
ABSTRACTS IN ENGLISH

Educatio 30 (4), pp. 737–741 (2021)
DOI: 10.1556/2063.30.2021.4.16

OECD – STUDIES

ISTVÁN POLÓNYI

**“BETTER POLICIES FOR BETTER LIVES”. FOREWORD TO THE “OECD”
ISSUE OF THE EDUCATIO® JOURNAL**

The OECD was founded in 1961 – sixty years ago – and Hungary has been a member since 1996, 25 years ago. This double anniversary provided the opportunity for *Educatio*® to analyse the aims and significance of the organisation, its impact on education policy in particular, but also its economic policy context in a thematic issue. The paper first outlines some views on the OECD, especially its role in education policy, and then introduces the authors of the *Educatio*® issue 1961/2021 and the main messages of the papers.

Keywords: the creation of the OECD, the role of the OECD in education policy

PÉTER ÁKOS BOD

**OECD’S ROLE IN HUNGARIAN ECONOMIC POLICY MAKING:
ADVISORY, SUPPORTING OR CONSTRAINING?**

The OECD periodically surveys the economy and economic policy of its members, provides decision support and analysis. The main issue addressed here: in what ways and to what extent has the practice of professional collaboration and high-level policy dialogues influenced the Hungarian government and its economic policymaking practice. The OECD, given its mandate and its membership, is not, unlike the EU, an integration organization, and it does not allocate funds, unlike the World Bank and IMF, yet as policy advisor it has been influential, particularly in the years before EU accession. The profile of the collaboration between successive Hungarian governments and the OECD has changed a lot, due to shifts in the mandate of the OECD, but mostly because of changes in Hungary’s situation and government policy lines. The OECD has increasingly assumed global interest harmonization, norm-setting and regulatory roles; as a result, tensions have become common due to the Hungarian government’s pro-sovereignty stand and non-conventional economic policy measures since 2010.

Keywords: policy advice, competition policy, tax policy, global regulation, Hungarian economic policy

ZOLTÁN POGÁTSA THE GLOBAL ROLE PLAYED BY THE OECD

This study aims to examine the global role played by the OECD as an organisation in influencing socio-economic models around the world, as well as in individual nation states, with special attention to the concept of the 'knowledge economy'. In order to carry out this assessment, we return to the precursors of this organisation after the World War Two. The role played by the OECD is then discussed across time, and in comparison to other major international economic institutions, such as the IMF, the World Bank and the European Union.

Keywords: OECD, knowledge economy, human capital, neoliberalism

GÁBOR HALÁSZ THE OECD IMPACT OF EDUCATION POLICY. THE IMPACT OF OECD ON THE GLOBAL AND NATIONAL DEVELOPMENT OF EDUCATION

This paper focuses on the impact of OECD on the global and Hungarian development of education. He interprets the role of the OECD in the context of the theory of international relations and intergovernmental organizations, with reflections on the findings of the critical literature in this regard. It analyses how the organization uses indicators to influence national education policies, as well as the institutional mechanisms that mediate its effects. It specifically discusses how Hungary uses the knowledge created by the OECD and what its limitations are. The author bases his findings in part on his two and a half decades of personal experience in the OECD.

Keywords: OECD, international organisations, globalisation, mechanisms of international impact, education and international influences

TAMÁS KOZMA OECD: A CASE OF ORGANISATIONAL SURVIVAL

The phenomenon 'organisational survival' is known in organisational research. It means that an organisation remains still active even if the need for it does not exist any more. The history of the OECD is an illustration of organisational survival. The emergence of its predecessor (OEEC, 1947), the original function of the 1947-organisation, its crisis (1961), and the hunt for new needs have model values. It is an example of how an international organisation has evolved, integrated into the rapidly globalising world of the end of the twentieth century and how it made itself indispensable. The OECD has developed a narrative based on its self-image and philosophy and carried by a specific 'OECD-language'. Above all, OECD has produced new needs that only it could meet. The process can be studied in the appearance of the OECD as it moved to Central and Eastern Europe after the political turn of 1989/90.

Keywords: organisational survival, globalisation, OECD, Central and Eastern Europe

JUDIT FÜLÖP KÁDÁR DEVELOPMENT OF OECD EDUCATION POLICY ACTIVITIES

The paper gives an overview of OECD's policy related activities in education from the beginnings to recent developments. Early CERI programmes aimed to find solutions to the most pressing problems of education systems by reviewing good practices across OECD countries. At the request of countries, the INES programme was established in the late 1980-ies with the aim to develop an indicator system that can describe the main characteristics of education systems, and evaluate education policies. It is shown that by standardizing international education statistics and by developing new data sources like PISA, TALIS and PIAAC, OECD has established the largest database available for education policy analysis. Working with the networks of experts from the participating countries OECD could generate meaningful debates on education both within and between countries. Together with policy makers, OECD helps countries identify systemic education problems and learn the use of statistical evidence in discussing and framing education policy.

Keywords: OECD education activities, indicators of education systems, use of OECD activity in Hungarian education policy, statistical evidence in framing education policy

ANNA IMRE – LÁSZLÓ OSTORICS HUNGARIAN EXPERIENCE WITH OECD FLAGSHIP PROGRAMMES

The OECD does have an impact on the education of its member countries, which it achieves primarily through soft means. Among these tools, the collection and publication of educational indicators and data collection, analysis and dissemination through international measurements are prominent. The INES (Indicators for Education Systems) program is responsible for and is also a source of these activities. The inception of all three large-scale assessments currently operated by the OECD: PISA (the Program for International Student Assessment), TALIS (Teaching and Learning International Survey) and PIAAC (Program for International Assessment of Adult Competencies) can be attributed to this. The paper shows the emergence of both TALIS and PISA as examples of two different ways of assessment development within the OECD.

Hungary participated in these programs with different frequency and enthusiasm. Our participation in PISA cycles has been constant since 2000, on the other hand we have only participated in two of the three TALIS events, and PIAAC has so far been conducted entirely by the OECD only once – with Hungarian participation, of course. Thus, only PISA has had a real opportunity to have a lasting impact on the Hungarian education system. This effect can be seen in the fact that, in parallel with our participation in the assessment program and partly due to the ensuing knowledge transfer, Hungary has developed a national assessment system that promotes evidence-based decision-making from schools through maintainers to the education policy level.

Keywords: public education, student achievement, skills

JÚLIA VARGA OECD EDUCATION INDICATORS

The study gives a summary of the history of the OECD education indicator system. Through the example of the indicator system, it presents that three moments were crucial in the OECD becoming a key player in education policy. First, that the OECD was able to continuously integrate the new scientific results, especially findings of educational economics research, into its education work. The second was the systematic collection of education data based on research results and the continuous improvement of the international comparability of data which enabled the OECD to create a large international, comparable database of education statistics. The third is that the OECD has made its education data available continuously, free of charge so that anyone can download it for free and use it for their own research.

Keywords: education indicator system, international comparability, international education statistics database

RESEARCH ACTIVITIES

ORSOLYA BARNA – MÁRIA CSETE SZALMA GREEN SKILLS IN HIGHER EDUCATION

The complex issue of climate change poses a significant social, economic and environmental challenge today. The concept of a green economy could offer a complex solution that can integrate all efforts to solve these problems. Education can play a key role in the transition to a green economy, as various retraining and the development of green skills are becoming more and more important. The present study examines green skills at Hungarian and Polish environmental engineering Bachelor programs. The results of the research show that the concept of green skill is slowly beginning to spread in the university ecosystems.

Keywords: green economy, green skills, higher education, environmental engineering BSc

IZABELLA BARTALIS MUSIC EDUCATION IN HUNGARIAN PRIMARY CLASSES IN KOVÁSZNA AND HARGITA COUNTIES

Nowadays society parallels Arts Education with the acquirement of learning within the framework of the curriculum, in other words in a school system. Consequently, it is necessary to develop those musical skills and abilities within the school that have a beneficial effect on the complex growth of the person. This present study reflects the importance of music education in Kovászna and Hargita counties in Hungarian classes and the effectiveness of music and movement curricula through qualitative and quantitative research made among teachers. Our results show that the new music and movement cur-

riculum is associated with musical education in schools. Including movement into the lessons, teachers place even more emphasis on teaching popular games and folk dance.

Keywords: curriculum, musical education, music and movement curriculum

JÓZSEF BOGNÁR – ZOLTÁN KISS – DIÁNA DÉRI – ISTVÁN CSÁKI NON-SPORTING ACTIVITIES OF SOCCER ACADEMIES' PLAYERS

The aim of our study is to compare the views and experiences of coaches, athletes and parents about the extent to which coaches deal with young players' non-sporting lifestyles. The study was carried out in a Hungarian elite soccer academy, closed-ended questions were answered by coaches ($n = 18$), young soccer players ($n = 87$) and their parents ($n = 80$). In addition to some similarities in terms of healthy living, educational attitudes of coaches, and the area related to school education, there were also differences between the subsamples, as well as between soccer players of different ages. The knowledge and activity of coaches regarding the non-sporting lives of players is important as it can improve collaboration and communication with parents and players as well, thus benefiting the community and performance as well.

Keywords: talent development, soccer, academy, pedagogical activities of coaches

HENRIETT PRIMECZ – LI XUEYAN CHINESE STUDENTS IN HUNGARY: FAMILY BACKGROUND AND ENTRANCE DIFFICULTIES

The internationalization of Hungarian higher education resulted in the growing number of international students studying here, among whom Chinese students form the third-largest group. Our explorative-qualitative research investigated the students' family background, their motivation to choose Hungary, their experiences encounter with Hungarian culture. The results have shown that Chinese students are from working-class or lower-middle-class families with financial constraints. The choice of Hungary was the result of a compromise in most cases. Chinese students faced numerous difficulties including language barriers and exclusion.

Keywords: Chinese students, Hungarian tertiary education, motivation, exclusion

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