higher eduction, tuition fees are to be paid. Tuition fee is advanced by the state for students who accept the conditions of eventual repayment specified in a contract obliging them to work in Hungary for a period equivalent to the number of study years. Schools and higher education institutions can 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 2012. Corrected with the consumer price index, however, the decline in public spending started much earlier. At 2012 prices, the public expenditure on education, all level combined, was not more than 70 per cent worth of the 2005 education expenditure.

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 2011.

Figure 1.3 Trends in public expenditure on educational institutions by level of education at 2012 prices (2005-2012)



*corrected by the consumer price index (CPI)

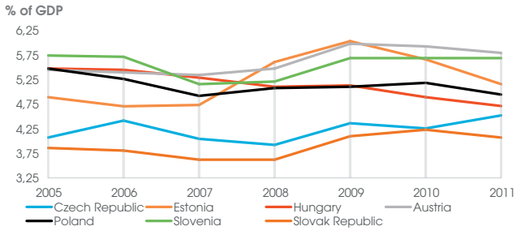
Data source: Ministry of National Economics

Source: Statistical Yearbook of Education 2012/2013. Ministry of National Resources 2013.

**Other education includes basic music and art education, sports, extracurricular activities and non-formal adult education.

**Other education related expenditure includes educational support and counselling sevices, financial support of vocational and adult education, and other services to educational administration.

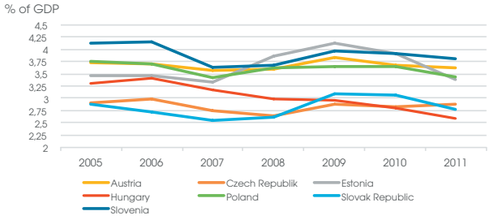
Figure 1.4 Total public expenditure on education as a percentage of the GDP in selected EU countries (2005-2011)



Data source: Eurostat

Source: http://www.ksh.hu/docs/hun/eurostat_tablak/tabl/tsdsc510.html

Figure 1.5 Change in expenditure on institutions of public education (ISCED 0-4) as a percentage of the GDP in selected EU countries (2005-2011)



Source: Köznevelés a számok tükrében. KRTK. Table B1.3.2

*public expenditure only

**Up to 2007 public sector only

Table 1.4 Public expenditure on education (2005-2012)

	2005	2009	2010	2011	2012
A. Total public expenditure on education all levels combined					
Total public expenditure at current prices (x1000M HUF)	1 170.1	1 237.2	1 262.7	1 211.6	1 153.8
Total public expenditure at 2012 prices* (x1000M HUF)	1 639.1	1 405.1	1 376.3	1 258.8	1 153.8
Public expenditure as a percentage of the GDP	5.3	4.8	4.7	4.3	4.1
Public expenditure as a percentage of the total public expenditure	10.4	9.2	9.3	8.3	…
Change of public expenditure at 2012 prices (2005=100)*	100.0	85.7	84.0	76.8	70.4
B. Public expenditure on educational institutions by level of education at 2012 prices					
Kindergarten	245.94	212.35	212.80	189.87	185.71
Basic education	619.89	491.83	479.99	426.42	395.96
(Upper)secondary education	329.59	286.75	277.18	248.73	224.63
Tertiary education	303.35	287.00	282.46	281.20	247.52
Other education*	70.91	51.32	43.13	36.84	34.01
Other education related expenditure**	69.41	75.85	80.72	75.76	65.92
C. Public expenditure as a percentage of the GDP by levels of education					
All education	**5.3**	**4.8**	**4.7**	**4.3**	**4.1**
Kindergarten	0.8	0.7	0.7	0.7	0.7
Basic education	2.0	1.7	1.7	1.5	1.4
(Upper)secondary education	1.1	1.0	1.0	0.9	0.8
Tertiary education	1.0	1.0	1.0	1.0	0.9
Other education*	0.2	0.2	0.1	0.1	0.1
Other education related expenditure**	0.2	0.3	0.3	0.3	0.2

Table 1.5 Trends in the investment in education in selected EU countries (2000-2011)

	2000	2005	2009	2010	2011
A. Total public investment in education. all levels combined. as a percentage of the GDP in selected EU countries (2005-2011)					
Austria	5.66	5.44	5.98	5.91	5.80
Czech Republic	3.83	4.08	4.36	4.25	4.51
Estonia	5.57	4.88	6.03	5.66	5.16
Hungary	4.50	5.46	5.12	4.90	4.71
Poland	4.87	5.47	5.09	5.17	4.94
Slovakia	3.92	3.85	4.09	4.22	4.06
Slovenia	…	5.73	5.69	5.68	5.68
B. Expenditure of public education institutions (ISCED 0-4) as a percentage of the GDP in selected EU countries					
Austria	3.91	3.72	3.84	3.66	3.63
Czech Republic	2.69	2.90	2.88	2.82	2.87
Estonia**	–	3.46	4.13	3.90	3.38
Hungary*	2.77	3.29	2.95	2.81	2.59
Poland	3.89	3.74	3.64	3.65	3.44
Slovakia	2.68	2.87	3.08	3.07	2.78
Slovenia	–	4.12	3.95	3.92	3.81

1_3 Participation

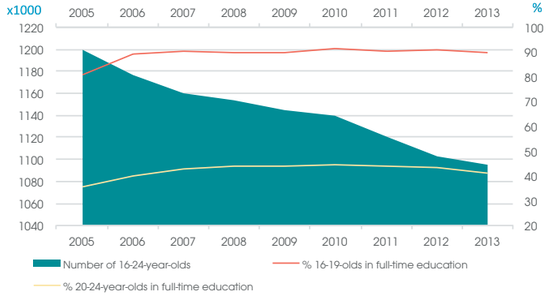
The student population

Between 2009 and 2013, the total number of pupils and students fell by nearly 300 000, or 13 per cent. The numbers fell at all levels of education except for pre-school education. Between 2009 and 2013, the slight rise in the number of kindergarten pupils was due to the increasing participation rate. At the upper secondary level, the total decrease is about 53 000, nearly all due to the shrinking population. At the same time, the number of part-time upper secondary students did not change. In tertiary education, on the contrary, the number of full-time students fell to a much lesser extent than the number of part-time students (see Table 1.1).

The main factor of decrease is the shrinking school age population. This, to some extent, is balanced by the longer time students spend in full-time education. Compared to 2005, the ratio of 16-19-year-olds in full-time education increased by 10 percentage points, and the ratio of 20-24-year-olds in full-time education increased by 6 percentage points. The expected years in full-time education between age 5 and 39 was 16 years in 2012 according to OECD data.

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 very liberal 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 the student obtains the first qualification, but studies for further qualifications have to be paid for. These changes also have an impact on the choice of studies.

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



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 and upper secondary qualification. Every year, 1 to 5 per cent of the students at each level of public education become a grade repeater. A recent student survey 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. Grade repetition inflates the number of the student population. Lowering the age of compulsory school attendance from 18 to 16 years of age 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.

Figure 1.7 Percentage of grade repeaters by level of education and sex (2001-2013)

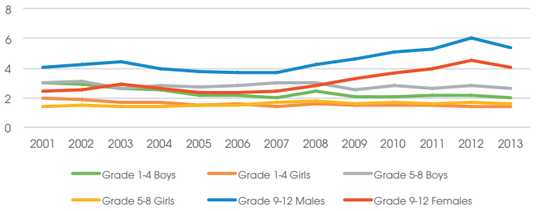
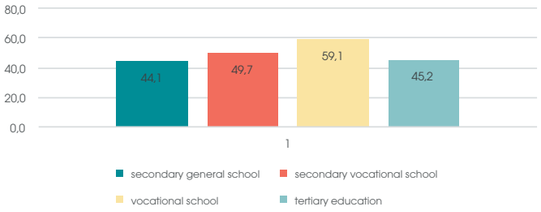


Figure 1.8 Percentage of males among students in different upper secondary programme types and in tertiary education (2013)



Data source: Central Statistical Office population database, Labour Force Survey

Source: Köznevelés a számok tükrében. KRTK. Table D2.1.1, D2.1.2

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

Source: Köznevelés a számok tükrében. KRTK 2014 Table C.1.2.3, Statistical yearbook of education Table III.11

1.6 Trends in the participation of 16-24-year-olds in full-time education (2000-2013)

	2000	2005	2010	2012	2013
Percentage of the 16-19-year-old population in full-time education					
Total	77.9	80.8	90.8	91	89.8
Male	78.1	80.6	90.8	91.1	89.5
Female	77.7	80.9	90.9	90.9	90.2
Percentage of the 20-24-year-old population in full-time education					
Together	24.6	35.6	44.4	43.2	41.1
Male	23	35.4	42.7	42.7	40
Female	26.2	35.9	46	43.6	42.1

Table 1.7 Percentage of the 15-20-year-old population in different programme types (2001 - 2013)

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

1_4 Institutions and students

Organization of institutions

In 1990, Act LXV on self-government of the settlements 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 the decrease of the school age population, 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 are 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 mainaining agency (Klebelsberg School Maintaining Centre) of the Ministry of Human Resources. Vocational education is organized at the county level and, from 2015, the Ministry responsible for economy and labour affairs takes over the school maintaining functions of vocational schools and vocational secondary schools.

A second type of mergers became dominant in the first decade of the new millenium. 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 take a greater share in providing secondary vocational and vocational education. About 10 per cent of tertiary students attend private higher education institutions.

The greatest public maintainer is the state represented by the Klebelsberg 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 1.9 Number of students in public, denominational and other private secondary schools (x1000) (2013)

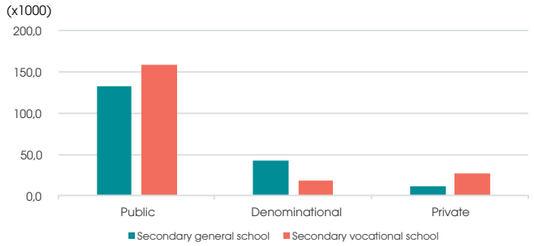
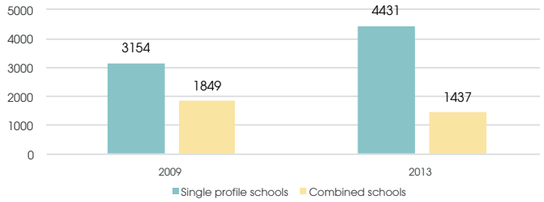


Figure 1.10 Number of single profile and combined institutions of public education (2009, 2013)



Data source: Annual survey of institutions

Source: Statistical yearbook of education

*excluding teachers on temporary contract

Table 1.8 Number of institutions, school sites, teachers, and students by type of provider (2013)

	State	Municipality / county	Church / denomination	Other private provider	Total
A. Number of institutions					
Kindergarten	85	2208	223	255	2771
Primary (general) school	1811	27	321	99	2258
Vocational school	283	2	50	114	449
Special vocational school	107	0	6	6	119
Secondary vocational school	425	1	82	170	678
College, university	28	–	25	13	66
B. Number of school sites					
Kindergarten	98	3 870	287	277	4 532
Primary (general) school	2 982	29	452	142	3 605
Vocational school	377	5	72	270	724
Special vocational school	138	–	7	8	153
Secondary vocational school	538	1	99	342	980
C. Number of teachers by type of provider*					
Kindergarten	493	27 321	1 945	1 114	30 873
Primary (general) school	62 791	329	9 099	1 681	73 900
Vocational school	6 576	18	838	1 115	8 547
Special vocational school	1 491	0	26	65	1 582
Secondary general school	11 117	143	3 897	2 517	17 674
Secondary vocational school	14 575	0	1 517	2 530	18 622
College, university	17 988	0	1 749	1 400	21 137
D. Number of full-time students (x1000)					
Kindergarten	3.2	297.5	20.9	9.5	330.2
Primary (general) school	637.1	3.1	94.2	13.3	747.7
Vocational school	81.7	0.2	10.1	13.1	105.1
Special vocational school	7.8	0.0	0.2	0.4	8.3
Secondary general school	130.8	1.4	41.5	11.8	185.4
Secondary vocational school	158.4	0.0	17.6	27.5	203.5
College, university	199.8	0.0	12.7	11.1	223.6

Table 1.9. Single profile and combined schools (2009, 2013)

	2009			2013		
	Total	Single profile institutions	Combined institutions	Total	Single profile institutions	Combined institutions
Number of single profile and combined schools/institutions	**5 003**	3 154	1 849	**5 868**	4 431	1 437
Number of kindergarten/ school sites in single profile and combined schools	**12 451**	4 903	7 548	**16 295**	8 765	7 530
Number of full-time students (x1000)	**1 827.1**	742.7	1 084.5	**1 709.5**	917.4	792.1
Percentage of full-time students	**100.0**	40.6	59.4	**100.0**	53.7	46.3
Average number of students per institution	**381.0**	245.1	612.7	**305.9**	213.9	589.5
Average number of pupils/students per kindergarten/school site	**153.1**	157.7	150.1	**110.1**	108.1	112.5

Data source: Annual survey of institutions Table i01t01

1_5 Teachers

Total number of the teaching staff

The total number of teachers (calculated in full-time equivalents) fell by 1638 or less than 1 per cent betwen 2009 and 2013, whereas the number of the student population fell by 13 per cent. This shows that there is an adaptation problem in the education system. This is true, even though, at the same time, there is a teacher shortage as well in some areas: in 2013, more than 2000 teachers were missing from the public school system, mainly teachers of foreign languages, sciences and mathematics.

At the level of kindergarten education, the number of teachers actually increased. At the level of basic education, the number of teachers did not change. At the upper secondary level, there was a decrease, but less than expected.

Of the total teaching staff, 17 per cent work in pre-school education, 40 per cent work in basic education, 25 per cent work in upper secondary education, and 10 per cent are employed in higher education. About 9 per cent of the teachers have other tasks. This includes work in educational counselling and support, teaching in basic music and art education and working as an educator in boarding schools and student homes.

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

Age and gender distribution

The average age of teachers in permanent employment has increased by more than one year at almost every level of education. The percentage of new entrants to the teaching profession is around one per cent at every level of public education.

Kindergarten teachers are almost exclusively women. In basic education, only 13 per cent of the teachers are males among the permanent employees. The proportion of females is round 70 per cent in secondary general schools. Only in secondary vocational schools and vocational schools are there a more balanced distribution of male and female teachers. In higher education, on the contrary, the majority of the permanent teaching staff are men.

Teacher salaries

The average gross salary of teachers 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 an innovative teacher 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 1.11 Change in the number of teachers and students between 2009 and 2013 (x1000 FTE)

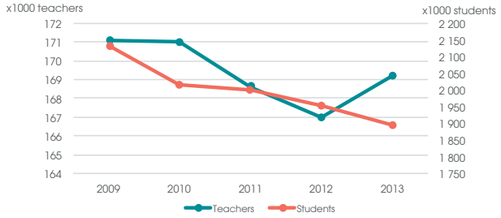


Figure 1.12 Gender distribution of teachers at different levels of education (2013)

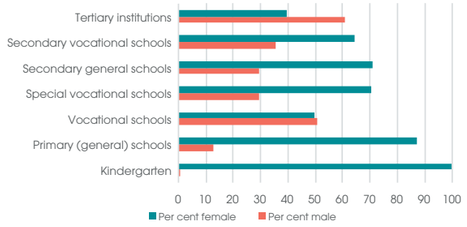


Figure 1.13 Average age of teachers at different levels of public education (2009-2013)

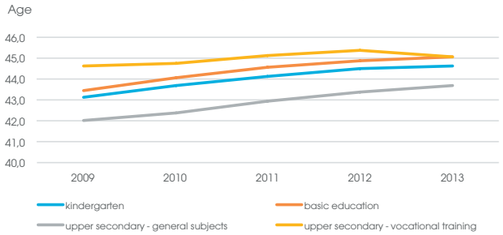
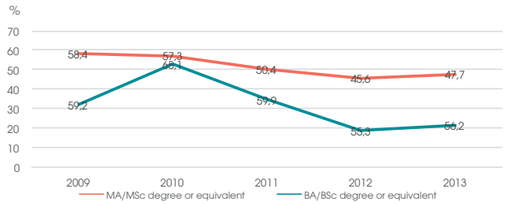


Figure 1.14 Average gross salary of teachers as a percentage of t he gross salary of professionals with similar level of qualification (2013)



Data source: Annual Survey of educational institutions (KIR-STAT) Table a01t06

Source: Statistical yearbook of education

*including special vocational schools

Data source: Annual survey of institutions Table a01t07

*Public institutions only

Source: Köznevelés a számok tükrében. KRTK 2014. Table B.2.11

Table 1.10 Teaching staff: numbers, sex and age (2009-2013)

	2009	2010	2011	2012	2013
A. Number of the teaching staff (full-time equivalent) at different levels of education[1]					
Total number of teachers (FTE)	**186 565**	**186 831**	**184 459**	**182 776**	**184 928**
Kindergarten	29 807	30 155	30 177	30 250	30 786
Primary (general) schools	74 584	73 872	72 800	72 400	74 552
Vocational schools*	10 336	10 857	10 556	10 413	10 104
Secondary general schools	17 385	17 345	17 174	16 810	16 812
Secondary vocational schools	19 945	20 028	19 301	19 072	18 840
Higher education	19 029	18 787	18 614	18 045	18 112
Basic music and art education	7 500	7 500	7 465	7 436	7 753
Educational counselling and support services	4 042	4 412	4 757	4 932	4 554
Student homes	3 939	3 875	3 616	3 420	3 416
B. Sex and age of teachers					
Percentage of female teachers					
Kindergarten	99.8	99.8	99.8	99.8	99.8
Primary (general) schools	87.4	87.5	87.6	87.4	87.2
Vocational schools*	53.4	54.0	53.7	53.7	52.8
Secondary general schools	70.9	71.5	71.2	70.9	70.7
Secondary vocational schools	65.3	65.1	65.3	65.2	64.4
Higher edeucation	37.2	37.3	36.5	37.6	39.3
C. Average age of teachers					
kindergarten	43.1	43.7	44.1	44.5	44.6
basic education	43.4	44.1	44.5	44.9	45.1
upper secondary - general subjects	42.0	42.4	42.9	43.4	43.7
upper secondary - (pre)vocational subjects and vocational education	44.6	44.8	45.1	45.4	45.1

Table 1.11 Compensation of teachers

	2009	2010	2011	2012	2013
Average gross salary of teachers as a percentage of the gross salary of professionals with similar qualification (2009-2013)*					
Total	**56**	**58.8**	**53.2**	**48.9**	**50.4**
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
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)*					
Total	**62**	**67.6**	**66.2**	**57.1**	**58.6**
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 literacy 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 to 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 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 matematics 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 deterioriation 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 inequites. The interventions like the establishment of a school inspectorate, compulsory kindergarten education and the new model of career prospects of teachers were designed in this spirit.

Figure 1.15 Percentage of grade repeaters in Grade 9 by programme type (2009-2013)

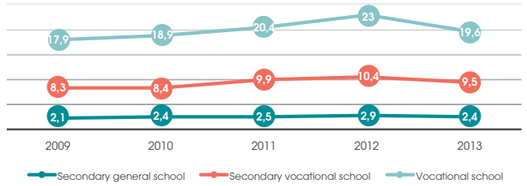
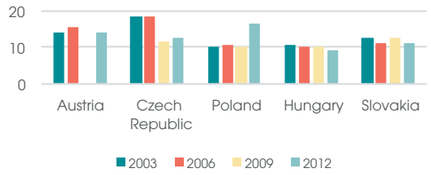


Figure 16a Percentage of high achievers on the PISA mathematics tests (2003-2013)

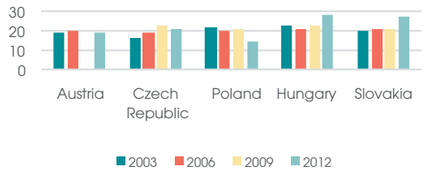


Data source: National Competence Survey

Source: Köznevelés a számok tükrében. KRTK. Table D.1.1.1 and Table D.1.4.1

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

Figure 16b Percentage of low achievers on the PISA mathematics tests (2003-2013)



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, OECD publishing.

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

Table 1.12 Percentage of low and high achievers at the end of basic education (Grade 8) (2009-2012)

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

Table 1.13 PISA results in the Visegrád countries and in Austria (2000-2012)

	2000	2003	2006	2009	2012
Percentage of high achievers on the PISA reading comprehension tests (Level 5 or 6)**					
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
Percentage of low achievers on the PISA reading comprehension tests (Below Level 2)**					
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
Percentage of high achievers on the PISA mathematics tests (Level 5 or 6)**					
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
Percentage of low achievers on the PISA reading comprehension tests (Below Level 2)**					
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

1_7 Outcomes of education

Change in the educational attainment of the adult population

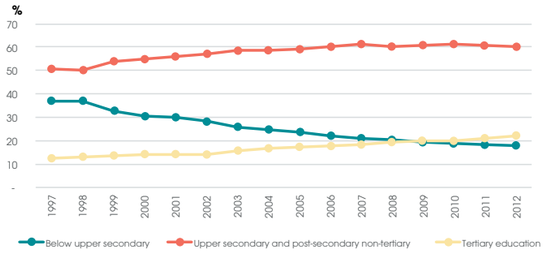
In the past 25 years, the expansion of upper secondary and tertiary education has transformed the education system as well as society itself in many ways. After several decades of numerus clausus at the upper secondary and tertiary level, new generations were offered an abundant supply of educational 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 reshaffled 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 Maturity examination became a standard examination allowing all those who obtained the Maturity certificate to 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, the institutions were interested to attract more and more students to finance their services.

The economic crisis made it clear for the government that not all diplomas are worth to be financed from public resources. The realities of the labour market has a message for the applicants as well. It turns out some of the post-secondary vocational qualifications are valued more on the labour market than some of the diplomas obtainable in tertiary education. This lesson, however painful in the short term, must be evaluated both in the retrospect and for the future. The period of liberal offer of tertiary education opened the door of further education for many families and students who were deprived of these possibilities before and who were anxious to use the pathway of education for social mobility. What this period did for the eduational attainment of society as a whole is not to be underestimated. Between 1997 and 2013, the proportion of upper-secondary graduates 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 graduate increased from 15 percent to 31 per cent between 2000 and 2013.

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 school leavers. These were strong incentives for the government to reorganize vocational education. The outcomes of the reorganization, if fine-tuned on the basis of statistical evidences collected in the transition period may adjust the education system both to the population decrease and the higher quality and equity requirements.

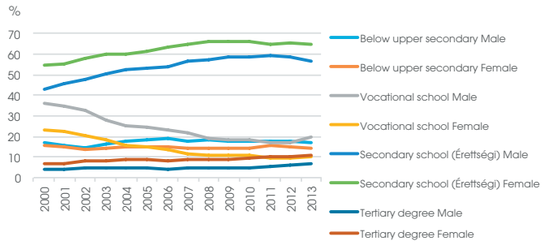
Figure 1.17 Change in educational attainment of the 25-64-year-old population (1997-2012)



Data source: Central Statistical Office, Labour Force Survey

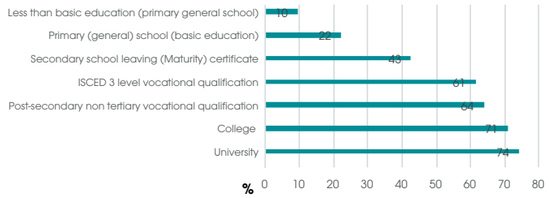
Source: Education at a Glance: 2009, 2014: OECD indicators

Figure 1.18 Trends in the educational attainment of 20-24-year-olds by sex (2000-2013)*



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

Figure 1.19 Employment rate (%) by educational attainment (2013)



Data source: Central Statistical Office, Labour Force Survey

Source: Central Statistical Office, http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_qlf045.html

Table 1.14 Change in the educational attainment of the adult population (2000-2013)

	1997	2000	2005	2010	2 013
25-64-year-olds					
Below upper secondary	37	30.8	23.6	18.7	17.5
Upper secondary or post-secondary non-tertiary	50.8	55.2	59.3	61.2	60.0
Tertiary	12.2	14.0	17.1	20.1	22.5
25-34-year-olds					
Below upper secondary	...	18.7	15.0	13.7	12.7
Upper secondary or post-secondary non-tertiary	...	66.6	65.4	60.3	51.6
Tertiary	...	14.7	19.6	26.0	30.9
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 1.15 Educational attainment of 18-24-year-old population (2009-2013)

	2009	2010	2011	2012	2013
% of 18-year-olds having a (Maturity) certificate	61.8	64.4	63.4	62.0	58.8
% of 22-year-olds having a higher education diploma	27.6	30.3	28.6	28.4	28.6
% of the 20–24-year old population with at least upper secondary education	84.0	84.0	83.3	83.5	84.3
% of the 20-24-year-old population with a higher education diploma	6.7	7.2	7.8	8.4	9.0
% of the 20-24-year-old population not in education or employment	23.6	22.8	24.3	24.6	25.3
% of early school leavers	11.0	10.1	10.8	11.0	11.8

Table 1.16 Labour market outcomes (2009-2013)

	2009	2010	2011	2012	2013
Employment rate by level of education (2009-2013)					
Less than basic education (primary general school)	5.3	7.7	6.6	8.1	9.6
Primary (general) school (basic education)	20.8	20.9	21.0	21.6	22.3
ISCED 3 level vocational qualification	62.8	61.8	61.3	61.3	61.5
Secondary general school leaving (Maturity) certificate	40.2	39.3	39.9	41.0	42.7
Post-secondary non tertiary vocational qualification	63.3	62.3	62.1	62.9	63.9
College	72.0	71.7	71.7	71.4	70.8
University	73.0	72.6	74.1	73.1	74.2
All together	**49.2**	**49.2**	**49.7**	**50.6**	**51.6**

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 7-year-old children.

Daycare 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 and is 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 within 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. About one third of the children get 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 in a crèche or a kindergarten, and 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 county level (See Chapter 5-4 on Educational counselling and support services).

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).[1]

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

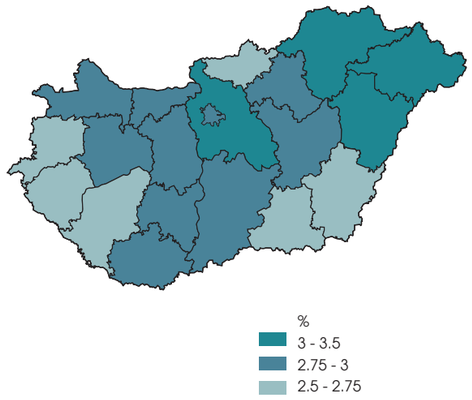
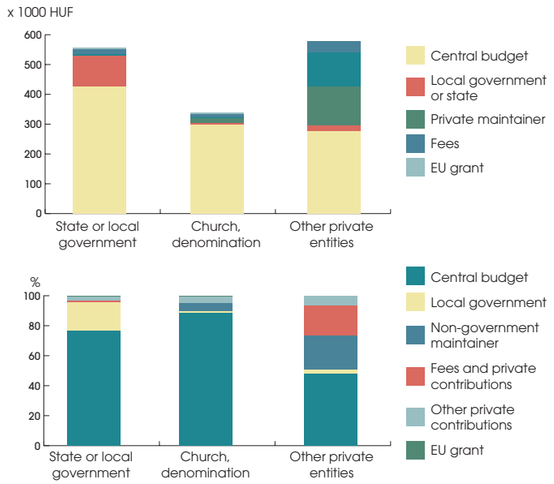


Figure 2.2 Investment in kindergarten institutions per pupil by source of funds (2013)



Data source: Ministry of National Economy
Source: Köznevelés a számok tükrében. Bp. KRTK. Table B1.1.1

1 Note: Children with special education needs (SNI) refers to children with physical, sensory of 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.

Table 2.1 Change in the number and percentage of 3-5-year-olds in the population (2001-2013)

	2001	2005	2010	2013
Number of 3-5-year olds	**311 995**	**288 005**	**293 888**	**293 835**
as a percentage of the total population	3.1	2.9	2.9	3

Table 2.2 Number of institutions by type of provider (2009-2013)

	2009	2010	2011	2012	2013
Total number of institutions	**2 498**	**2 487**	**2 441**	**2 426**	**2 771**
Number of institutions maintained by					
municipality	2 133	2 107	2 014	1 966	2 208
national organization	16	15	14	48	70
church, denomination	139	141	179	212	223
other private entity	226	239	248	248	255

Table 2.3 Investment per pupil by source of funds and by type of provider (x1000 HUF) (2013)

Maintainer	State or local government	Church, denomination	Other private entities
Central budget	425.1	298.6	276.6
Municipality	105.6	4.3	18.1
Private maintainer	-	16.8	130.9
Fees and private contributions	4.8	1.5	114.6
Other private contributions	15.6	13.5	37.3
EU grant	4.5	3.1	1.5
Total	555.6	337.7	579.2

Table 2.4 Expenditure per pupil by institutions at 2012 prices by resource category (x1000 HUF) (2005-2012)

	2005	2009	2010	2011	2012
Total expenditure	808.0	701.1	689.3	610.5	590.8
Current expenditure	796.7	675.9	652.0	592.2	581.4
Capital expenditure	11.3	25.2	37.2	18.3	9.5

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, 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 lowers the statutory entry age from 5 to 3 years of age from 2015, and redefines mandatory school entry age. These provisions are slightly changing the age distribution of the kindergarten population.

There has been a steady rise in the percentage of 3-year-olds in kindergarten education reaching 79 per cent in 2013, 5 per cent more than 5 years before.

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 Framework Plan for Kindergarten issued by the State Secretariat for Public Education. Within this framework, kindergarten teachers develop their own activity plan in full autonomy.

All public kindergartens provide pre-school education, lunch and day care, whereas private institutions typically offer pre-school education only. 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. About one third of kindergarten children got free meals in 2013.

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 goups. Age grouping – once the dominant mode – is less popular nowadays. Some 60 per cent of the kindergarten groups are mixed age groups these days.

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.

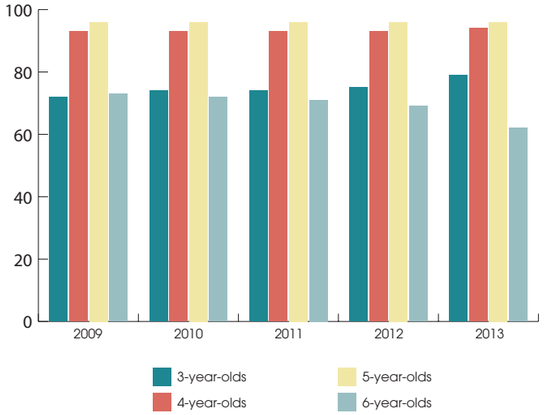
Daycare centres and family day care

Children below age 3 may attend daycare centers. 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.

In accordance with EU policy initiatives, this sector of early childhood education has been developing. As part of the government' family policy, considerable efforts are made to create new places and enlarge the network of daycare centres. The number of institutions and places has been increasing, although from a very low base.

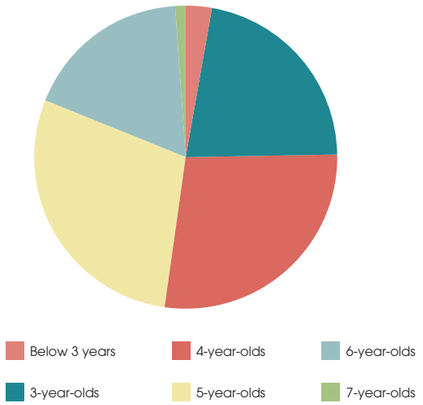
Family day care is a response to the shortage of early childhood education institutions, only persons with a kindergarten teacher qualification can undertake family daycare.

Figure 2.3 Percentage of typical age cohorts attending kindergarten (2009-2013)



Data source: Annual survey of institutions Table a04t21

Figure 2.4 Composition of the kindergarten population by age (2013)



Data source: Annual survey of institutions Table a04t18, Table a04t12

Source: Central Statistical Office STADAT

Data source: Annual survey of institutions Table a04t21

Source: Central Statistical Office http://www.ksh.hu/docs/hun/xstadat/xstadat_eves/i_zoi002a.html#

Table 2.5 Age, number, and grouping of kindergarten pupils (2009-2013)

	2009	2010	2011	2012	2013
A. Percentage of typical age cohorts attending kindergarten					
3-year-olds	72.1	74.3	74.4	75.4	79.0
4-year-olds	92.9	93.0	93.3	93.2	94.0
5-year-olds	96.0	96.1	95.6	96.3	95.6
6-year-olds	72.8	71.5	70.9	69.0	62.0
B. Total number of pupils enrolled on October 1	**328 545**	**338 162**	**341 190**	**340 204**	**330 184**
of which					
SEN pupils in special education groups	1 207	1 272	1 456	1 478	1 464
children who attend half-day only (no daycare)	12 382	11 406	11 472	11 567	9 706
take lunch in the kindergarten	321 599	334 568	334 568	333 971	323 710
get free lunch	99 559	106 641	106 641	105 367	97 949
children at risk (under child protection law)	9 964	9 650	8 811	9 715	9 521
C. Percentage of children commuting from another settlement (%)	6.04	5.74	5.74	5.69	5.66
D. Grouping of kindergarten pupils					
Average number of pupils per group	22.8	23.2	23.4	23.2	22.3
Average number of pupils per teacher	10.9	11.1	11.2	11.2	10.7
Percentage of children in age level groups	41.1	40.2	39.1	38.1	38.8
Percentage of children in mixed age groups	58.9	59.8	60.9	61.9	61.2

Table 2.6 Children placed in daycare centres and family daycare units

	2009	2010	2011	2012	2013
Number of children enrolled in daycare centres on 31 May	34 694	35 782	36 685	37 163	36 819
of which children below 3 years of age	23 178	23 954	24 547	24 286	23 956
Number of children placed in family daycare units over the year	4 760	7 200	13 032	10 990	12 382
Number of children enrolled on 31 May	2 315	3 920	4 992	6 517	6 899
of which children below 3 years of age	1 388	2 324	2 744	3 305	3 522

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 by both public and as private maintainers. Such requirements concern kindergartens as well as daycare centres and family day-care units albeit in different measures. 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 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 more than 20 per cent between 2001 and 2013 and totalled 2771 in 2013. 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 were merged into one institution.

According to 2013 data four in five institutions are maintained by local governments providing kindergarten education for about 90 per cent of the pupils, while the share of churches and denominations as maintainers is 6.3 per cent of the institutions and 8 per cent of pupils. Other private maintainers serve 2.8 per cent of the pupils in in 9.2 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.

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 level qualification. To teach in special education groups, teachers must have a special need educator qualification. This qualification can be obtained in 8-semester BA programmes. Special need educators also specialize in students with one type of impairment.

Nurses and pedagogical assistants are trained at post-secondary level and day-care 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 44.6 year in 2013, one and a half year more than 5 years before. Because of low salary kindergarten jobs are not attractive for young females.

Part-time employment is unusual among kindergarten teachers as well as among daycare assistants. Less than two per cent of kindergarten teachers and about 4 per cent of daycare assistants are employed on a part-time basis.

Figure 2.5 Share of different types of maintainers in pre-school education services (%) (2009-2013)

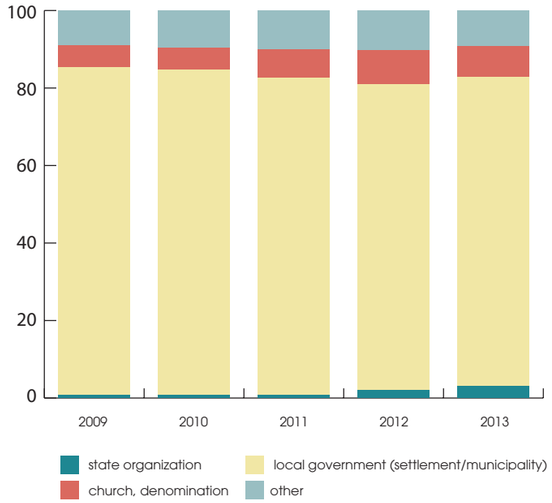
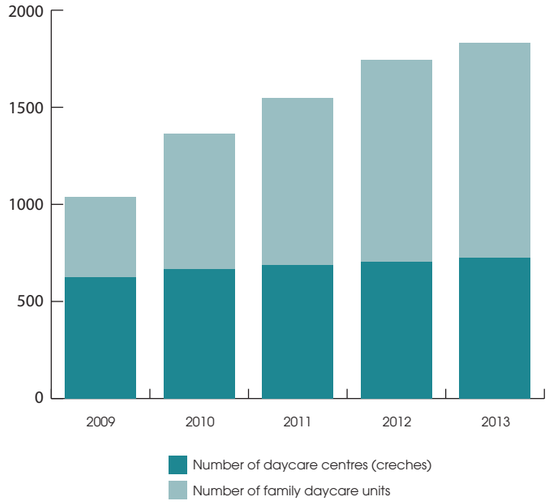


Figure 2.6 Number of daycare centres and family daycare units (2009-2013)



Data source: Annual survey of institutions
Source: Statistical yearbook of education

Source: Central Statistical Office

*From 2012 FTE

Table 2.7 Kindergarten institutions, groups and staff (2009-2013)

	2009	2010	2011	2012	2013
A. Institutions and maintainers					
Percentage of settlements with no kindergarten	29.77	29.54	29.38	26.83	...
Per cent of 3-5 year-olds in such settlements	2.4	2.39	2.42	2.7	...
Number of institutions	2 498	2 487	2 441	2 426	2 771
Number of kindergarten sites	4 366	4 358	4 336	4 321	4 532
Number of places available	363 024	370 136	374 870	377 154	378 532
Total number of kindergarten groups	14 396	14 560	14 576	14 654	14 781
of which special education groups for SEN pupils	155	158	175	186	181
B. Kindergarten teachers - sex, age and mode of employment					
Number of kindergarten teachers (including headteachers)	30 007	30 359	30 396	30 449	30 873
of which per cent female	99.8	99.8	99.8	99.8	99.8
of which per cent part-time	1.8	1.8	1.9	1.8	1.5
Age					
average age of kindergarten teachers	43.1	43.7	44.1	44.5	44.6
percentage 50+	30.2	33.7	36.2	37.9	39.4
C. Other kindergarten staff					
Number of education support personnel	15 783	15 980	15 850	16 072	18 096
of which daycare assistants	15 592	15 839	15 663	15 902	15 017
of which per cent female	99.2	99.4	99.1	99.1	99.0
of which per cent part-time	4.1	4.1	4.3	4.3	3.6
Other personnel (FTE)	6 381	6 382	6 055	5 883	6 149

Table 2.8 Places and staff in daycare centres and family daycare

Daycare centres and family day care					
Number of daycare centres	625	667	689	704	724
Places in daycare centres	26 687	32 516	35 450	36 635	37 654
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
of which per cent fully qualified	89.6	92.9	94.4	96.2	97.7
Number of family daycare units	413	694	857	1 038	1 108
Number of places permitted by relevant authorities	2 762	4 861	6 253	7 365	7 991

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 municipalies, were put in the charge of a state agency established to organize public education at district level. The agency has 198 district units, 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, placing children to special education classes. 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 Investment per student by source of funds and by type of provider (2013)

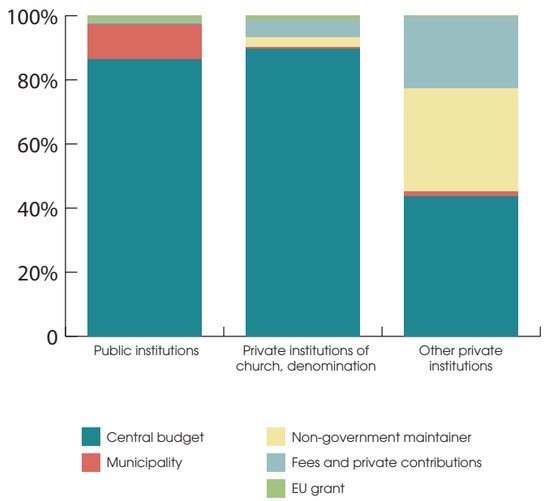
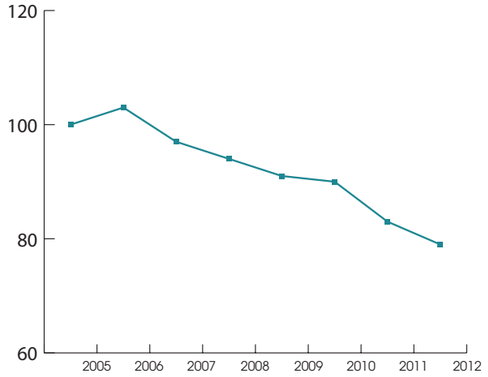


Figure 3.2 Trends in expenditure per student by public institutions at 2012 prices (2005=100)



Data source: Central Statistical Office

Data source: Annual survey of institutions Table i01t01

Source: Statistical yearbook of education Table I.16

Data source: National Ministry of Economy, CPI deflator by Central Statistical Office

Source: Statistical yearbook of education Table IV. 1, IV.10

* Public institutions only

Table 3.1 Change in the number of the 6-16-year-old population (2001-2013)

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

Table 3.2 Providers of basic education (2009-2013)

	2009	2010	2011	2012	2013
Total number of institutions offering primary (general) education	**2 322**	**2 294**	**2 227**	**2 235**	**2 258**
Percentage of institutions maintained by					
municipality	83.7	83.4	81.7	75.5	1.0
national organisation	1.5	1.6	1.6	4.9	79.0
church, denomination	10.2	10.3	12.2	15.2	15.9
other private entity	4.6	4.7	4.6	4.4	4.0

Table 3.3 Investment per student by source of funds and by type of provider (x1000 HUF) (2013)

	Public institutions	Private institutions of church, denomination	Other private institutions
Central budget	339.5	551.2	369.5
Municipality	43.3	3.6	15
Private maintainer	0	18.5	272.5
Fees and private contributions	3.6	33.7	187.6
EU grant	7.1	8.2	3.9
Total expenditure per student	**393.5**	**615.3**	**848.5**

Table 3.4 Expenditure per student by institutions at 2012 prices by resource category (x1000 HUF) (2013)

	2005	2009	2010	2011	2012
Total expenditure*	**740.3**	**673.8**	**669.7**	**618**	**583.8**
Current expenditure	718.1	650.2	632.2	593.2	575.7
Capital expenditure	22.2	23.6	37.5	24.7	8.2

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 2013. 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 proportion of children who spent three or more years in kindergarten grew from 88.6 per cent to 90.6 per cent between 2009 and 2013.

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 25000 or 7 per cent of the lower secondary population complete the lower secondary level in these programmes.

A growing proportion of students with special education needs are integrated in mainstream classes (4.9 per cent in 2013). The percentage of students in special education groups decreased accordingly.

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 always have offered lunch and afternoon activities for students whose parents could not care for their children in the afternoon. About two third of basic school students have lunch in school and about 50 per cent stay in school to make their homework in the afternoon – typically students in the primary grades. In the primary grades, more and more schools organize the time schedule of classes so that the afternoon hours are also used for structured activities.

The 2011 Act on public education defined the working hours of teachers to be spent in the school further to their classes in contrast to the previous system when teachers' time to spend in the school was not defined by the law except for the teaching hours per week. Scheduled working days in the school gives the head of the school more opportunity to organize whole day programmes for students. Students are also supposed to participate in afternoon programmes unless parents organize extracurricular courses for them. 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.

Progress to upper secondary education

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, over 50 class of unjustified absence by the student 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.

On completion of basic education, students continue their studies in one of the three main programme types of upper secondary education. In 2013, nearly 40 per cent of students continued their studies in a secondary general school, 36 per cent chose a vocational secondary programme and 22 per cent continued in a vocational school programme. About 2 per cent of the students were enrolled in special vocational schools.

Figure 3.3 Percentage of students with special education needs by grade integrated in mainstream classes and taught in special classes (2013)

Figure 3.4 Trends in absenteeism (2010-2013)

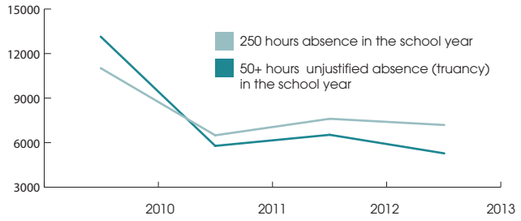
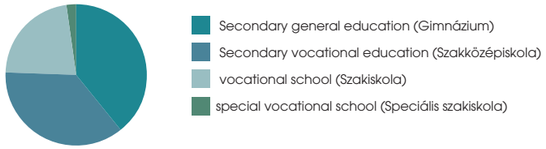


Figure 3.5 Proportion of basic education graduates moving to the different types of upper secondary education (2013)



1 Data source: Annual survey of institutions (KIRSTAT) Table a2t12

2 Source: Statistical yearbook of education

3 Data source: Annual Survey of Institutions (KIRSTAT) Table a04t18, a04t22

4 Data source: National Competence Survey

Source: Köznevelés a számok tükrében. Bp. KRTK.

Table 3.5 Number of students in basic education (2009-2013)

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

Table 3.6 Absenteeism and grade repetition (2009-2013)

	2009	2010	2011	2012	2013
Number of students who missed[3]					
250 classes or more during the school year	…	11 032	6 482	7 602	7 181
50 or more classes without justification during the school year	…	13 151	5 773	6 520	5 267
Number of grade repeaters in primary (general) school (Grade 1-8)[1]	15 914	16 003	15 759	16 053	15 313

Table 3.7 Percentage of students who were grade repeaters at least once in primary (general) school (2013)4

	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 Direct movement from basic education to different types of upper secondary education (2009-2013)

	2009	2010	2011	2012	2013
Number of students graduating from basic education[3]	**105 811**	**106 626**	**99 632**	**94 852**	**91 277**
Per cent of students continuing studies in main types of secondary/vocational education					
Secondary general education (Gimnázium)	36.5	37.9	38.4	38.1	39.4
Secondary vocational education (Szakközépiskola)	38.3	37.9	36.4	35.3	36.2
Vocational school (Szakiskola)	21.5	21.5	21.7	22.5	22.3
Special vocational school (Speciális szakiskola)	2.1	2.0	2.0	2.0	2.0
Total	**98.5**	**99.3**	**98.5**	**97.9**	**99.8**

3_3 Institutions and teachers

Institutions

Between 2009 and 2012, 5 per cent of the 6 to 13-year olds lived in settlements without a school. Most of these small, ageing villages are in the southwest of Hungary. 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.

The average number of students per school decreased from 233 to 201 between 2009 and 2013. One student in 4 attends a school with more than 500 students, whereas the ratio of students in schools with less than 100 students increased from 5 per cent to 7.5 per cent as a result of the policy efforts to keep up primary level education locally. The average class size remained slightly below 20. In 2013, only about 1 in 10 students studied in a class bigger than 30 or smaller than 10 students.

Teachers

Teachers for basic education are trained in 8 semester courses leading to a bachelor degree. Teacher for the primary grades are trained to teach all subjects at the Grade 1 to Grade 4 level and they 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. About 90 per cent of teachers in basic education have a BA level (College) degree. However, some 8 per cent of the teachers have a master level university degree.

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 employment dominates. At the primary level, 9 in 10 teachers were permanent full-time employees in 2013, at the lower secondary level the ratio of full-time permanent employees was somewhat lower, 75.3. Teachers on temporary contract do not reach 1.5 per cent in Grades 1-4, but their percentage is substantially higher in Grade 5-8: it was 13.9 per cent in 2013. These figures are symptoms of teacher shortage especially in subjects like sciences, maths and foreign languages.

Ageing of teachers is a long lasting problem in basic education as well. The average age of teachers increased by 1.7 years between 2009 and 2013 and the ratio of teachers above 50 years of age increased from 30.3 to 37.3 per cent.

Over 80 per cent of teachers are females. At the primary level, nearly all teachers are women, but their ratio is over 86 per cent at the lower secondary level as well.

Figure 3.6 Percentage of teachers by qualification (2003-2013)

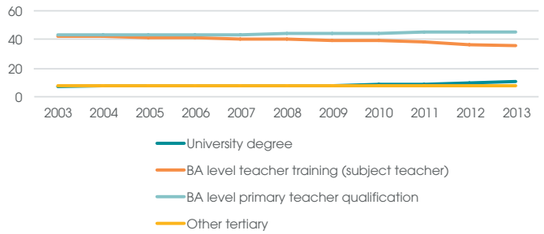


Figure 3.7 Percentage of full-time and part-time teachers in primary general schools (2013)

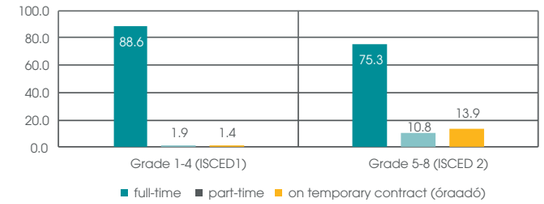
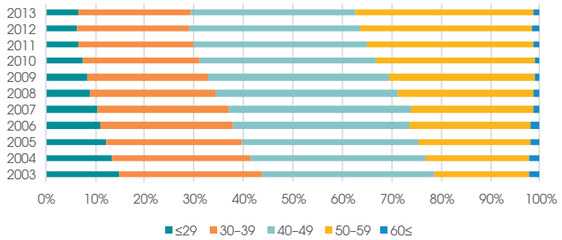


Figure 3.8 Change in the age distribution of teachers (2003-2013)



1 Data source: Annual survey of institutions Table i01t01

2 Source: Central Statistical Office, STADAT

3 Source: Köznevelés a számok tükrében. Budapest KRTK. Table C1.5.1

4 Data source: Annual survey of instituions (KIR-STAT) Tables a02t57, a02t59

Table 3.9 Institutions

	2009	2010	2011	2012	2013
Total number of institutions offering primary (general) education[1]	**2 363**	**2 294**	**2 227**	**2 235**	2420
Total number of school sites[2]	**3 343**	**3 306**	**3 252**	**3 251**	**3 605**
Per cent of settlements without a primary (general) school[3]	40.6	40.7	41.2	41.6	...
Per cent of students in settlements without a primary (general) school	5.1	5.0	5.1	5.1	...
Per cent of settlements with only Grades 1-4	49.3	49.6	50.2	50.4	...
Per cent of students in settlements with only Grades 1-4	7.4	7.4	7.5	7.4	...
Average number of students per school[3]	**233.1**	**230.5**	**232**	**230.7**	**209.6**
Per cent in schools with less than 100 students	5.4	5.5	5.6	5.6	7.5
Per cent in schools with more than 500 students	24.1	23.7	24.7	25.3	21.4
Average class size[3]	**19.7**	**19.6**	**19.6**	**19.5**	**19.6**
Per cent in classes with less than 10 students	6.6	6.9	6.7	6.7	...
Per cent in classes with more than 30 students	2.6	2.7	2.8	3	...
Average number of students per teacher	**10.4**	**10.3**	**10.3**	**10.3**	**10.1**

Table 3.10 Teachers[4]

	2009	2010	2011	2012	2013
Total number of teachers (head count)	**77 785**	**77 156**	**76 343**	**76 492**	**78 020**
Total number of teachers with main job in the school (head count)	74 241	73 565	72 501	72 048	73 906
Qualification of teachers[2]					
Per cent with a Master's degree in subject teaching	8.09	8.38	8.95	10.03	10.78
Per cent with a BA degree in subject teaching	39.42	39.03	38.15	36.78	35.8
Per cent with a BA degree in primary teaching	44.56	44.79	45.21	45.41	45.53
Per cent with other qualifications	7.93	7.79	7.68	7.78	7.89
Mode of employment (%)					
Grade 1-4 (ISCED1)					
full-time	89.3	88.9	87.9	86.2	88.6
part-time	2.2	2.3	2.6	2.6	1.9
on temporary contract (óraadó)	0.9	1.0	1.1	1.5	1.4
Grade 5-8 (ISCED 2)					
full-time	76.5	75.8	75.2	74.2	75.3
part time	10.9	10.8	11.3	12.2	10.8
on temporary contract (óraadó)	12.6	13.4	13.5	13.6	13.9
Age of teachers					
average age of teachers (years)	**43.4**	**44.1**	**44.5**	**44.9**	**45.1**
per cent above 50 years	30.3	33.0	34.9	36.2	37.3
Gender distribution (%)					
Percentage of male teachers	13.3	13.3	13.3	13.6	13.7
Percentage of female teachers	86.7	86.7	86.7	86.4	86.3
Non-teaching staff					
Education support personnel	**3 119**	**3 172**	**3 061**	**3 126**	**3 304**
part-time	29.5	30.3	30.4	30.4	14.3
Other personnel (full-time equivalent)	22 307	22 238	20 838	20 365	10 117

3_4 Educational counselling and support services

The organization of educational counselling and support services

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

Special education needs 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 at 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 physiotherapic 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 are private institutions 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 is 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 gymastics 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 advise on delayed entry to primary school in cases of disagreement between the kindergarten teacher and the parents.

Table 3.9 Children and students receiving speech therapy by age/grade level (2009-2013)

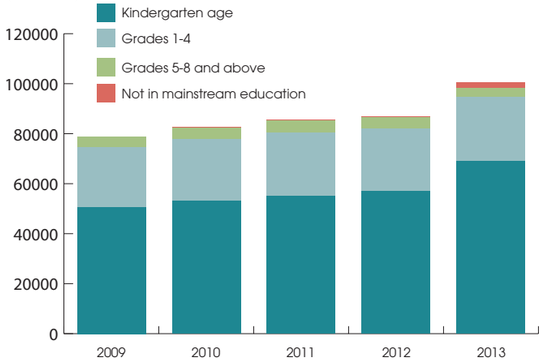
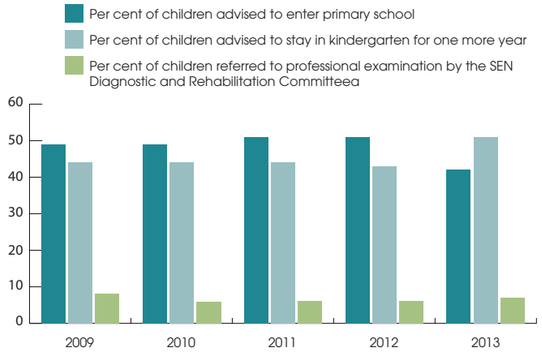


Figure 3.10 Results of the school maturity examination (2009-2013)



Data source: Annual survey of institutions
Source: Statistical yearbook of education
Tables III. 13-16, 18

Table 3.11 The institutions of educational support and counselling by type of service and by maintainer (2013)

Number of sites where the service is available	Total	Public	Private
Early intervention and care	**123**	113	10
Development of severely disabled children/ students	**128**	96	32
SEN diagnostic and rehabilitation service	**41**	41	-
Educational counselling service	**282**	274	8
Speech therapy service	**380**	369	11

Table 3.12 Participation in educational support and counselling (2009-2013)

A. Provision for severely disabled children

	2009	2010	2011	2012	2013
Number of children in early intervention and care programmes	**2 273**	**2 372**	**2 526**	**2609**	**2 198**
per cent in private institutions	...	27.9	30.8	31.2	27.9
per cent individual coaching	...	68.9	66.6	64.0	75.0
Severely disabled children participating in individual development programme	**1 769**	**1 675**	**1 568**	**1 486**	**2 258**
per cent in private institutions	18.8	20.5	19.3	20.8	24.6
per cent individual coaching	38.1	30.5	35.6	26.0	40.5
Number of teachers (FTE)	**...**	**689**	**794**	**881**	**692**

B. SEN diagnostic and rehabilitation service

Number of pupils/students enrolled in special education classes/schools					
Total	**4 755**	**6 795**	**5 300**	**4 610**	**7 527**
Kindergarten	876	1 298	1 031	1 075	1 258
Grades 1-4.	2 346	3 337	2 269	2 065	2 963
Grades 5-8.	991	1 284	1 196	936	2 345
Grades 9-12	542	876	804	534	961
Number of professional staff (FTE)					

C. Educational counselling service

Total number of children assessed for school maturity	**22 808**	**20 784**	**20 569**	**21 017**	**22 869**
Per cent of children advised to enter Grade 1	48.9	49.3	50.7	50.8	42.3
Per cent advised to stay in kindergarten for one more year	43.6	44.4	43.6	42.8	50.5
Per cent referred to the SEC Diagnostic and Rehabilitation Service	7.5	6.3	5.7	6.4	7.2
Participants in diagnostic, counselling services, care and therapy					
Total number of children/students participating in diagnostics and counselling	...	97 443	104 783	102 714	116 368
Total number of children/students participating in therapy and care	85 264	75 133	102 951	91 264	96 994
Number of participants in family therapy	1 972	2 210	2 436	3 032	5 551
Number of teachers/therapists (FTE)	**...**	**1 922**	**1 979**	**2 010**	**1 674**

D. Pupils/students participating in speech therapy

Total	**78 879**	**82 583**	**85 633**	**86 783**	**100 396**
Children under school age	64.2	64.4	64.2	65.5	68.7
Grade 1-4 students (primary level)	16.8	16.6	16.6	16.6	25.6
Speech therapists employed in the public education system (FTE)	**...**	**1 552**	**1 738**	**1 781**	**1 428**

3_5 Basic music and art education

The origins

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 grades 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.

Organization and institutions

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.

Altogether 713 institutions are currently registered as institutions qualified to offer basic music or art education. 685 of them provided statistical data on their activities in 2013. They were active at 2768 school sites and they had 230 733 students. Private institutions of basic music and art education receive state support on contract with the Ministry. Their share in basic music and art education services differs by branch: whereas only 20 per cent of music students study in private instituions, more than 70 per cent of dance students attend private dance schools.

Participants and teachers

The primary target group of basic music and art education are students of the primary (general) school. 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. However, municipal music schools and independent art schools usually have their own institute where they can also organize concerts, performances or exhibitions.

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.

In 2013, more than 230 000 students participated in the basic music and art education system. 95 per cent of them are mainstream students from the primary (general) school and from secondary schools. The two most popular branches are classical music and dance.

Over 90 per cent of the music teachers and about 80 per cent of the dance teachers have 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. However, there is a positive trend in these branches as well.

Figure 3.11 Percentage of students in public and private institutions (2013)

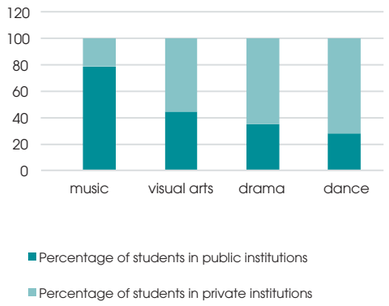


Figure 3.12 Percentage of students in different branches of basic music and art education (2013)

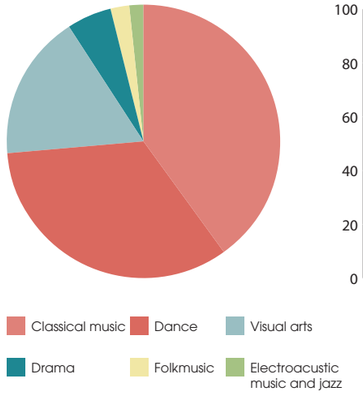
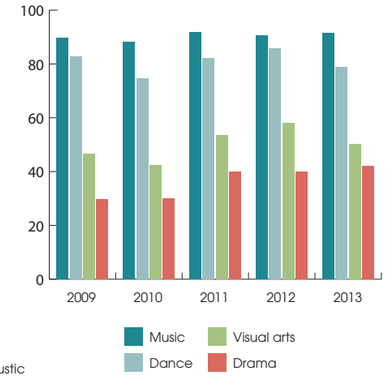


Figure 3.13 Percentage of teachers with relevant music/art academy diploma (2013)



Data source: Annual survey of institutions

Source: Statistical yearbook of education Table III. 12a.

Table 3.13 Institutions, students, and teachers in basic music and art education (2009-2013)

A. Number of institutions and school sites

	2009	2010	2011	2012	2013
Institutions	...	**728**	**707**	**697**	**685**
School sites	...	**2 647**	**2 553**	**2 509**	**2 768**

B. Participant in basic art and music education (headcount)

	...	**250 242**	**205 858**	**240 942**	**230 733**
Number of students studying music (x1000)	**107 770**	**109 885**	**108 264**	**106 892**	**106 791**
of which studying					
classical music	98 224	99 261	98 278	97 020	97 470
folkmusic	5 117	6 207	5 593	5 752	5 583
jazz	524	477	472	485	525
electroacoustic music	3 905	3 940	3 921	3 635	3 213
Number of students studying other arts (x1000)	**148 305**	**151 242**	**148 949**	**143 145**	**136 868**
of which studying					
dance	87 515	90 422	89 853	86 364	82 495
visual arts	45 637	45 966	45 284	43 380	41 406
drama	15 153	14 854	13 812	13 401	12 967
Of the total number of music and art students					
per cent female	61.0	61.3	60.1	60.4	61.3
per cent age 6 -17	94.4	95.5	94.4	95.3	95.5
per cent studying in full-time primary (general) education	82.9	83.2	84.0	85.2	83.2
per cent studying in full-time secondary education	13.8	13.5	13.0	12.5	13.5

C. Teachers in basic music and art education

Total number of teachers in basic music and art education	**13 732**	**14 226**	**13 214**	**13 369**	**13 679**
Number of music teachers	10 205	10 512	10 050	10 195	10 360
Number of dance teachers	1 658	1 766	1 579	1 519	1 526
Number of teachers teaching visual arts	1 320	1 394	1 162	1 229	1 333
Number of teachers teaching drama courses	549	554	423	426	460
Number of teachers employed exclusively in basic music/art education	**10 250**	**10 317**	**10 022**	**9 993**	**10 117**
of which per cent					
in full-time employment	52.6	52.3	53.5	53.3	55.8
in part-time employment	31.8	31.5	32.5	32.6	32.2
on temporary contract	15.6	15.5	16.0	16.0	15.8
Percentage of teachers with relevant music/ art academy diploma					
Music	89.8	88.2	91.7	90.5	91.6
Dance	82.6	74.6	82.0	85.6	78.9
Visual arts	46.7	42.3	53.4	57.9	50.2
Drama	29.7	30.0	40.0	39.9	42.0
Gender (%)					
Male	36.3	36.0	35.9	36.0	36.5
Female	63.7	64.0	64.1	64.0	63.5

4_1 System and funding

Institutions and providers

On completion of 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 (Maturity) examination (Érettségi). Some secondary general schools offer 8 or 6-year programmes as well covering Grades 5-12 and 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 can also 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 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 provider at this level. One student in 5 attend 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 attend denominational schools and 20 per cent or more attend schools maintained by other private providers.

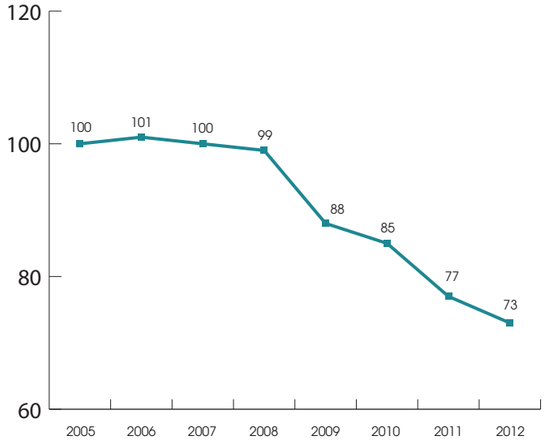
Funding of upper secondary education

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. 88, 87 and 72 percent of the education costs were covered from central budget sources. In the case of public institutions, part of these funds were transferred to municipalites 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 activites. 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.

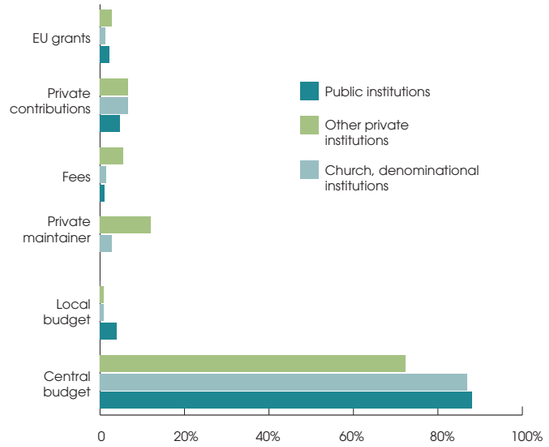
Compared to 2005, the purchasing parity power of the funds received by public institutions decreased by nearly 30 per cent by 2012. Funds are hardly sufficient to cover current expenditures. Capital expenditure, which amounted to somewhat more than 7 per cent of the total investment in 2005, dropped to 2.5 per cent by 2012 and it was mainly covered from EU grants.

Figure 4.1 Total expenditure per student by public institutions of upper secondary education at 2012 prices (2005=100)



Data source: Annual survey of institutions

Figure 4.2 The relative size of funds per student received by upper secondary institutions from different sources by type of provider (2013)



Source: Statistical Yearbook of Education Table I.16

Source: Köznevelés a számok tükrében. KRTK 2014. Table B1.4.2, B1.5.

Table 4.1 Number of upper secondary school sites offering upper secondary programmes by type of programme and by type of provider (2009-2013)[1]

		2009	2010	2011	2012	2013
Secondary general school	**Total**	**850**	**876**	**879**	**877**	**869**
	Public	143	137	136	137	379
	Church, denomination	116	122	132	153	171
	Other private entity	302	327	345	339	319
Secondary vocational school	**Total**	**917**	**939**	**928**	**921**	**979**
	Public	143	137	136	137	539
	Denomination	41	47	59	91	102
	Other private entity	321	335	331	314	338
Vocational school	**Total**	**623**	**651**	**687**	**690**	**724**
	Public	143	137	136	137	382
	Denomination	31	35	42	75	75
	Other private entity	226	243	284	268	267
Special vocational school	**Total**	**157**	**151**	**151**	**153**	**153**
	Public	143	137	136	137	138
	Denomination	6	6	8	9	7
	Other private entity	8	8	7	7	8

Table 4.2 Number and percentages of students in different upper secondary programme types and percentages by providers (2013)

Type of programme	Total number of students (x1000)	All institutions %	Public institutions %	Denomi-na-tional institutions %	Other private institutions %
Secondary general programme	220.5	100.0	63.6	20.6	15.8
Secondary vocational programme	239	100.0	69.8	9.2	21.0
Vocational school programme	117.3	100.0	70.1	9.8	20.0
Special vocational programme	8.3	100.0	92.9	2.2	4.9

Table 4.3 Investment per student by source of funds and by type of provider (x1000 HUF) (2013)

Source of fund	All institutions	Public institutions	Church, de-nominational institutions	Other private institutions
Total investment	**397.3**	**364.6**	**533.3**	**448**
Central budget	**340.4**	320.8	464.1	324.2
Local budget	**11.7**	14.2	4.8	3.7
Private maintainer	**8.5**	0	14.8	54.3
Tuition fees	**7**	4	7.8	24.1
Other private contributions	**21.1**	17.1	35.5	29.7
EU grant	**8.6**	8.5	6.2	12.1

Expenditure per student by public institutions at 2012 prices by resource category (x1000 HUF) (2009-2012)[2]

	2005	2009	2010	2011	2012
Total expenditure	**705.8**	**623**	**603.1**	**545.5**	**514.2**
Current expenditure	654.3	599.3	572.4	523.1	501.4
Capital expenditure	51.5	23.7	30.8	22.4	12.9

4_2 Access to upper secondary education

Availability of upper secondary schools

Upper secondary schools are typically available in towns. 9 per cent of the 3154 Hungarian communities can offer at least one type of upper secondary programme and only 4.5 per cent of the communities have schools that offer all the three main types of upper secondary programmes. About half of the 14 to 17-year-old population live in these settlements, whereas nearly 40 per cent live in settlements that have 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 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 publish their programmes and the number of 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.

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 in the relevant Grades 4 and 6. The 4-year secondary general school (Gimnázium) is the first preference of about 35 per cent of the students in Grade 8. The percentage of students whose first preference is a secondary vocational programme is somewhat higher. Recently, some convergence can be seen in the preference for the two secondary programme types. The first preference for vocational school programmes is characteristic of less than 25 per cent of the relevant population.

Preferences are influenced by several factors. Local availability of a programme is an important factor in the student's application for a place. But equally important is the likelihood of being admitted and last but not least the labour market prospectives and the prospectives for further education. There are systematic differences between students in these aspects. Students in larger towns have a clear advantage over young people in small settlements in getting admission to secondary general programmes if that is their first choice. The picture is less clear in the case of preferences for vocational secondary and vocational school programmes.

Figure 4.3 Change of preferences for different upper secondary programme types (2002-2013)

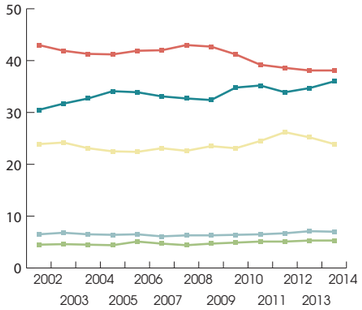


Figure 4.4 Percentage of students enrolled in the type of programme of their preference by the type of settlement of the student's domicile (2014)

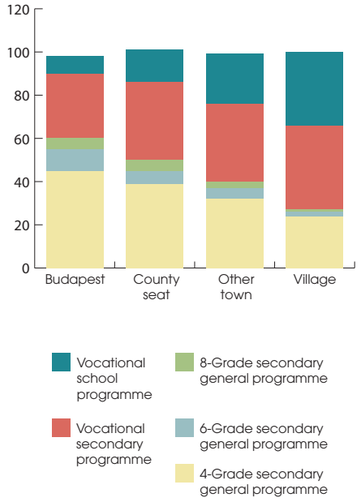
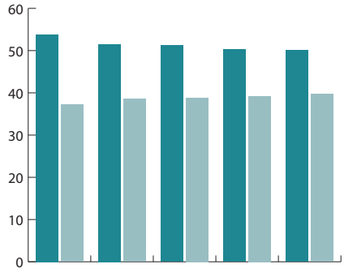


Figure 4.5 Per cent of 14-17year-olds who live in settlements where...



1 Data source: Annual survey of institutions

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

2 Data source: Central Statistical Office

2 Source: Köznevelés a számok tükrében. KRTK. 2014. Table C.1.8

3 Data source: Educational Authority KIFIR database

3 Source: Köznevelés a számok tükrében. KRTK 2014. Table C.2.3.1

Table 4.5 Availability of upper secondary programmes (2009-2013)[1]

	2009	2010	2011	2012	2013
A. Number of upper secondary school sites					
Secondary general school (Gimnázium)	850	876	879	877	869
Secondary vocational school (Szakközépiskola)	917	939	928	921	979
Vocational school (Szakiskola)	780	802	838	843	877
B. Per cent of the secondary school age population (14-17 years) living in settlements where[2]					
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	...

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

Percentage of students who applied in the first place for the programme type[3]	2005	2010	2012	2013	2014
4-year secondary general programme (Gimnázium)	34.1	34.8	33.9	34.7	36
Vocational secondary programme (Szakközépiskola)	41.2	41.2	38.6	38.1	38.1
Vocational school programme (Szakiskola)	22.5	23.1	26.2	25.2	23.9
6-year secondary general programme (6 évfolyamos gimnázium)	6.4	6.4	6.7	7.1	7
8-year secondary general programme (8 évfolyamos gimnázium)	4.4	4.9	5.1	5.3	5.3

Table 4.7 Percentage of students enrolled in the preferred programme type by type of the settlement of the student's domicile (2014)[3]

	Budapest	County seat	Other town	Village
4-Grade secondary general programme	45.0	39.0	32.0	24.0
6-Grade secondary general programme	10.0	6.0	5.0	2.0
8-Grade secondary general programme	5.0	5.0	3.0	1.0
Vocational secondary programme	30.0	36.0	36.0	39.0
Vocational school programme	8.0	15.0	23.0	34.0

4_3 Teachers

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 at 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 2013, 93 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 the vocational training tertiary graduate professionals teach with or without a pedagogical qualification. In 2013, 75 per cent of the teachers had a master's level teacher qualification and about 18 per cent had other than teacher qualification.

In vocational schools, depending on the field of study, instructors with the relevant qualification teach vocational subjects. They are required to have some qualification is pedagogy though not necessarily at the tertiary level. However, in 2013, only 18 per cent taught with this qualification, whereas 30 per cent had a professional qualification without pedagogical qualification. 44 per cent of the teachers had a master's or bachelor level qualification in teaching general or pre-vocational subjects.

In special vocational schools, more than half of the teachers have 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 2013, only 80 per cent of the teachers of general subjects and only 66 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 teaching, 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 4.6 Age distribution of teachers by upper-secondary programme type (2013)

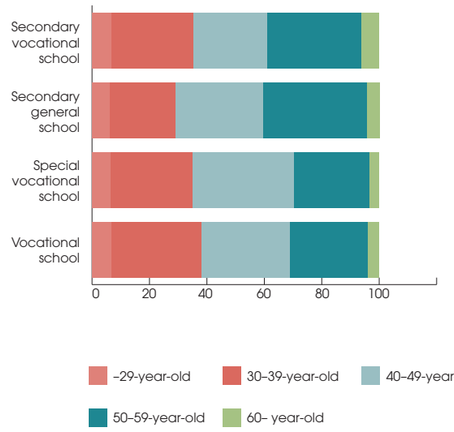


Figure 4.7 Teachers of general and vocational subject by mode of employment (2013)

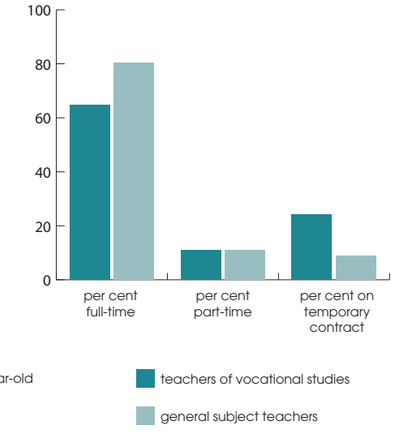
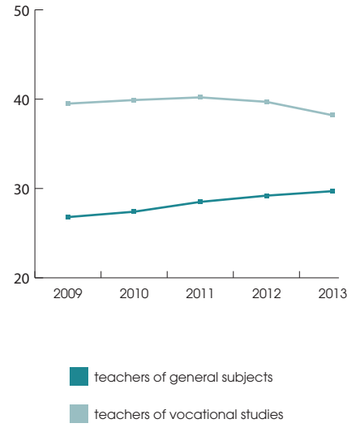


Figure 4.8 Percentage of teachers above 50 years of age (2009-2013)



Data source: Annual survey of instituions (KIR-STAT) Table a01t06, a01t07, a04t18

Table 4.8 Number, mode of employment, sex and age of teachers in upper secondary education (2009-2013)

	2009	2010	2011	2012	2013
Total number of teachers in upper secondary education	**52 696**	**53 644**	**52 374**	**52 088**	**50 920**
Number of teachers with permanent job (full-time and part-time)	45 502	45 993	44 863	44 380	43 639
Mode of employment					
Total number of upper secondary teachers teaching general subjects (head count)	**35 223**	**35 421**	**34 530**	**33 710**	**32 868**
of which					
per cent full-time	80.0	79.4	79.2	78.2	80.3
per cent part-time	11.4	11.3	11.8	12.4	10.9
per cent on temporary contract	8.7	9.3	9.0	9.4	8.9
Total number of upper secondary teachers in vocational training (head count)	**17 473**	**18 223**	**17 844**	**18 378**	**18 052**
of which					
per cent full-time	66.6	66.1	65.1	63.6	64.7
per cent part-time	9.7	9.9	10.2	11.7	11.0
per cent on temporary contract	23.7	23.9	24.7	24.7	24.2
Sex					
Per cent female of all teachers teaching general subjects	70.0	70.4	70.2	70.0	69.8
Per cent female of all teachers teaching vocational subjects	48.5	48.6	49.0	49.7	48.8
Age					
average age of teachers in years - general subjects	42.0	42.4	42.9	43.4	43.7
per cent 50+	26.8	27.4	28.5	29.2	29.7
average age of teachers in years - vocational subjects	44.6	44.8	45.1	45.4	45.1
per cent 50+	39.5	39.9	40.2	39.7	38.2
Student/teacher ratio					
Secondary general school	11.0	10.9	10.7	10.6	10.5
Secondary vocational school	12.2	12.1	12.2	11.8	10.9
Vocational school	13.4	12.9	13.2	12.1	11.2

4_4 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 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 4.9 Number of full-time students in different types of upper secondary programme (2009-2013)

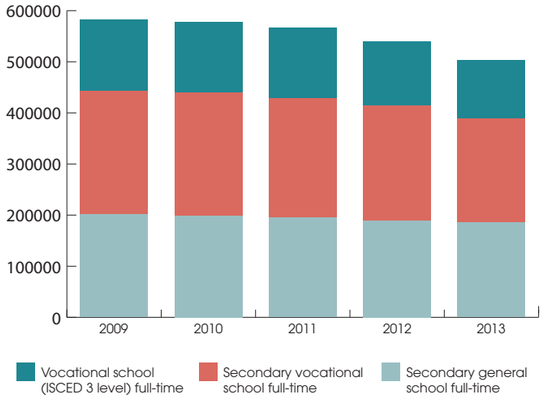
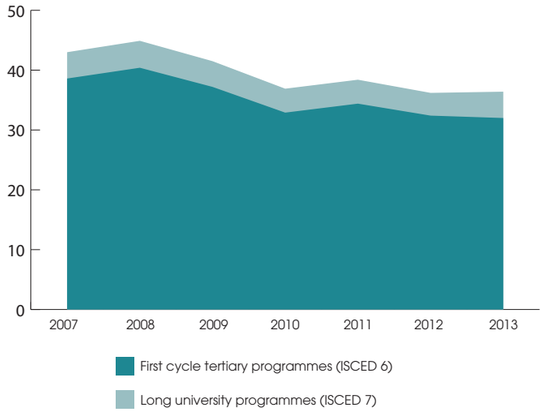


Figure 4.10 Percentage of students directly moving from upper secondary education to higher education (2007-2013)



Source: Statistical yearbook of education

*including students in special vocational schools

Data source: Annual survey of institutions Table a2t12

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

Data source: Annual survey of institutions

Source: Statistical yearbook of education Table I.6

Source: Köznevelés a számok tükrében. KRTK 2014. Table D1.9.1 and Table D1.10.1

Table 4.9 Participation in upper secondary education (2009-2013)

	2009	2010	2011	2012	2013
Total number of students (x1000)	**658.6**	**662.8**	**652.1**	**626.0**	**585.1**
Per cent full-time	88.3	87.3	87.0	86.3	85.9
Per cent part-time	11.7	12.7	13.0	13.7	14.1
Percentage of full-time students in different programme types					
Secondary general school	34.6	34.4	34.4	35.1	36.9
Secondary vocational school	41.6	41.6	41.1	41.5	40.5
Vocational school*	23.8	24.1	24.5	23.4	22.6
Percentage of part-time students in different programme types					
Secondary general school	50.5	51.1	49.1	45.3	42.3
Secondary vocational school	40.8	39.3	38.6	39.7	43.0
Vocational school	8.7	9.6	12.3	14.9	14.7
Percentage of upper secondary students commuting from another settlement					
Students in secondary general schools**	32.5	33.0	33.2	33.8	34.2
Students in secondary vocational schools	46.6	47.1	48.8	48.4	49.9
Students in vocational schools	56.5	57.0	57.5	57.8	59.1
Percentage of upper secondary students in student homes and boarding schools					
Secondary general students*	9.2	9.0	8.8	8.7	8.6
Secondary vocational students	10.0	9.8	9.4	9.4	10.1
Vocational school students	9.4	9.2	8.6	8.6	9.0

Table 4.10 Graduation from upper secondary education (2009-2013)

	2009	2010	2011	2012	2013
Students obtaining secondary school leaving (Maturity) certificate					
Number of students	**90 450**	**87 244**	**85 925**	**83 448**	**76 707**
% 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
Students obtaining a secondary (ISCED 3) or post-secondary (ISCED 4) vocational qualification					
Number of students	**51 085**	**52 597**	**55 888**	**64 839**	**58 409**
% graduating from part-time education	13.9	13.6	13.5	13.0	20.4
Graduates applying for and admitted to higher education in the year of graduation from upper secondary education (%)					
Percentage of graduates applying for entrance	55.2	51.9	52.7	46.7	45.1
Percentage of graduates enrolled	41.4	36.9	38.5	36.1	36.5

4_5 Equity issues

Inequalities in 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 than to a secondary general school and very few of them are enrolled in long secondary general programmes. Only one or two per cent of those whose first preference would have been a secondary long programme could actually get enrolled in either of them and only about 20 per cent are enrolled in a secondary general programme if that type were their first preference.

Inequalities confirmed by programme type

The main programme types are selection factors in themselves. Secondary general schools teach at least two foreign languages whereas secondary vocational schools rarely do and vocational schools mostly do not teach any. Furthermore secondary general and secondary vocational schools prepare for further education in a wide range of study fields whereas vocational schools do not.

Irrespective of their first preferences, students with socio-cultural disadvantages more often end up in vocational schools than students with a more favourable social background.

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 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. Whereas there are restrictions on spontaneous selection at the level of basic education by determining the school districts or catchment areas administratively, there are hardly any such restrictions in upper secondary education apart from the fact that some schools are designated to admit all students of compulsory school age within the jurisdiction of the local school authority.

Figure 4.11 Gender distribution in upper secondary education by type of programme (2013)

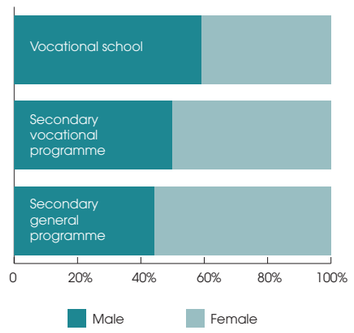


Figure 4.12 Percentage of disadvantaged students by programme type (2013)

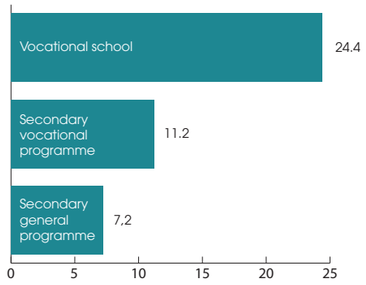
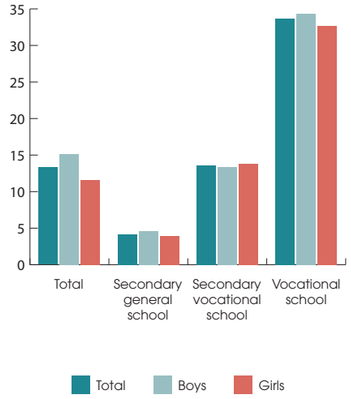


Figure 4.13 Percentage of 10th-grade students by programme type reporting that they were grade repeaters at least once (2013)



Data source: Annual survey of institutions

Source: Statistical yearbook of education Table I.4

Data source: National competence survey

Source: Köznevelés a számok tükrében. KRTK 2014. Table C2.5

Data source: Annual survey of institutions Table a4118

Source: Köznevelés a számok tükrében. KRTK 2014. Table C2.2.1

Data source: National Competence Survey

Source: Köznevelés a számok tükrében. KRTK 2014. Table C2.2.1

Table 4.11 Inequalities by type of settlement (2014)

Type of programme	Student's domicile: Budapest	County seat	Town	Village
Percentage of students in different programme types by the type of settlement where the student lives (2014)				
4-grade secondary general programme	43.0	35.0	31.0	22.0
6 or 8-grade secondary general programme	15.0	11.0	8.0	3.0
Secondary vocational programme	31.0	37.0	37.0	38.0
Vocational school	10.0	16.0	25.0	36.0

Table 4.12 Gender inequalities (2009-2013)

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

Table 4.13 Inequalities by programme type (2009-2013)

	2009	2010	2011	2012	2013
A. Percentage of disadvantaged students in Grade 10 by type of programme					
Secondary general programme	7.2	8.3	8.8	9.0	7.2
Secondary vocational programme	12.2	14.1	14.5	14.3	11.2
Vocational school	28.1	29.6	29.1	29.0	24.4

Table 4.14 Grade repetition by type of upper secondary programme (2009-2013)

	2009	2010	2011	2012	2013
B. Percentage of grade repeaters by type of upper secondary programme and by sex					
Males	4.6	5.1	5.3	6	5.4
Females	3.3	3.7	4	4.5	4.1
Secondary general students	1.2	1.4	1.4	1.5	1.4
Secondary vocational students	3.7	4	4.2	4.3	4.4
Vocational school students	7.9	8.9	9.5	11.7	10.3

Table 4.15 Percentage of 10th grade students reporting that they were grade repeaters (2013)

	2009	2010	2011	2012	2013
Percentage of 10th-grade students who report that they were grade repeaters... (2013)					
	at least once	at least once	at least once	more than once	more than once	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

5_1 Vocational education and training

The organization of initial vocational education

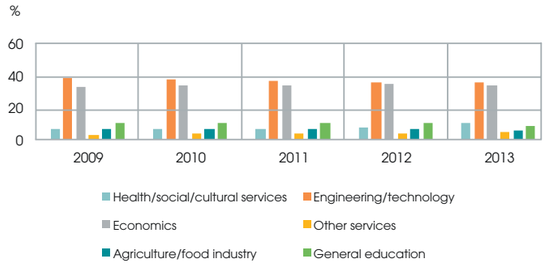
Vocational qualifications are described in the National Vocational Qualification Register (Országos Képzési Jegyzék). Each qualification is defined by level, entry requirements, length of study, field of study and whether it is possible to prepare for the examination in non-formal education. Examination syllabuses and methods are publicized 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 qualilfications) 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 a 4-year-programme (Grade 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 13/4 preparare for the 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 more than for secondary vocational school students.

Figure 5.1 Percentage of students in vocational training by sector (2009-2013)



Institutions and organization of practical training

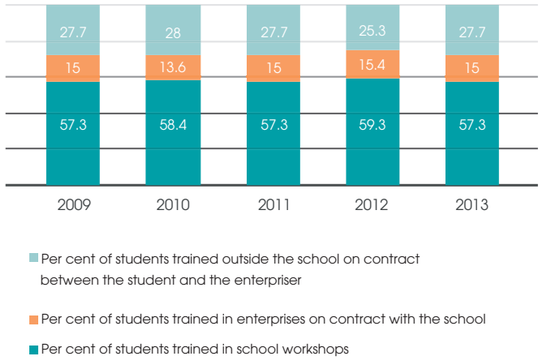
Upper secondary vocational education and vocational school education are part of the mainstream education system. State schools typically offer Grade 9 to Grade 12/14 courses, they are institutions of initial vocational education. However, there are many private institutions specializing purely in vocational education at different levels. About 45 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 real world of labour has 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 and 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 2013 – mainly because of the good European labour market prospectives.

Figure 5.2 Organization of practical training in vocational education (2009-2013)



Source: Statistical yearbook of education

Data source: Annual survey of institutions Table a04t71

*NVQR National Vocational Qualification Register

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

Data source: Annual survey of educational institutions (KIR-STAT) Table 05t24

Table 5.1 Institutions offering vocational education by type of provider (2013)

	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	**377**	52.1	0.7	9.9	37.3
Special vocational school	**138**	90.2	0.0	4.6	5.2
Secondary vocational school	**538**	54.9	0.1	10.1	34.9

Table 5.2 Participation of students in vocational education and training by level and sector (2009-2013)

	2009	2010	2011	2012	2013
A. Number of students/trainees by NVQR qualification level*					
Total number of students/trainees (x1000)**	249 925	239 854	222 202	201 026	171 566
NVQR 2/3 level vocational education and training*	61 318	56 381	47 954	36 179	14 171
NVQR level 4/5 vocational education and training*	188 607	183 473	174 248	164 847	157 395
B. Percentage of students by sector					
NVQR level 2/3					
Health/social and other services	3.2	3.3	3.2	3.2	4.0
Engineering/technology	39.2	37.7	34.6	32.0	27.4
Economics/commerce/tourism	29.8	31.3	31.4	30.7	26.3
Other services	4.1	4.4	4.6	3.6	2.8
Agriculture/food industry	11.7	11.6	13.1	14.7	14.8
Other/general	12.0	11.8	13.1	15.8	24.8
	100.0	100.0	100.0	100.0	100.0
NVQR level 4/5					
Health/social and other services	8.0	7.7	7.9	8.9	11.1
Engineering/technology	38.8	38.2	37.3	36.5	36.3
Economics/commerce/tourism	34.6	35.3	35.2	35.3	34.7
Other services	3.0	3.6	4.4	4.7	5.3
Agriculture/food industry	5.6	5.4	5.5	5.3	5.4
Other/general	10.0	9.8	9.7	9.1	7.2
	100.0	100.0	100.0	100.0	0.0

Table 5.3 Organization of practical training (2009-2013)

	2009	2010	2011	2012	2013
Per cent of trainees in school workshops	57.3	58.4	57.3	59.3	57.3
Per cent of trainees in enterprises on contract with the school	15.0	13.6	15.0	15.4	15.0
Per cent of trainees on individual contract with the enterpriser	27.7	28.0	27.7	25.3	27.7
Total	100.0	100.0	100.0	100.0	100.0

5_2 Vocational qualifications

Adjustment of 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 upper secondary and post-secondary 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.

There is an increase both at the ISCED 3 and the ISCED 4 level qualifications. While in 2009, the percentage of those obtaining a second or further qualification amounted to nearly 10 per cent of the total number of persons passing an ISCED 3 level qualification examination, in 2013, this was only 6 per cent showing that upper secondary vocational qualifications are appreciated more than before. The same tendency appears at the post-secondary level.

At the same time, the age of obtaining a vocational qualification is higher than it was in 2009. Only 63 per cent of those who obtained an ISCED 3 level qualification were below 20 years of age in contrast to the 71 per cent in 2009. A substantial proportion of these people (13.7 per cent in 2013) had already a Maturity certificate.

Figure 5.3 Second or further qualifications as a percentage of the total number of qualifications obtained (2009-2013)

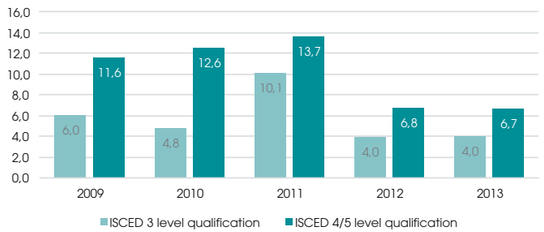
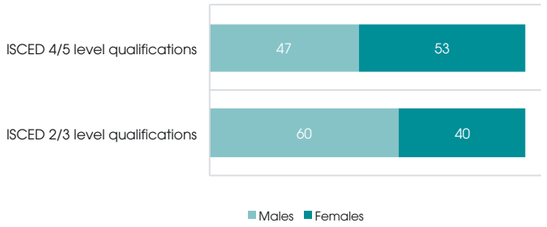


Figure 5.4 Distribution of graduates by gender at different levels of qualification (2013)



Data source: Annual Survey of Institutions (KIR-STAT)
Table a05127, Table a04168

Table 5.4 Number of graduates by level of qualification (2009-2013)

	2009	2010	2011	2012	2013
Number of students obtaining vocational qualification	**51 085**	**52 597**	**55 888**	**64 839**	**58 409**
of which obtained a first vocational qualification	46 233	47 563	48 896	61 075	54 912
Of the total numbers					
per cent female	47.2	46.6	47.2	44.3	46.8
per cent with secondary school leaving certificate	...	...	55.4	50.7	54.3
per cent obtaining a second or further qualification	9.5	9.6	12.5	5.8	6.0
ISCED 2/3 level vocational qualifications					
Number of students who obtained an ISCED 2/3 qualification (x1000)	21 048	22 153	22 482	31 225	25 477
of which obtained the first vocational qualification	19 779	21 085	20 204	29 991	24 448
Of the total numbers					
per cent female	39.9	38.3	38.5	35.0	39.9
per cent with secondary school leaving certificate	...	...	11.3	12.3	13.4
per cent obtaining a second or further qualification	6.0	4.8	10.1	4.0	4.0
per cent below 20 years of age	71.1	69.8	67.6	67.5	63.8
ISCED 4/5 level vocational qualifications					
Number of students who obtained an ISCED 4/5 level qualification	**28 766**	**29 090**	**32 076**	**32 197**	**31 554**
of which obtained first vocational qualification	25 434	25 439	27 690	30 017	29 445
Of the total numbers					
per cent female	52.8	53.2	53.6	53.5	52.7
per cent with secondary school leaving certificate	...	...	88.7	90.2	89.7
per cent obtaining a second or further qualification	11.6	12.6	13.7	6.8	6.7
per cent below 20 years of age	31.5	35.3	34.3	30.6	30.4

Notes and definitions

Age: Completed year of age on 1st January

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

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

Expenditure at 2012 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 0.3

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 institution) 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 education 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 Competence Survey: 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 Education: The yearbook is published by the Ministry of Human Resources. 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. Finance data are taken from the database of the Ministry of National Economy.

Köznevelés a számok tükrében. KRTK: Public education in figures. First edition of a volume of indicators on 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.

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.

KRTK – Centre for Economic and Regional Studies of the Hungarian Academy of Sciences.