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Inclusive elements and growing  
inequalities in public education in  
Hungary  
(1990-2010)

# Basic features of public educational system (1993-2011)

- Majority of schools are maintained by local municipal councils
- Free syllabus and output regulation
- Free school choice
  - Also enables schools with the possibility of selection
- Normative funding
  - Most of them are not earmarked
- Diversified school structure
  - Besides the dominant eight grade elementary system there are also six and eight grade secondary schools where early selection is conducted

# Distribution of schools and pupils by maintainers (2010)

<b>Maintainer</b>		<b>Primary schools (%)</b>	<b>Secondary grammar schools (%)</b>	<b>Secondary technical schools (%)</b>	<b>Vocational schools (%)</b>
<b>Local municipalities</b>	<b>schools</b>	81	47	42	45
	<b>pupils</b>	<b>89</b>	<b>57</b>	<b>50</b>	<b>55</b>
<b>Counties /Budapest city</b>	<b>schools</b>	4	15	23	22
	<b>pupils</b>	<b>1</b>	<b>15</b>	<b>29</b>	<b>27</b>
<b>Central budgetary</b>	<b>schools</b>	1	3	3	2
	<b>pupils</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Church</b>	<b>schools</b>	8	17	5	6
	<b>pupils</b>	<b>6</b>	<b>18</b>	<b>2</b>	<b>3</b>
<b>Foundation</b>	<b>schools</b>	3	12	20	17
	<b>pupils</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>8</b>

## Basic feature of municipal system (1990-2011)

- Fragmented and decentralized
- Responsible for public education, local welfare
- No educational and welfare governmental decentralized administrative departments
- Non earmarked normative transfers
- Re-allocate or re-allocate financial sources

# Public expenditure of local municipalities compared to GDP (2008)

<b>Country</b>	<b>2000</b>	<b>2008</b>
<b>Czech Republic</b>	8,7	11,4
<b>Hungary</b>	13,0	11,4
<b>Poland</b>	15,5	14,1
<b>Slovakia</b>	2,8	5,5

## Inclusive elements of educational policy (1991-2010)

- The frame number of secondary level schools were no longer determined by the government
- The high rate of secondary schooling increase
- Raising the compulsory school attendance age to from 16 to 18 years

# Ratios of pupils entering secondary education in proportion of pupils completing primary school

	1998		2010	
	Non Roma pupils	Roma pupils	Non Roma pupils	Roma pupils
<b>Not continuing studies</b>	2,3	16,5	0,1	5,5
<b>Vocational school</b>	41,0	70,2	27,4	67,6
<b>Secondary technical school</b>	38,3	9,3	39,1	19,0
<b>Secondary grammar school</b>	18,3	3,7	32,7	7,8

# Growing inequalities in public education

- Free choice of schools - mutual choice of schools and parents
- The performance of children at school and chances for further education is determined by early school choice to a much greater extent than in most of OECD countries
- Diversification of the school system
- „White flight” – growing segregation



# Proportion of Roma among primary school pupils (6-14)

<b>Year</b>	<b>%</b>
<b>1971</b>	<b>6</b>
<b>1993</b>	<b>11</b>
<b>2009</b>	<b>15</b>

# Representation of socially disadvantaged pupils and socially disadvantaged pupils with low educated parents in primary and medium level schools

	<b>Socially disadvantaged pupils (%)</b>	<b>Socially disadvantaged pupils with low educated parents (%)</b>
<b>Primary schools</b>	33	14
<b>Vocational schools</b>	29	10
<b>Special remedial vocational schools</b>	31	14
<b>Secondary technical schools</b>	14	3
<b>Secondary grammar schools</b>	9	1

# Distribution of all pupils, socially disadvantaged pupils and socially disadvantaged pupils with low educated parents among medium level schools

	<b>Pupils /%)</b>	<b>Socially disadvantaged pupils (%)</b>	<b>Socially disadvantaged pupils with low educated parents (%)</b>
<b>Vocational schools</b>	22	41	56
<b>Special remedial vocational schools</b>	2	3	6
<b>Secondary technical schools</b>	42	36	28
<b>Secondary grammar schools</b>	35	19	11

Average students reading performance and percentage of variance in student performance explained by student socio-economic status (PISA 2009)

<b>Country</b>	<b>Average student performance</b>	<b>Percentage of variance in student performance explained by student socio-economic status</b>
<b>Czech Republic</b>	478	12,4
<b>Hungary</b>	494	<b>26,0</b>
<b>Poland</b>	500	14,8
<b>Slovakia</b>	477	14,6
<b>OECD average</b>	493	14,0

# Variation in reading performance between and within schools (PISA 2009)

<b>Country</b>	<b>Variation within schools</b>	<b>Variation between schools</b>
<b>Czech Republic</b>	52	49
<b>Hungary</b>	37	<b>69</b>
<b>Poland</b>	80	25
<b>Slovakia</b>	55	35
<b>OECD average</b>	65	40

# Distribution of primary school classes by ethnic composition in 2000, 2004, and 2010

	<b>2000</b> (%)	<b>2004</b> (%)	<b>2010</b> (%)
<b>Homogeneously non Roma classes</b>	5,6	10,1	8,8
<b>Classes with non Roma majority</b>	60,9	56,7	42,8
<b>Classes with Roma majority</b>	22,8	19,6	36,4
<b>Homogeneously Roma classes</b>	10,6	13,6	12,1
<b>Homogenously Roma classes and classes with Roma majority together</b>	33,4	<b>33,2</b>	<b>48,5</b>

The proportion of disadvantaged pupils with low educated parents in the quartiles based on disadvantaged pupils

<b>Year</b>	<b>1 quartile</b>	<b>2. quartile</b>	<b>3. quartile</b>	<b>4. quartile</b>
<b>2004</b>	0,002	9,9	27,7	59,1
<b>2005</b>	0,95	15,2	33,8	64,9
<b>2006</b>	1,4	14,4	32,4	64,1
<b>2007</b>	2,6	16,2	34,2	65,3

# Measures to combat segregation (2002-2005)

## Post bureaucratic, „soft” measures (2002-2004)

- Anti-discrimination legislation
- Compulsory enrolment of children from poor families to nursery schools
- Curbing misplacement of pupils in remedial schools or classes
- Re-integration of pupils whose enrolment in remedial schools or classes is unjustifiable.
- Normative funding schemes supporting integration of severely disadvantaged pupils
- Scholarship system targeted at severely disadvantaged pupils

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# Measures to combat segregation (2005-2010)

## Restricting schools selection

- Re-establishing catchment areas so that disadvantaged pupils with low educated parents would not differ between catchment areas more than by 25 percent
- Preferring disadvantaged pupils with low educated parents in admittance from outside catchment area

# Pitfalls of Government's Desegregation Policies

- Ministry of Education couldn't prevent municipal councils from circumventing anti-segregation regulations through
  - Administrative merging of schools, thus formally eliminating inter-institutional segregation
  - Merging schools leaving the borders of catchments areas untouched
  - Making possible for high position schools creaming off non Roma pupils by enrolling them at classes with special curricula disregarding catchments zones
- School maintainer municipalities couldn't control pupils migration among schools of different catchments areas

# Proportion of pupils living inside their schools catchment area (2010)

<b>Size of settlement</b>	<b>%</b>
cities with county rights	36,2
cities	71,2
small towns	64,6
villages	72,0
small villages	76,0

# Proportion of pupils, communing from outside the school maintainers settlement (2010)

<b>size of settlement</b>	
cities with county rights	7 3
cities	9 1
small towns	20 0
villages	8 0
small villages	22 0

# Trends of pupils migration among schools of different status in Pécs (2009)

	<b>All migrant pupils (%)</b>	<b>Migrant disadvantaged pupils with low educated parents (%)</b>	<b>Migrant roma pupils (%)</b>
<b>Migrant pupils living in low-status schools catchment area, enrolled in high-status schools</b>	28	7	5
<b>Migrant pupils living in high-status schools catchment area enrolled in other high-status schools</b>	12	5	4
<b>Migrant pupils living in low-status schools catchment area, enrolled in other low-status schools</b>	9	45	<b>33</b>
<b>Migrant pupils living in high-status schools catchment area, enrolled in low-status schools</b>	4	16	<b>20</b>
<b>Enrolled in remedial special schools</b>	5	16	15

# Education policy after the fall of constitutional state (2012)

## Fall of liberal education policy

- The state is to be the maintainer of all schools
- The per capita normative funding is to be ceases
- Curricula is to be controlled by the government

## Fall of inclusive education policy

- The required numbers of secondary schooling is to be determined by the state again
- The secondary school frame are to be reduced by 40 percent
- The minimum school-leaving age of will be reduced to sixteen years

Thank You for your attention