



The Hungarian experience investing in the early years of children



**Starting early means
starting well II.**

Prague, Czech Republic, November
5-6, 2015

Facts - Education system in Hungary

- 2011: new constitution – no separate reference to life-long learning, but it states that every Hungarian citizen has a right to education.
- new National Core Curriculum: provides a public service guarantee for access to quality education, contributing to the reducing of children's drop-out rate



unequal access to quality education

Unequal access to quality education

- Significant territorial (regional) differences
- Urban-rural opposition
- Increasing the gap between low SES and higher SES children - Hungary occupies one of the worst places on the list of OECD countries
- PISA results: educational achievement of a child is affected the most by the family background – especially disadvantaged, Roma children are affected



Daycare

- Institutions providing early childhood care (health, education, social administration) belong to Ministry of Human Capacities
- Daycare: nurseries (for children under 3)
 - ❖ proportion of participants increased by 20% between 2000-2012;
 - ❖ Number of institutions increased from 532 to 668 between 2000-2012;
 - ❖ 14 % of children under 3 are in daycare.
- Family daycare: increasing participation
5-7 children in one group – high fees



Facts, the HU case

- Health services pre-natal and post-natal
- Universal services:
 - ❖ Maternity allowance: who attended prenatal care at least four times during pregnancy - 200 EUR
 - ❖ Fathers are entitled to free time at work: 5 days
 - ❖ Maternal aid for the first 168 days - 70% of income
 - ❖ Maternal benefit till the child turns 3 years old
 - ❖ Increased maternal benefit for mothers with 3 or more children (the child is between 3-8 years old)
 - ❖ Family allowance
- Subsidized services:
 - ❖ Free meal for children coming from low income families
 - ❖ School benefit, additional aid in case of need



Employment rate of women raising children under 15 is 12% less compared to the OECD average.



Preschools in Hungary

- Maintainers of the services, decision makers
 - local government (state) - 88%
 - church, civil organization, other, totaling - 12%
- Funding
 - central government funding 30-40%
 - parents (10%) – free for low incomes families/multiple disadvantaged child
 - municipality/local government (rest)

Annual expenditure spent on 1 preschool age child (USD)

Countries	Annual expenditure on 1 child
Austria	8 893
Belgium	6 024
Czech Republic	4 247
Finnland	5 372
France	6 362
Hungary	4 773
Norvegia	6 610
Slovakia	4 306
Spain	6 685
Sweden	6 582
United Kingdom	7 047
USA	10 020
OECD average	6 762

(Source: OECD 2010)

Preschools in Hungary

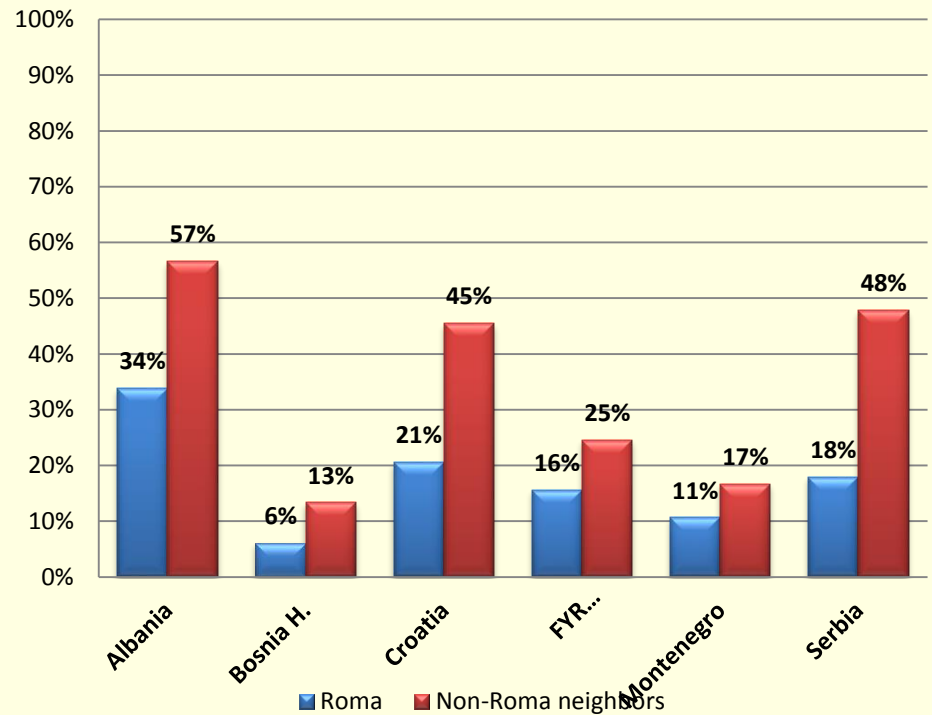
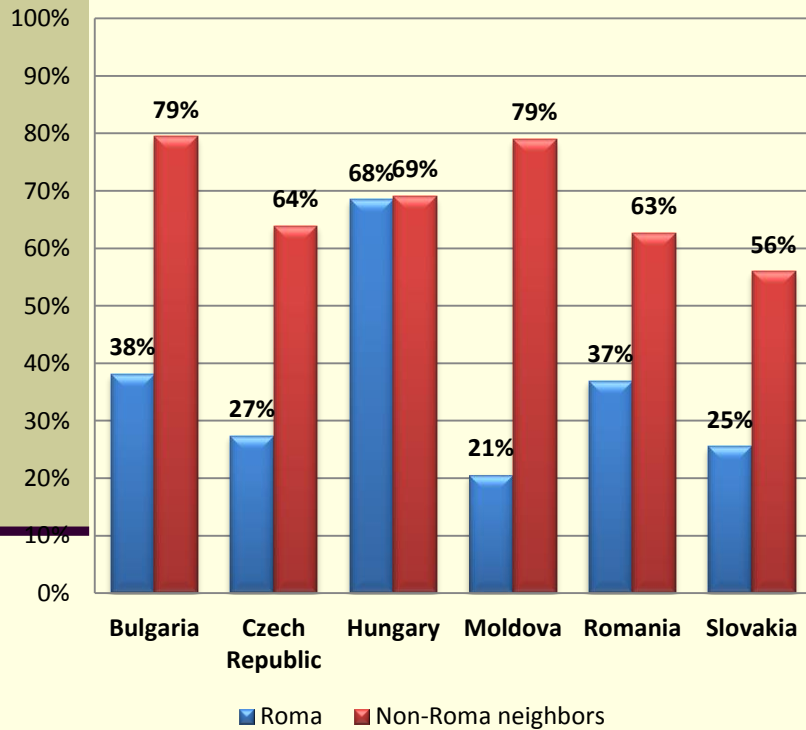
- from 1st of September 2013: updated Basic National Programme: *"The purpose of the kindergarten education process, is promoting a harmonious physical and social development of the child's personality."* (363/2012. (XII. 17.)
- one kindergarten teacher has 11 children in her group
- Average number of children in one kindergarten classroom: 21.7
- staff in one classroom: 2 teachers, 1 nanny

Preschool enrolment in Hungary

- Obligatory at age of 3 from September 2015
- Hungarian kindergarten attendance rates are above the European Union's average levels
- The ratio of four year old children participating in kindergarten in 2011:
 - European Union (27 countries): 87%
 - Hungary: 92.9%

Inequalities start early in life, preschool enrolment rate in several countries in the region

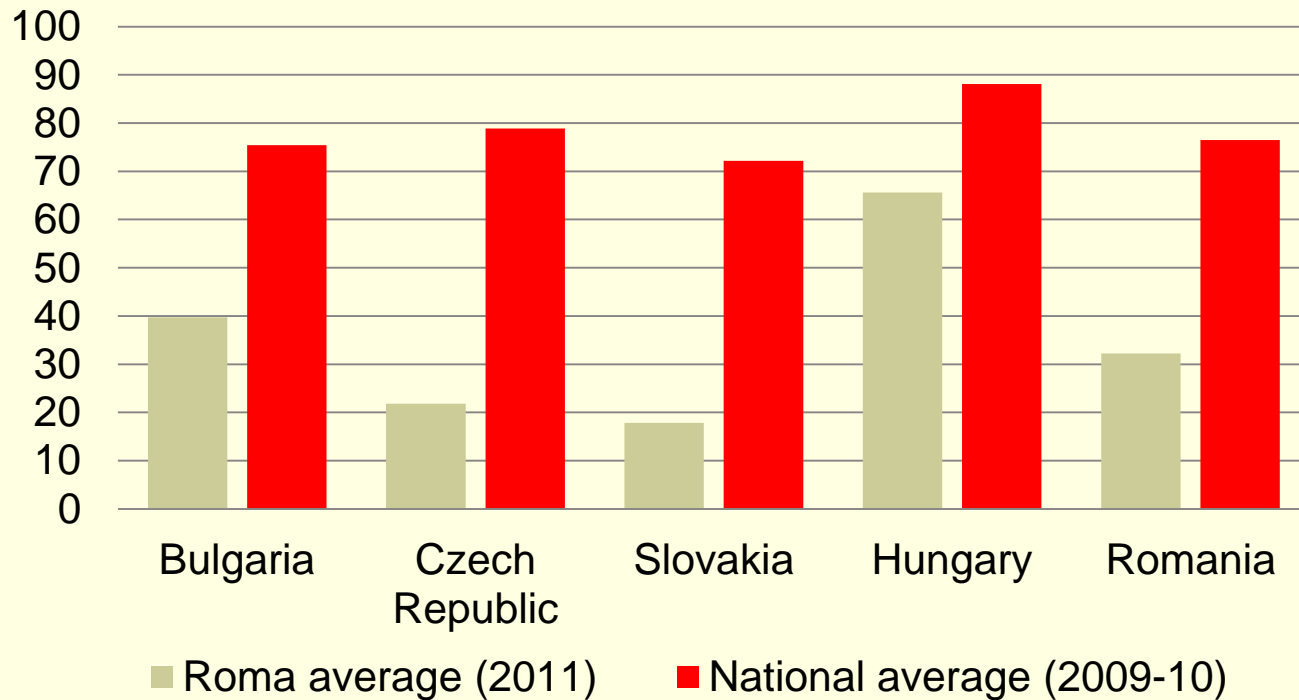
Pre-school enrolment rate (3-6) are low, with Hungary the exception



(Source: UNDP/World Bank/EC regional Roma survey 2011)

ACCESS to pre-school can determine future progress

Pre-School Enrollment Rates



CZ and SK: 3-5 year olds; BG, HU, RO: 3-6 year olds

Preschool enrolment in Hungary

Percentage of children enrolled to kindergarten compared to total population

Age/Academic year	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
2 years old	0.8	6.3	7.5	9.0	10.9	11.7
3 years old	71.9	74.1	74.3	75.3	78.9	80.5
4 years old	92.8	92.9	93.8	93.1	93.8	94.9
5 years old	96.0	96.2	95.1	96.2	95.5	95.3
6 years old	72.8	71.5	71.1	68.8	61.9	59.4
7 years old	4.1	3.7	3.4	3.1	2.9	3.0
8 years old	0.0	0.0	0.0	0.0	0.0	0.0

(Source: Ministry of Human Capacities - Department of Statistics 2015.)

HU government's best practices – primary education

- Integrative Pedagogical System (IPS)
 - running since 2003 – total €23.3 million,
 - budget for 2013 – €2.3 million
 - Aim: to bring children into kindergarten and to ensure successful transition to school
 - 1 600 institutions (kindergartens and elementary schools)
300 000 pupils and 13 000 teachers involved

- School network
 - running since 2011, budget for 2013 school year: €767 000
 - Aim: this seeks and supports exemplary solutions methods which transform entire schools, the attitudes educators and pedagogical programs



HU government's best practices in ECEC

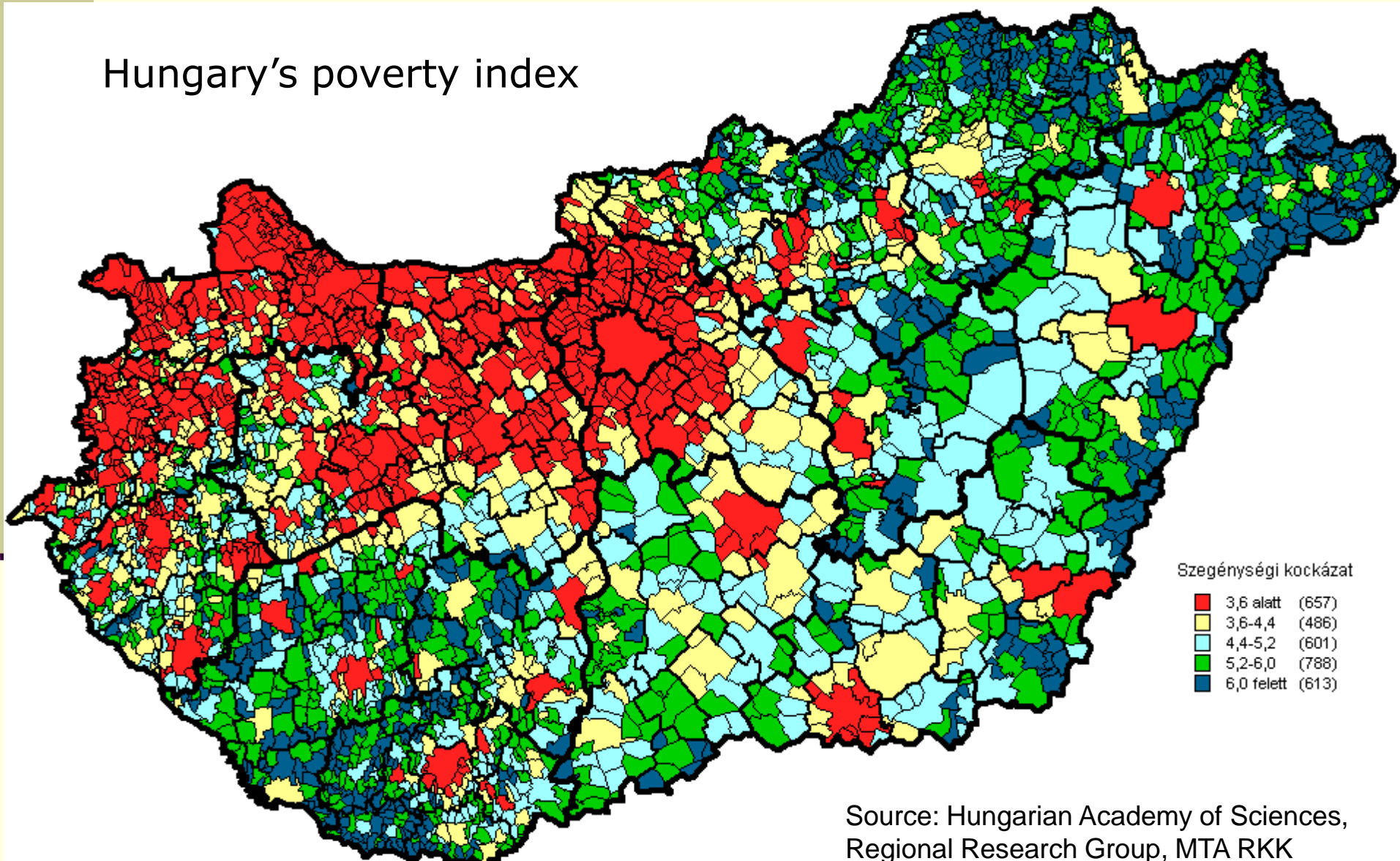
Sure Start Children's Centres State budget + EU-funded projects in Hungary

- Early Head Start (US)
- Sure Start (UK)
- To provide the best possible opportunities for the development of skills and abilities for 0-3 years
- Location: the most deprived microregions, residentially segregated areas
- More than **100 centers** with **5.257 children**,
- Operational funds can be claimed



Targeting the program of Sure Start Centers

Hungary's poverty index



Source: Hungarian Academy of Sciences,
Regional Research Group, MTA RKK

Sure Start Children's Centres "Biztos Kezdet"

Strategic goals:

1. Support the development of 0-5 years old children
2. Capacity building of parents
3. Mobilizing community resources
4. Cooperation between professionals of universal and specialized services



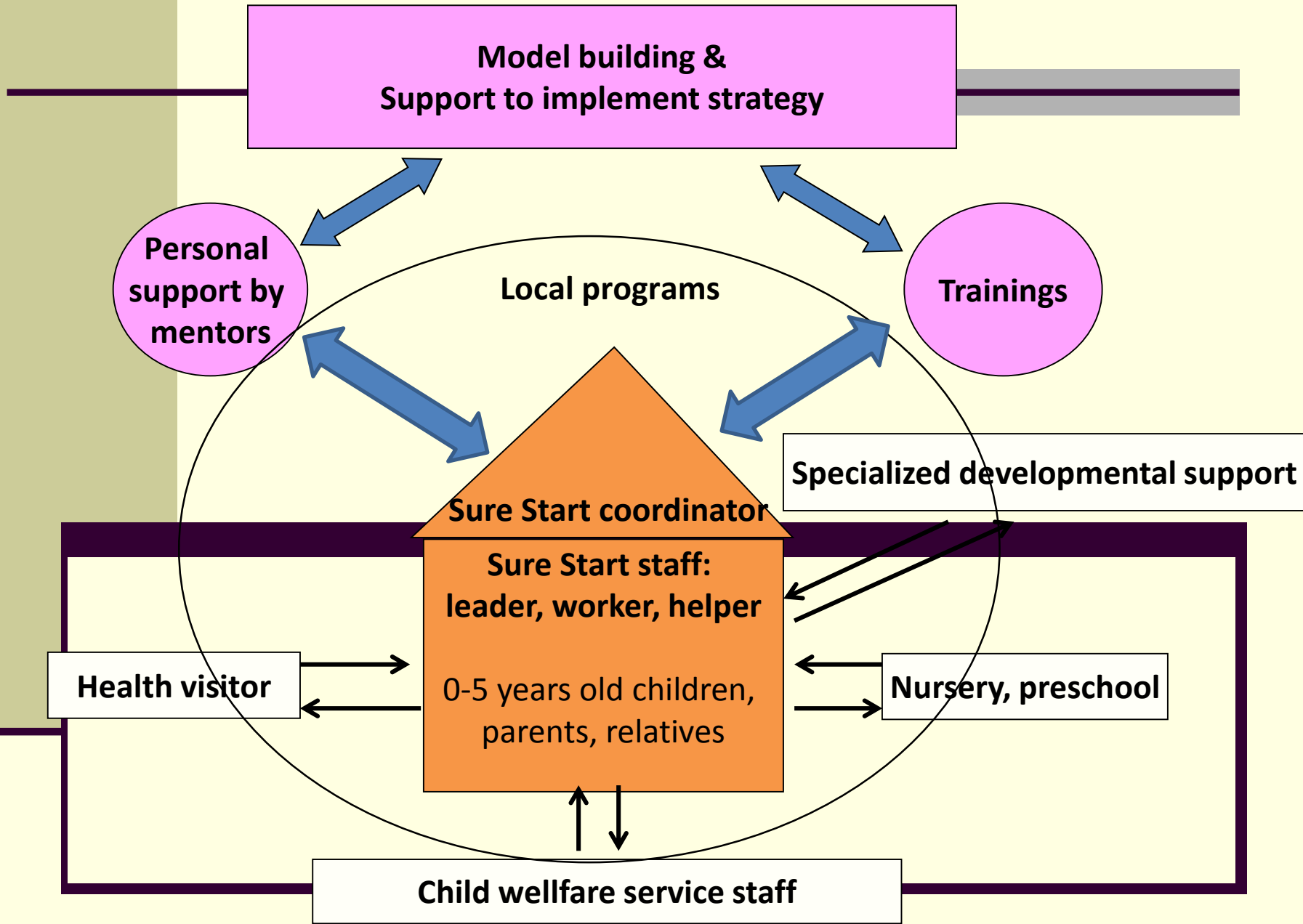
Detailed
service
description

Staff
require-
ments

Training
program
&
Mentoring

Documentation
system for
monitoring

Evidence
based
research and
evaluation





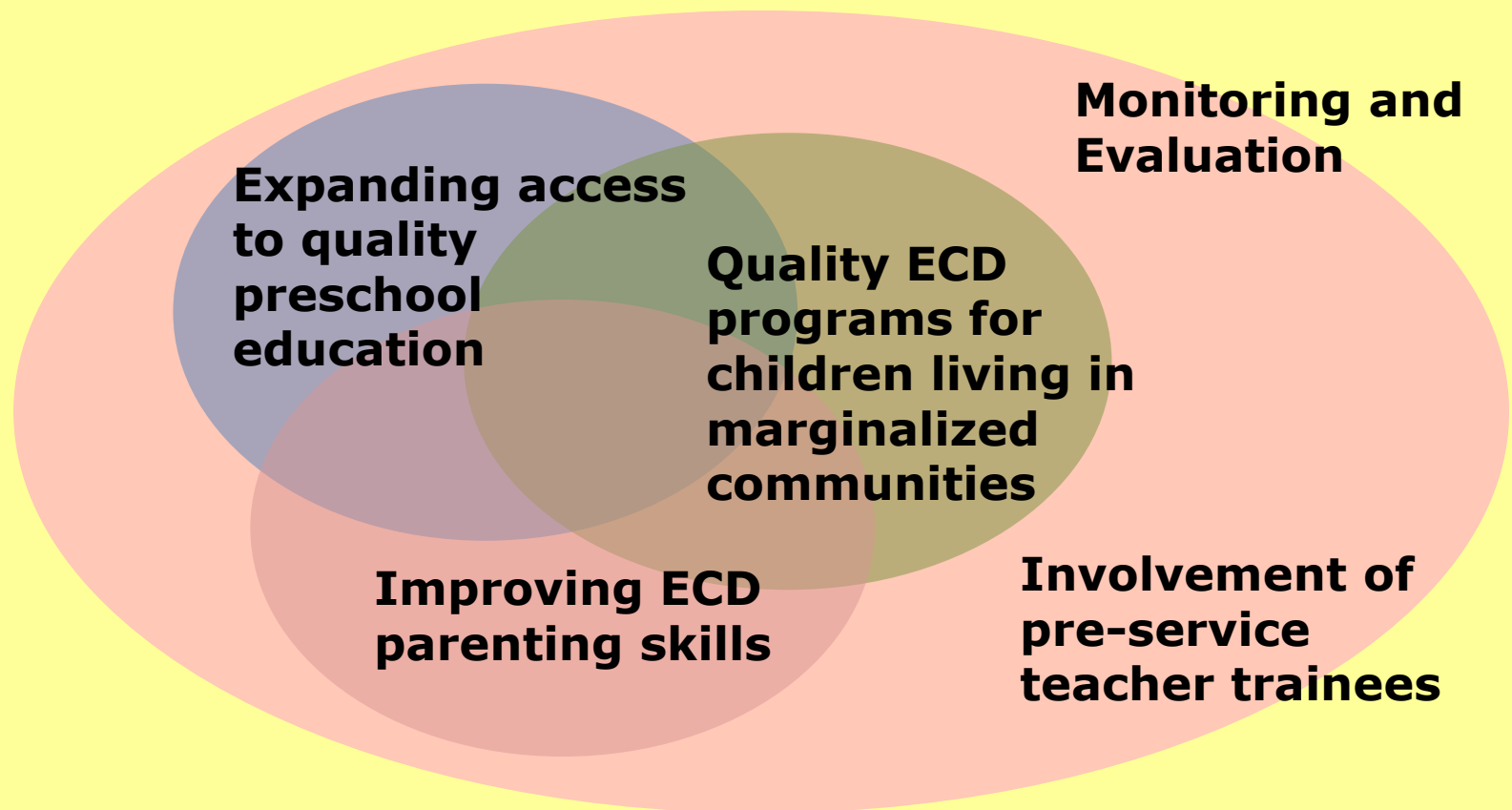


Sure Start Children's Centres

Critical factors influencing attendance and quality

- Location
- Size of the community: to be cost-effective and have enough attendance (rural poverty in Hungary!)
- Outreach and community work
- Adjust program to local needs (mentors)
- Cooperation between partners (common trainings, mentors)
- Access to specialized services
- Continuous monitoring (data and quality)

The Roma Education Fund's ECD model



Component on access



Component on quality



Component on parenting – literacy for empowerment

Informal learning environment where women are able to re-establish their confidence in reading. The sessions are lead by facilitators who promote caring, and non-judgmental atmosphere in their groups.



Reading to children

Playing with the children

Meaningful interaction with the caregiver

Component on parenting – Toy Library



Component on parenting - Home Preschool Community Liaison

Creating better cooperation and more responsive relationship between the parents and the teachers.

Roma parents are conducting an hour-long session in their child's classroom in the kindergarten.



ECEC Assessment Toolkit of REF

Monitoring & Evaluation

Quality assessment tools used by REF for measuring results:

- Measuring parental practices: Home Learning Environment Tool
- Measuring quality of community based services: ECD-QUAT for Toy Libraries by ICDI
- Measuring ECD learning outcomes of children: IDELA tool by Save the Children (direct assessment tool)
- Measuring quality of the institutional services: classroom observation tool



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